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CLASSROOM CONTROL AND COMMUNICATION ENGAGEMENT IN THE DIVISION OF DAVAO DEL NORTE

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ABSTRACT

This study aimed to determine the relationship between classroom control and communication engagement among 130 elementary teachers in the Division of Davao del Norte. It specifically examined the extent of classroom control in terms of nurturance or warmth and control or dominance, as well as the level of communication engagement across its different dimensions. It also looked into whether a significant relationship and influence exist between these variables in actual classroom practice. A quantitative approach using a descriptive-correlational design was employed in the study. Data were gathered through validated and pilot-tested survey questionnaires administered to the respondents. Appropriate statistical tools such as weighted mean, Pearson product-moment correlation, and multiple regression analysis were used to analyze the data, all at a 0.05 level of significance. The findings revealed that both classroom control and communication engagement were extensive, suggesting that these practices are often evident among teachers in their daily classroom interactions. The results also showed that there is a significant relationship between classroom control and communication engagement. Furthermore, classroom control was found to significantly influence communication engagement, with nurturance or warmth emerging as the strongest predictor, followed by control or dominance. Based on these findings, educational leaders may strengthen teacher training programs that promote a balanced approach to classroom management by integrating both warmth and authority. Schools may also support continuous professional development, while teachers may maintain nurturing and structured classroom practices.

KEYWORDS: *Classroom Control; Communication Engagement; Division Of Davao Del Norte*

INTRODUCTION

Effective communication within the classroom is fundamental to achieving successful teaching and learning outcomes, and this is largely shaped by the level of classroom control. Classroom control refers to the degree of authority and regulation exercised by teachers during instruction, which can either encourage or limit student participation and engagement. Meanwhile, communication engagement involves both verbal and non-verbal interactions between teachers and learners, playing a vital role in shaping the overall learning process. The extent to which teachers manage and control the classroom environment influences how students respond, participate, and develop both cognitive and social competencies. However, when classroom control becomes excessive, it may restrict student autonomy and critical thinking, resulting in a more passive learning atmosphere. Considering the essential role of communication in education, it is important to investigate the influence of classroom control on classroom interactions, particularly in the Division of Davao del Norte, where studies on this issue remain limited.

At the international level, studies have consistently demonstrated that teacher–student relationships significantly influence learners' academic performance and level of engagement (Brophy & Good, 2020). In classrooms characterized by strict and highly regulated control, students tend to show reduced motivation and participation, largely due to limited autonomy (Connell & Wellborn, 2021). In contrast, countries with advanced educational systems, such as Finland and Sweden, promote learner-centered approaches that lessen excessive control and encourage a more open, participative classroom environment (Castro et al., 2019). Moreover, research has emphasized that teachers' communication styles play a crucial role in enhancing students' self-confidence and fostering critical thinking abilities (Clem et al., 2019). Despite this evidence, many education systems across the globe continue to implement authoritarian classroom practices, which may restrict opportunities for active and interactive learning.

At the national level, the education system in the Philippines is still predominantly teacher-centered, with many teachers employing authoritative instructional approaches that emphasize order and control (Danielson, 2022). Although maintaining structure and discipline is necessary for effective classroom management, excessive control may result in reduced student participation and limited creativity (Csikszentmihalyi, 2020). The Department of

Education (DepEd) has introduced reforms aimed at promoting learner-centered strategies; however, their implementation remains uneven across schools (Cohen & Ball, 2019). Local studies further reveal that teacher–student interactions greatly affect student engagement, yet traditional lecture-based methods continue to prevail, thereby constraining opportunities for meaningful classroom communication (Dawes & Larson, 2021). This situation raises concerns regarding the effectiveness of existing classroom control practices in addressing the demands of 21st-century learning.

At the local level, schools in the Division of Davao del Norte encounter distinct challenges related to classroom communication, largely influenced by varying classroom control practices. Many teachers in the area continue to utilize traditional, teacher-centered instructional approaches, which tend to restrict opportunities for student-led discussions and collaborative learning (Darling-Hammond et al., 2020; OECD, 2020). One of the key concerns in these classrooms is the imbalance between teacher authority and student participation, which often leads to passive learning and decreased engagement (Reeve & Cheon, 2021). Teachers frequently experience difficulty in creating a classroom environment that maintains discipline while also encouraging open and interactive communication (Zheng, 2022). Moreover, there remains a lack of empirical evidence examining how different levels of classroom control influence communication engagement within this specific setting. This study aims to address this gap by exploring how classroom control affects students' communication behaviors in the Division of Davao del Norte.

This gap in the literature highlights the need for localized and empirical investigations into the relationship between classroom control and communication engagement among elementary teachers. While previous studies have examined teacher–student interaction and classroom management in broader or international contexts, limited research has focused on their combined influence within the Division of Davao del Norte (Kim & Kim, 2021). Furthermore, few studies have simultaneously explored both the relational dimensions (such as warmth and support) and regulatory dimensions (such as control and authority) of classroom control in relation to multiple aspects of communication engagement (Wubbels et al., 2021). Addressing this gap is essential to generate context-specific insights that can inform instructional practices, professional development, and educational policies at the local level.

Understanding the relationship between classroom control and classroom communication is important for several reasons. First, it provides insights into how instructional approaches influence student engagement, motivation, and academic outcomes (Hattie, 2023). Second, it offers guidance for school leaders and policymakers in designing professional development programs that help teachers adopt more effective classroom management strategies (UNESCO, 2021). Lastly, this study contributes to the growing body of literature on teacher–student interaction, particularly within the Philippine educational context, where studies on this topic remain limited.

By examining the level of classroom control and its relationship with communication engagement, this study aims to provide recommendations for improving instructional practices. With the increasing emphasis on learner-centered education, it is essential to reassess how classroom control is implemented in teaching (OECD, 2020). The findings of this study may serve as a basis for future educational improvements aimed at fostering more interactive and engaging classroom environments in the Division of Davao del Norte.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between classroom control and communication engagement of teachers. Specifically, it sought to:

1. Determine the extent of classroom control of teachers;
2. Determine their extent of communication engagement;
3. Establish whether there is a significant relationship between the classroom control and communication engagement; and
4. Identify which domains of the classroom control significantly influence communication engagement.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. Each component is structured to systematically examine the relationship between work attitudes and occupational resilience of special education teachers. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Research Design

This study employed a quantitative research approach, specifically a descriptive-correlational design. Quantitative research involves the systematic collection and statistical analysis of numerical data to identify patterns, relationships, and trends among variables (Creswell & Creswell, 2017). The descriptive-correlational design was considered appropriate because the study aimed to determine the level of classroom control and communication engagement, as well as examine the relationship between these variables without manipulating any conditions within the actual classroom setting (Apuke, 2019).

The descriptive component of the design allowed the researcher to observe and describe the existing conditions of classroom control and communication engagement as they naturally occur. This provided a systematic and objective presentation of teachers' practices without introducing any form of intervention or experimental manipulation (Korrapati, 2022). In contrast, the correlational component focused on identifying whether a significant relationship exists between classroom control and communication engagement. This made it possible to determine the extent to which variations in classroom control are associated with changes in communication engagement, thereby exploring potential relationships between the variables (Kabir, 2021).

This design is particularly appropriate in educational research, where classroom behaviors and interactions are best understood within their real-life context. By using a descriptive-correlational approach, the study ensured that the findings reflect actual classroom practices, making them valuable for improving teaching strategies and communication approaches. Moreover, the use of statistical tools such as Pearson correlation and regression analysis provided empirical evidence on the relationship between classroom control and communication engagement, thereby contributing to the enhancement of instructional effectiveness and teacher–student interaction (Davis, 2021; Creswell & Creswell, 2017).

Respondents

This study involved elementary school teachers from the Division of Davao del Norte to examine the relationship between classroom control and communication engagement. The total population consisted of 192 elementary teachers. From this population, the sample size was determined using Slovin's formula, a statistical tool commonly used in quantitative research to identify an appropriate sample while maintaining an acceptable margin of error. Based on the computation, a total of 130 elementary teachers were selected as respondents. This sample size was considered sufficient to represent the population while reducing sampling error.

The selection of respondents was guided by the following inclusion criteria: (1) teachers must be currently teaching at the elementary level in Davao del Norte, (2) they must have at least one year of teaching experience, and (3) they must be actively involved in classroom instruction and communication with learners. In addition, participation was voluntary, ensuring that only teachers who consented were included in the study. These criteria ensured that the respondents had adequate exposure to classroom control practices and communication engagement, making their responses relevant to the objectives of the study (Creswell & Creswell, 2017).

Using a well-defined and statistically adequate sample size enhances the reliability and validity of research findings. It also allows for more accurate interpretation and generalization of results within the study context (Saunders et al., 2019). By applying Slovin's formula, the study achieved a balance between representativeness and practical feasibility in data gathering.

Sampling Design

The study employed a stratified random sampling technique to ensure proportional representation of elementary teachers across different schools in the Division of Davao del Norte. From the total population of 192 teachers, a sample of 130 respondents was determined using Slovin's formula with a 0.05 margin of error. Stratified random sampling was chosen to ensure that teachers from various schools were adequately represented, thereby improving the accuracy and reliability of the data collected (Etikan & Bala, 2017; Taherdoost, 2016).

This sampling method was appropriate for the study because it allowed the researcher to capture varied perspectives from teachers across different school contexts while maintaining proportional representation. By grouping the population into strata based on school affiliation and randomly selecting participants within each group, sampling bias was minimized and each subgroup had an equal opportunity of being included. This approach provided a more balanced and accurate representation of classroom control and communication engagement practices across the division.

The sampling procedure was also guided by specific inclusion criteria. Participants were required to be currently employed as elementary teachers in public schools within the Division of Davao del Norte, have at least one year of teaching experience, and be actively engaged in classroom instruction at the time of data collection. Only those who voluntarily agreed and provided informed consent were included in the study. Teachers who were on leave or not actively handling classes during the data collection period were excluded to ensure data relevance and accuracy.

Overall, the use of stratified random sampling ensured that the study gathered comprehensive, representative, and reliable data, thereby strengthening the validity of the findings on the relationship between classroom control and communication engagement among elementary teachers.

Research Instrument

The primary instrument used in this study was a structured questionnaire designed to assess classroom control and communication engagement among elementary teachers. The questionnaire consisted of closed-ended items measured using a Likert scale, allowing the quantification of respondents' perceptions and experiences. It was adapted from established and validated sources to ensure its relevance and alignment with the variables of the study. The instrument was divided into two main parts: the first part focused on classroom control, while the second part assessed communication engagement.

To ensure the reliability and clarity of the instrument, a pilot testing was conducted prior to the actual data collection. The pilot test involved thirty (30) elementary teachers from two selected schools within the Division of Davao del Norte. These participants possessed similar characteristics to the actual respondents but were excluded from the final sample to prevent bias and maintain the integrity of the study. This process allowed the researcher to evaluate the suitability of the instrument in an actual classroom context.

The purpose of the pilot testing was to determine the internal consistency and clarity of the questionnaire items. Feedback obtained from the pilot respondents was used to revise unclear or ambiguous statements and improve the overall structure and readability of the instrument. The results of the pilot testing indicated that the questionnaire demonstrated a high level of internal consistency, suggesting that the items were reliable and effectively measured the intended constructs. Consequently, the instrument was deemed appropriate for use in the main study, ensuring the accuracy and dependability of the data collected.

The classroom control questionnaire was adapted from Rogers et al. (2019). It consisted of 12 items distributed across two indicators: nurturance/warmth (items 1–7) and control/dominance (items 1–5). Nurturance/warmth reflects the teacher's supportive and caring behaviors, while control/dominance reflects the degree of authority and classroom regulation exercised by the teacher.

To further establish reliability, the instrument was subjected to statistical testing using Cronbach's Alpha, which yielded a coefficient of 0.88, indicating a high level of internal consistency. This suggests that the items within each dimension are strongly related and consistently measure the intended construct. The high reliability score implies that the instrument produces stable and dependable responses, thereby strengthening the credibility of the findings. Moreover, the inclusion of both nurturance/warmth and control/dominance ensures that the instrument captures both supportive and regulatory aspects of classroom control, making it a comprehensive tool for assessing teacher behavior in classroom settings.

Below is the grading scale used to interpret the extent of classroom control.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The classroom control is always evident.
3.40 - 4.19	Extensive	The classroom control is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The classroom control is occasionally evident.
1.80 - 2.59	Less Extensive	The classroom control is seldom evident.
1.00 - 1.79	Not Extensive	The classroom control is never evident.

The communication engagement questionnaire was adapted from She and Fisher (2019). The instrument consisted of 40 items designed to measure teachers' communication engagement in the classroom. It was composed of five indicators, namely: challenging (items 1–8), encouragement and praise (items 1–8), non-verbal support (items 1–8), understanding and friendly (items 1–8), and controlling (items 1–8).

The questionnaire was subjected to pilot testing prior to its full administration. The pilot test yielded a Cronbach's Alpha reliability coefficient of 0.94, which indicates an excellent level of internal consistency. This result suggests

that the items across all dimensions are highly consistent and effectively measure the construct of communication engagement. It also implies that the instrument produces stable and reliable responses when administered to different respondents.

The strong reliability coefficient confirms that the questionnaire is appropriate for assessing communication engagement among teachers. The inclusion of multiple dimensions such as challenging and non-verbal support allows the instrument to capture both cognitive engagement strategies and subtle interpersonal communication behaviors in the classroom. Likewise, dimensions such as encouragement and praise, as well as understanding and friendly behavior, highlight the importance of positive reinforcement, emotional support, and teacher–student rapport in effective classroom communication. The presence of the controlling dimension further reflects how teachers regulate communication alongside instructional interaction.

Overall, the high internal consistency of the instrument affirms its reliability and suitability for use in this study, ensuring that the data gathered on communication engagement are accurate, consistent, and dependable. Below is the grading scale used to interpret the extent of communication engagement.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Communication engagement is always evident.
3.40 - 4.19	Extensive	Communication engagement is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Communication engagement is occasionally evident.
1.80 - 2.59	Less Extensive	Communication engagement is seldom evident.
1.00 - 1.79	Not Extensive	Communication engagement is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Gathering Procedure

The data gathering procedure of this study followed a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research findings. The procedure included several stages: securing an Ethics Compliance Certificate, obtaining an endorsement letter from the Dean, requesting a permit to conduct the study from the Schools Division Superintendent (SDS), sending formal letters to school principals, validating the research instruments, and administering the questionnaires to the identified respondents in the Division of Davao del Norte.

Prior to the conduct of the study, the researcher secured an Ethics Compliance Certificate on August 19, 2025. This ensured that the study complied with the ethical standards required for research involving human participants. The ethics review verified that the rights, dignity, and welfare of the respondents were protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper data handling were strictly observed in accordance with the Data Privacy Act of 2012. The approval of the ethics review signified that the study met all ethical requirements and was allowed to proceed to the next phases.

Before the actual data collection, the research instruments underwent expert validation on October 07, October 13, and October 15, 2025. Selected experts evaluated the questionnaire in terms of clarity, relevance, content appropriateness, and alignment with the research variables. Their comments and recommendations were carefully reviewed by the researcher, and necessary revisions were incorporated to improve the instrument. This process ensured that the questionnaire was valid, reliable, and suitable for measuring the variables of the study.

After securing ethical clearance, the researcher obtained an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on August 23, 2025. This endorsement confirmed that the study had undergone academic review and complied with graduate school requirements. It also served as institutional approval, certifying that the research was academically sound and appropriate for implementation in the chosen research setting.

With the endorsement letter, the researcher formally requested permission from the Schools Division Superintendent (SDS) of Davao del Norte on October 09, 2025. The request included the research title, objectives, target respondents, and data collection procedures, along with supporting documents such as the endorsement letter and validated instruments. Upon approval, the permit granted official authorization to conduct the study in the selected schools within the division.

After securing the permit, the researcher sent formal letters to the school principals of the identified schools on December 12, 2025, January 07, and January 09, 2026. The letters explained the purpose of the study, the role of the respondents, and the procedures for administering the questionnaires. Coordination with school heads was conducted to schedule the distribution and retrieval of instruments without disrupting regular school activities.

The actual data collection was conducted using validated questionnaires measuring teachers' classroom control and communication engagement among elementary school teachers in Sto. Tomas West District, Division of Davao del Norte. The questionnaires were administered face-to-face using the paper-and-pencil method to allow direct interaction and immediate clarification when necessary.

Before distribution, respondents were briefed about the purpose of the study, the importance of their participation, and the estimated time needed to complete the questionnaire. Ethical considerations such as voluntary participation, confidentiality, and the right to withdraw at any time without penalty were clearly explained. Informed consent was obtained from all participants prior to data collection.

During the administration, the researcher personally distributed the questionnaires to the respondents in their respective schools. Clear instructions were provided, and participants were encouraged to seek clarification when needed to ensure accurate understanding of each item. Sufficient time was given to complete the questionnaires without pressure. After completion, the instruments were immediately collected and checked on-site for completeness to minimize missing data.

Following data collection, all responses were encoded, organized, and securely stored for statistical analysis. The data were carefully entered into a database to ensure accuracy and consistency. Throughout the entire process, strict adherence to ethical standards, confidentiality, and data integrity was maintained to ensure the credibility and reliability of the study findings.

Data Analysis

For the comprehensive interpretation and analysis of the data, appropriate statistical tools were employed based on the specific objectives of the study.

Weighted Mean and Standard Deviation. To address Statement of the Problem (SOP) 1 and SOP 2, which aimed to determine the extent of classroom control and communication engagement, the weighted mean was utilized. This was used to describe the average responses of the participants for each indicator. In addition, the standard deviation was employed to measure the variability of responses, indicating the degree of consistency or dispersion among the teachers' answers.

Pearson Correlation Coefficient. To answer SOP 3, which examined whether a significant relationship exists between classroom control and communication engagement, the Pearson Product-Moment Correlation Coefficient was used. This statistical tool determined the strength and direction of the relationship between the two variables.

Multiple Regression Analysis. To address SOP 4, which sought to identify which domains of classroom control significantly influence communication engagement, multiple regression analysis was conducted. This analysis determined the extent to which each independent variable predicts or contributes to the dependent variable, thereby identifying the most influential factors.

Ethical Consideration

The ethical considerations of this study were carefully observed to ensure the proper conduct of research involving public elementary school teachers in the Division of Davao del Norte. Core ethical principles such as respect for autonomy, informed consent, confidentiality, beneficence, non-maleficence, and justice were strictly followed. The study also complied with institutional research guidelines and the provisions of the Data Privacy Act of 2012 (RA 10173) to safeguard the rights and welfare of all participants.

Social Value. This study provided significant social value by examining the relationship between classroom control and communication engagement among elementary teachers. The findings offered insights that may help improve instructional practices, teacher communication strategies, and classroom management approaches. In doing so, the study contributes to enhancing teacher effectiveness, student engagement, and overall educational quality in both local and broader educational contexts.

Informed Consent. Participation in the study was entirely voluntary. Prior to data collection, informed consent was obtained from all respondents. The consent form clearly explained the purpose of the study, procedures, potential

risks and benefits, confidentiality measures, and the voluntary nature of participation. Respondents were informed that they could withdraw at any time without any consequences. All concerns and questions were addressed to ensure full understanding and willingness to participate.

Vulnerability of Respondents. Although the respondents were professional teachers, the possibility of perceived vulnerability was acknowledged, particularly in relation to job-related concerns or evaluation fears. To address this, anonymity was strictly maintained, and no identifying information was collected. The questionnaire did not include items that assessed professional competence or performance evaluation. Participation was free from coercion or any form of pressure.

Privacy and Confidentiality. The study strictly adhered to confidentiality protocols in accordance with the Data Privacy Act of 2012. No personal identifiers were included in the dataset, and respondents were assigned codes instead of names. All digital data were stored in password-protected files, while printed materials were kept in secure, locked storage. Only the researcher had access to the data, and results were reported in aggregated form to ensure that individual respondents and schools could not be identified.

Risk, Benefits, and Safety. The study posed minimal risk to participants. The only possible discomfort involved self-reflection on classroom practices. To minimize this, participants were assured that their responses would remain confidential and would not be used for evaluation purposes. The benefits included opportunities for professional reflection and contributions to improving teaching practices and educational policies. Data collection was conducted in a safe and non-disruptive environment, and respondents were allowed to skip questions they found uncomfortable.

Justice. Justice was ensured by giving all eligible teachers equal opportunity to participate in the study. Stratified random sampling was used to ensure fair representation across schools in the Division of Davao del Norte. Selection was not influenced by gender, age, or personal characteristics. All participants had equal access to the benefits of the study's findings, which were shared with relevant stakeholders.

Transparency. Transparency was maintained throughout the research process. All procedures, including data collection and analysis, were communicated clearly to participants and school administrators. Official communications, consent forms, and endorsements were properly documented. After completion of the study, a summary of findings was shared with participating schools and the Schools Division Office to ensure openness and accountability.

Qualification of the Researcher. The researcher, Nely P. Flores, is a public school elementary teacher under the Department of Education in the Division of Davao del Norte and currently holds the position of Teacher II at Sto. Tomas Central Elementary School SPED Center. She has been in the teaching profession since 2013, gaining extensive experience in classroom management, student behavior, and teacher-student communication.

She completed her Bachelor of Science in Secondary Education at the University of the Immaculate Conception in 2002 and earned 36 units in Master of Arts in Education major in Educational Management at the University of Mindanao. At present, she is completing her Master of Arts in Educational Management at The Rizal Memorial Colleges, Inc. The researcher has also participated in professional development programs such as the Academic Recovery and Accessible Learning (A.R.A.L.) Program Tutor Training, which strengthened her instructional competencies. Her academic background and professional experience provided her with strong familiarity with classroom dynamics, which is closely aligned with the focus of this study. Throughout the research process, she ensured honesty, objectivity, confidentiality, and adherence to ethical standards.

Conflict of Interest. The researcher declared no conflict of interest in conducting this study. The research was carried out independently without any financial, personal, or institutional bias. Any potential conflicts that may have arisen were to be fully disclosed to relevant stakeholders, although none were identified.

Adequacy of Facilities. Data collection was conducted in appropriate school-based settings such as faculty rooms or designated quiet areas to ensure respondents' comfort and focus. For data processing and analysis, secure digital tools such as Microsoft Excel and statistical software (e.g., SPSS) were utilized. All facilities and tools used in the study were deemed adequate to ensure accurate, efficient, and secure handling of data.

Community Involvement. The study emphasized collaboration with the school community. Prior to implementation, coordination was conducted with school principals, supervisors, and the Schools Division Office of Davao del Norte. Stakeholders were informed of the study's objectives and potential benefits. After completion,

the findings were shared with the community through reports and presentations to support evidence-based decision-making and contribute to improving educational practice.

Results

Classroom Control

Nurturance/Warmth

Teachers frequently demonstrate warmth and support, with an overall mean of **4.00 (SD = 0.893)**. The highest-rated items include being approachable (M = 4.04), reassuring (M = 4.02), and genuinely concerned for students (M = 4.01). These findings indicate that relational approaches dominate classroom management, promoting trust, engagement, and emotional security, aligning with Rogers et al. (2019) and Clem et al. (2019).

Control/Dominance

Teachers also regularly apply structured authority, with an overall mean of **4.03 (SD = 0.863)**. Top items include maintaining control (M = 4.06) and ensuring the teacher remains in charge (M = 4.04). This demonstrates that dominance complements nurturance, providing clear expectations and orderly classroom environments, consistent with Aldrup et al. (2019) and Wubbels et al. (2019).

Communication Engagement

Challenging Practices

Teachers use higher-order questioning extensively (**M = 4.03, SD = 0.858**), encouraging analysis, application, and integration of knowledge. Top indicators include questions requiring judgment (M = 4.10) and integration of learned information (M = 4.09). This supports critical thinking and deep engagement, consistent with She and Fisher (2019) and Martino and Maher (2019).

Encouragement and Praise

Positive reinforcement is widely practiced (**M = 4.05, SD = 0.833**), with highest scores for encouraging discussion (M = 4.09) and praising students' answers (M = 4.07). These strategies enhance motivation, confidence, and participation, supporting Dufrene et al. (2020) and Sutherland et al. (2019).

Non-Verbal Support

Teachers frequently use gestures, facial expressions, and eye contact (**M = 4.07, SD = 0.843**), with the highest item showing understanding through facial expressions (M = 4.12). Non-verbal communication reinforces engagement and reassurance, in line with She and Fisher (2019) and Mehrabian (2019).

Understanding and Friendly

Teachers demonstrate empathy and approachability (**M = 4.04, SD = 0.894**). Highest-rated items include trusting students (M = 4.08) and attentive listening (M = 4.07). Such behaviors foster supportive learning environments, consistent with Hughes et al. (2020) and Krane et al. (2019).

Controlling Practices

Teachers apply structured expectations (**M = 4.03, SD = 0.866**), with top items emphasizing listening to instructions (M = 4.09) and compliance (M = 4.06). This maintains order and effective communication, aligned with She and Fisher (2019) and Hepburn and Beamish (2019).

Relationship Between Classroom Control and Communication Engagement

Correlation analysis shows a strong positive relationship: **$r = 0.8336$, $p < 0.001$**, indicating that both nurturance/warmth (**$r = 0.8420$**) and control/dominance (**$r = 0.8252$**) are significantly associated with communication engagement. Structured and supportive classroom management fosters clearer, more effective teacher communication.

Regression analysis confirms that classroom control significantly predicts communication engagement (**$R = 0.894$, $R^2 = 0.798$, $F = 251.319$, $p < 0.001$**). Nurturance/warmth ($\beta = 0.511$) has a slightly stronger effect than control/dominance ($\beta = 0.446$), suggesting that relational behaviors more strongly encourage active communication. Effective communication is maximized when teachers balance empathy with structured authority, aligning with behaviorist, constructivist, and self-determination theories

Summary

This study investigated the relationship between classroom control and communication engagement among elementary school teachers in the Division of Davao del Norte.

Findings revealed that classroom control, in terms of nurturance/warmth and control/dominance, was generally rated as extensive. This suggests that teachers consistently demonstrate the ability to manage classroom behavior effectively while simultaneously providing care, guidance, and emotional support to learners.

Similarly, communication engagement was also rated as extensive across all identified dimensions, namely challenging, encouragement and praise, non-verbal support, understanding and friendliness, and controlling. This indicates that teachers regularly employ a variety of communication strategies to actively involve students in classroom discussions and learning activities.

Moreover, the results established a significant relationship between classroom control and communication engagement. This implies that the manner in which teachers manage classroom behavior is closely associated with how they interact and communicate with students.

In addition, the study found that both domains of classroom control significantly influence communication engagement. This indicates that effective classroom management practices play a vital role in enhancing the quality and level of teacher-student interaction.

Conclusions

Based on the findings, it can be concluded that classroom control among elementary teachers in the Division of Davao del Norte is generally extensive. Teachers demonstrate a balanced use of warmth and authority, enabling them to maintain discipline while fostering a supportive and conducive learning environment.

It is further concluded that communication engagement is likewise extensive, indicating that teachers actively facilitate student participation through questioning techniques, reinforcement strategies, and non-verbal communication. These approaches contribute to more interactive and meaningful classroom experiences.

The study also concludes that there is a significant relationship between classroom control and communication engagement, suggesting that effective classroom management is closely linked to the quality of teacher communication practices.

Furthermore, both nurturance/warmth and control/dominance significantly influence communication engagement. This highlights that teachers who are able to integrate supportive relationships with clear authority are more effective in promoting student interaction and participation. Overall, the findings emphasize that maintaining a balanced approach between supportive and authoritative classroom practices is essential in fostering an engaging, orderly, and productive learning environment.

Recommendations

Based on the conclusions of the study, the following recommendations are offered:

The Department of Education may strengthen and institutionalize continuous professional development programs that emphasize both supportive classroom environments and effective behavioral management. Considering that classroom control significantly influences communication engagement, with nurturance/warmth identified as the stronger predictor, training programs should focus on enhancing teachers' capacity to demonstrate empathy, responsiveness, and care while maintaining classroom discipline. Capacity-building activities such as seminars, workshops, and in-service training may incorporate strategies on effective questioning, non-verbal communication, positive reinforcement, and balanced authority. In addition, indicators related to classroom control and communication engagement may be integrated into teacher performance evaluation systems to ensure the sustained implementation of these practices.

School principals may actively support and model classroom practices that reflect a balance between nurturance and control. Given the significant influence of both domains on communication engagement, instructional supervision should emphasize not only classroom discipline but also the quality of teacher-student interaction. School leaders may strengthen coaching and mentoring programs through regular classroom observations and feedback sessions focused on both management practices and communication strategies. Learning Action Cells (LACs) that focus on communication engagement and classroom management may be established and strengthened to promote collaboration and sharing of effective practices among teachers.

Teachers may continuously develop and sustain classroom practices that integrate both authority and warmth. Since nurturance/warmth emerged as a strong predictor of communication engagement, teachers should consistently apply strategies such as active listening, encouragement, positive reinforcement, and appropriate non-

verbal communication to enhance student participation. At the same time, maintaining clear expectations, consistent rules, and structured routines remains essential for effective classroom management. Teachers may engage in reflective practice and continuous professional development to strengthen their ability to balance discipline with supportive communication, as this combination has been shown to enhance classroom engagement. Future researchers may extend this study by examining additional variables that may further explain the relationship between classroom control and communication engagement. Since classroom control accounts for a substantial proportion of communication engagement, future studies may explore possible mediating or moderating factors such as emotional intelligence, teaching styles, leadership support, school climate, or student-related outcomes. Longitudinal and mixed-method research designs may also be considered to provide deeper insights into how these constructs develop over time. Additionally, similar studies may be conducted in different educational settings, grade levels, or regions to strengthen the generalizability of the findings and contribute to a broader understanding of effective classroom management and communication practices.

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