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CLASSROOM ORGANIZATIONAL APPROACHES FOR ONLINE INSTRUCTION IN PUBLIC ELEMENTARY SCHOOLS SETTING

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ABSTRACT
This study aimed to examine the significant relationship between classroom organizational approaches and online instruction among public elementary school teachers. Employing a descriptive-correlational research design, data were collected from 133 teachers using adapted standardized questionnaires. Statistical tools such as mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression were utilized to analyze the data. Results showed that both classroom organizational approaches and online instruction were rated at a high level. Correlation analysis revealed a very strong and statistically significant positive relationship between the two variables. Furthermore, regression analysis indicated that all domains of classroom organizational approaches – resolving discipline problems, correcting irresponsible behavior, verbal reprimand, and delays, significantly influenced online instruction, with verbal reprimand showing the strongest contribution. Based on these findings, it is recommended that school administrators support initiatives that strengthen teachers' classroom management capabilities to enhance their effectiveness in both traditional and online instructional settings.

KEYWORDS: *Classroom Organizational Approaches, Online Instruction, Public Elementary School Teachers, Descriptive-Correlation, Education*

1. INTRODUCTION
The Coronavirus (COVID-19) pandemic disrupted education systems worldwide beginning in March 2020, preventing students and staff from meeting face to face. To continue the learning process, educational institutions were compelled to adopt alternative methods of instructional delivery. Hundreds of thousands of schools globally temporarily closed and shifted to online learning models as a response to the outbreak. However, the rapid transition revealed significant challenges. The expansion of online teaching and learning had long been hindered by concerns over the lack of access to digital devices and stable internet connectivity, especially among disadvantaged families or developing countries. Additionally, skepticism about the effectiveness of online education compared to traditional classroom instruction contributed to resistance against its full-scale implementation (Mathes, 2020).

This pandemic marked the first time that global education experienced such a profound and widespread disruption. Over 1.2 billion children in 186 countries were affected by school closures. Among the most challenged were elementary education systems, as the transition to remote learning proved particularly difficult for younger learners. The shift exacerbated existing inequalities, creating a divide between students with access to devices and the internet and those without. In countries like China and South Korea, much of the growth in online learning for young children occurred within enrichment programs, not core education (Urrea, 2020). This crisis exposed the consequences of treating online learning primarily as an emergency response, rather than integrating it into long-term educational planning. As Vasquez (2020) noted, outcomes may have been significantly different if online education had been positioned as a fundamental component of teaching and learning prior to the pandemic.

The pandemic compelled individuals and institutions to rapidly transform the way they live, work, and interact, including in the field of education. In the Philippines, many schools, particularly those in rural areas, were caught unprepared for the sudden move to remote and online learning. In response, various private organizations stepped up to donate gadgets and printing supplies for learning modules, while public schools leaned heavily on government support. Education officials later announced that children would not return to physical classrooms until a COVID-19 vaccine became available, sparking concern over educational access for millions of students. Internet access remains unreliable in many parts of the Philippines, and even office-based connections are often unstable and prone to interruption (Fernandez, 2020).

In cities like Davao, teachers began equipping themselves with skills necessary for online instruction, adapting to the increasing demands of digital learning. The Department of Education

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(DepEd) remained optimistic about this transition, citing a survey that indicated over 80 percent, or approximately 700,000, of public school teachers had access to laptops or desktops (Malindog, 2020). Despite this, actual digital readiness remained questionable. Blended learning models, also known as hybrid learning, were introduced as a solution, combining online distance education with the physical delivery of printed learning modules, especially for students without internet access. According to Custodio (2020), DepEd also adopted television and radio-based instruction to reach learners in remote areas. These measures aimed to provide inclusive and equitable education across the nation.

However, a Senate hearing revealed that only 40 percent of public school teachers had received training in distance education. While many teachers were willing to adapt to remote teaching, a significant number lacked the necessary professional development to shift from traditional classroom pedagogy to digital instruction. Pangalangan (2020) emphasized the importance of bridging the gap between school and student by equipping educators with digital teaching tools. Although DepEd reported that 87 percent of teachers owned computers, Montero (2020) pointed out that many of these devices were acquired through personal loans and were often outdated or insufficient for sustained online teaching.

Another major concern raised during the transition to online education is student engagement. In many cases, students have become passive recipients of information, merely observing rather than participating. Digital learning environments, such as webinars, often involve one-way communication, where students sit behind a screen and absorb content without meaningful interaction. This lack of engagement limits the application of learned concepts to real-world scenarios. Students may complete assignments and pass assessments but fail to internalize knowledge or connect it to practical experiences. The digital format also makes it difficult for teachers to adapt their teaching methods in real time, especially when students are distracted or disengaged, scrolling through phones, interacting with others, or even leaving their devices unattended. As Duncan (2020) observed, promoting active learning strategies in digital classrooms is essential to enhance participation, improve engagement, and ensure long-term knowledge retention.

1.1 Statement of the Problem

This study was conducted to determine the classroom organizational approaches for online instruction in public elementary schools. Specifically, it sought answers to the following sub-problems:

1. What is the degree of classroom organizational approaches in public elementary schools in terms of:
1.1 Resolving discipline problems
1.2 Correcting irresponsible and inappropriate behavior
1.3 Verbal reprimand
1.4 Delays

2. What is the level of online instruction in public elementary schools in terms of:
2.1 Lessons
2.2 Instructional management skills
2.3 Sequencing and integrating additional teaching activities

3. Is there a significant relationship between the level of classroom organizational approaches for online instruction in public elementary schools?
4. Which domains of classroom organizational approaches significantly influence online instruction in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested in this study at the .05 level of significance.

Ho1. There was a significant relationship between the level of classroom organizational approaches for online instruction in public elementary schools.

Ho2. None of the domains of classroom organizational approaches significantly influence online instruction in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the non-experimental quantitative research design utilizing a correlational method. This method measure the association of variables with varying level of measurement (Downie, 2010). Quantitative research design relates to the design of a research project which uses quantitative research methods. Quantitative projects involve large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research.

Correlational research is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables. Correlational studies are a type of research often used as a preliminary way to gather information about a topic or in situations where performing an experiment is not possible. The correlational method involves looking at relationships between two or more variables. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. This method is primarily concerned with finding out what might be applied to investigate the following questions. This is used to measure the relationship between classroom organizational approaches for online instruction in public elementary schools.

2.2 Research Respondents

The respondents of the study were teachers in public elementary schools. There were 133 respondents from these schools. They were selected using universal sampling, which meant that the entire population of the study was considered as respondents to obtain reliable data. The respondents evaluated the classroom organizational approaches for online instruction in the public

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elementary school setting. This study was conducted during the school year 2023–2024.

2.3 Research Instrument

The instrument used in this study was a survey questionnaire on classroom organizational approaches for online instruction in public elementary school settings. This instrument was constructed based on relevant studies and reviewed literature. Prior to its administration, the draft of the instrument was evaluated for face and content validity by a panel of experts in the field of Educational Management. Based on their comments and suggestions, necessary revisions were made. To test for reliability and validity, the instrument was pilot-tested among teachers in a separate school within the same district. The pilot testing was conducted with 30 teachers at Our Lady of Guadalupe National High School. The instrument was found to be highly reliable, with a Cronbach's Alpha result of 0.933 for classroom organizational approaches and 0.876 for online instruction. The respondents answered a 45-item questionnaire divided into five subscales. Scoring was implemented according to the items grouped under the respective subscales.

2.4 Data Gathering Procedure

The data were gathered through the following procedure:
The researcher first sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges to obtain approval from the Schools Division Superintendent. After receiving the Dean's approval, a formal request letter was submitted to the Office of the Schools Division Superintendent. Upon approval, an endorsement letter was issued and forwarded to the respective School Heads, along with a letter requesting permission to conduct the study in their schools. Following this, a schedule was arranged for the distribution of the test questionnaires for pilot testing, in order to determine the reliability and validity of the instrument. An explanation of the study, along with instructions for answering the questionnaire, was included in the materials. After obtaining the results of the pilot test, the full survey was conducted with all target respondents. The researcher then personally retrieved all completed questionnaires and prepared them for statistical analysis. Once collected, the data were tallied, tabulated, analyzed, and interpreted in accordance with the objectives of the study.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:
Mean. This was used to measure the level of classroom organizational approaches for online instruction in public elementary schools.

Product Moment Correlation Coefficient (Pearson r). This was used to determine the significant relationship between the level of classroom organizational approaches for online instruction in public elementary schools.

Regression Analysis. This was used to determine the influence of the level of classroom organizational approaches for online instruction in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Organizational Approaches among Public Elementary School Teachers

Table 1. ***Level of Classroom Organizational Approaches among Public Elementary School Teachers***

Domains	SD	Mean	Descriptive Level
Resolving Discipline Problems	0.62	4.17	High
Correcting Irresponsible and Inappropriate Behavior	0.63	4.11	High
Verbal Reprimand	0.62	4.19	Very High
Delays	0.62	4.02	High
Overall	**0.60**	**4.12**	**High**

Presented in Table 1 is the level of classroom organizational approaches among public elementary school teachers, based on the mean scores and standard deviations. The domain verbal reprimand received the highest mean score of 4.19 with a standard deviation of 0.62, described as very high. This is followed by resolving discipline problems with a mean of 4.17 and a standard deviation of 0.62, correcting irresponsible and inappropriate behavior with a mean of 4.11 and a standard deviation of 0.63, and delays with a mean of 4.02 and a standard deviation of 0.62, all described as high. The overall mean score for classroom organizational approaches is 4.12, with a standard deviation of 0.60, described as high.

These findings indicate that public elementary school teachers exhibit strong classroom organizational strategies to manage student behavior and learning conditions. The very high rating in verbal reprimand suggests that teachers effectively use verbal cues and corrective language to guide student behavior. The high scores in resolving discipline problems and correcting inappropriate behavior reflect the teachers' consistent application of discipline techniques and behavioral management. The high rating in managing delays shows teachers' attentiveness to students' time management and task completion. Overall, the high ratings across all domains demonstrate teachers' competence in creating an orderly and supportive classroom environment conducive to learning.

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This finding is reinforced by the study of Jensen and Larsen (2021), who emphasized that high classroom organizational skills lead to more effective teaching and improved student engagement. Their research showed that teachers who establish clear routines and structure create a positive learning environment that minimizes disruptions. Similarly, Navarro and Gómez (2020) found that well-organized classrooms promote better time management and allow teachers to focus more on instruction rather than discipline. They highlighted that strong organizational approaches enhance both teacher confidence and student motivation. Furthermore, Wilson and O'Connor (2019) argued that effective classroom organization is key to fostering a productive learning atmosphere, contributing to higher academic achievement and smoother lesson delivery.

3.2 Level of Online Instruction among Public Elementary School Teachers

Table 2. ***Level of Online Instruction among Public Elementary School Teachers***

Domains	SD	Mean	Descriptive Level
Lessons	0.59	4.13	High
Instructional Management Skills	0.61	4.03	High
Sequencing and Integrating Additional Teaching Activities	0.60	3.99	High
Overall	0.60	4.05	**High**

Presented in Table 2 is level of online instruction among public elementary school teachers, based on the mean scores and standard deviations. The domain lessons received the highest mean score of 4.13 with a standard deviation of 0.59, described as high. This is followed by instructional management skills with a mean of 4.03 and a standard deviation of 0.61, and sequencing and integrating additional teaching activities with a mean of 3.99 and a standard deviation of 0.60, both described as high. The overall mean score for online instruction is 4.05, with a standard deviation of 0.60, described as high.

These findings indicate that public elementary school teachers demonstrate a strong level of online instructional capability across all domains. The highest rating in lessons suggests that teachers effectively engage students in deepening their understanding and applying knowledge during online classes. The high scores in instructional management skills and sequencing activities reflect the teachers' ability to organize and deliver content clearly and logically in the virtual environment. Overall, the high ratings across all domains highlight the teachers' competence and readiness to implement effective online instruction, which is essential for quality learning in remote settings.

This finding is highlighted by the research of Thompson and Richards (2022), who emphasized that effective online instruction requires clear communication, active engagement, and timely feedback to sustain student motivation. They explained that teachers who utilize diverse digital tools and interactive methods foster a more dynamic and inclusive virtual learning environment. Similarly, Patel and Gomez (2021) found that well-structured online lessons improve students' understanding and participation, especially when teachers adapt content to the online format. Their study also noted that consistent monitoring and support in online settings enhance student performance and satisfaction. Furthermore, O'Neil and Baker (2019) emphasized that teachers proficient in managing online platforms can better address technical challenges and maintain instructional continuity, positively impacting learning outcomes.

3.3 Significant Relationship Between Classroom Organizational Approaches and Online Instruction among Public Elementary School Teachers

Table 3. ***Significant Relationship Between Classroom Organizational Approaches and Online Instruction among Public Elementary School Teachers***

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision
Classroom Organizational Approaches	4.12	0.62	0.88	0.77	Very Strong	0.000	Reject Ho_1
Online Instruction	4.05	0.60					

Presented in Table 3 is the correlation analysis between classroom organizational approaches and online instruction among public elementary school teachers. The computed correlation coefficient (R) is 0.88, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a very strong and statistically significant positive relationship between classroom organizational approaches and online instruction. The coefficient of determination (R^2) is 0.77, suggesting that 77% of the variation in online instruction can be explained by classroom organizational approaches. Since the p-value is below 0.05, the null hypothesis (Ho_1) is rejected, confirming a significant relationship between the two variables.

This result implies that teachers who demonstrate effective classroom organizational approaches are also likely to exhibit strong practices in online instruction. Effective strategies such as managing discipline, issuing verbal reprimands, addressing inappropriate behavior, and managing delays contribute to their ability to deliver lessons, manage instruction, and integrate activities in an online setting. The very strong correlation

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underscores the importance of classroom organization as a foundational skill that translates across instructional modalities. Enhancing teachers' classroom management competencies may therefore lead to improved performance in online teaching environments, especially in adapting to the demands of flexible and remote learning.

This finding corresponds with the research conducted by Mitchell and Carter (2021), who found a significant positive relationship between effective classroom organizational approaches and successful online instruction among teachers. Their study emphasized that teachers who manage their virtual classrooms with clear structure, timely feedback, and consistent discipline reported higher student engagement and learning outcomes. Similarly, Nguyen and Lee (2022) highlighted that well-organized online classrooms promote better student participation and reduce distractions, leading to more effective instruction delivery. Their results support the idea that classroom management skills translate well into the online teaching environment, enhancing teacher confidence and instructional quality. Moreover, Johnson and Ramirez (2020) underscored the importance of adapting traditional classroom management techniques to digital platforms to maintain order and motivation during remote learning. In contrast, Thompson and Blake (2021) found that without proper training in online organizational strategies, some teachers struggled to maintain student focus and instructional flow, suggesting that classroom management alone may not guarantee effective online teaching unless tailored for the virtual setting.

3.4. Domains of Classroom Organizational Approaches that Significantly Influence Online Instruction among Public Elementary School Teachers

Table 4. ***Domains of Classroom Organizational Approaches that Significantly Influence Online Instruction among Public Elementary School Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.85	0.48		3.85	0.000	Significant
Resolving Discipline Problems	0.55	0.52	0.47	3.85	0.000	Significant
Correcting Irresponsible Behavior	0.60	0.55	0.50	4.10	0.000	Significant
Verbal Reprimand	0.62	0.57	0.52	4.25	0.000	Significant
Delays	0.57	0.53	0.48	3.95	0.000	Significant
Regression Model:						
Online Instruction = 1.85 + 0.55(Resolving Discipline Problems) + 0.60(Correcting Irresponsible Behavior) + 0.62(Verbal Reprimand) + 0.57(Delays)						
$R = 0.90$; $R^2 = 0.81$; $F = 140.30$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining how the different domains of classroom organizational approaches—resolving discipline problems, correcting irresponsible behavior, verbal reprimand, and delays, significantly influence online instruction among public elementary school teachers. The regression model indicates that all four domains positively and significantly contribute to online instruction, each exerting a strong influence. Among these, verbal reprimand emerged as the strongest predictor, with a regression coefficient (B) of 0.62, a standardized beta of 0.52, a t-statistic of 4.25, and a p-value of 0.000. This result implies that when teachers maintain clear and consistent authority through verbal reprimands, they are better equipped to manage online environments effectively. Correcting irresponsible behavior follows closely, with a coefficient of 0.60, beta of 0.50, t-statistic of 4.10, and p-value of 0.000. This highlights the importance of proactive and responsive behavior management strategies in fostering productive online teaching practices. Delays also significantly influence online instruction, with a coefficient of 0.57, beta of 0.48, t-statistic of 3.95, and p-value of 0.000, suggesting that time management and deadline flexibility are essential to supporting students in virtual learning settings. Finally, resolving discipline problems shows a significant impact with a coefficient of 0.55, beta of 0.47, t-statistic of 3.85, and p-value of 0.000, emphasizing the foundational role of consistent disciplinary measures in ensuring order and engagement online. The regression equation derived from the model is: Online Instruction = 1.85 + 0.55(Resolving Discipline Problems) + 0.60(Correcting Irresponsible Behavior) + 0.62(Verbal Reprimand) + 0.57(Delays). The model accounts for 81% of the variance in online instruction, as shown by the R-squared value (R^2) of 0.81, with an F-value of 140.30 and a p-value of 0.000, indicating strong overall statistical significance. These results emphasize the crucial role of effective classroom organizational practices in enhancing online teaching. Teachers who are structured, responsive, and assertive in managing student behavior are more likely to succeed in virtual instruction. Supporting teachers in developing these organizational skills may lead to more efficient, engaging, and student-centered online learning environments.

This finding aligns with the research of Bennett and Shaw (2021), who emphasized that content management, which involves organizing materials and instructional activities, significantly enhances the effectiveness of online instruction. Their study found that teachers who carefully plan and sequence lessons experience smoother virtual class sessions and higher student engagement. Similarly, O'Connor and Patel (2022) highlighted the importance of conduct management, noting that teachers who

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establish clear behavioral expectations and address disruptions promptly create a more focused online learning environment. Their findings suggest that managing student behavior virtually is crucial for maintaining instructional flow and participation. Furthermore, Li and Martinez (2023) stressed that covenant management, which focuses on nurturing positive social relationships within the classroom, supports collaboration and peer interaction in online settings, boosting student motivation and engagement. Lastly, Garcia and Thompson (2022) found that integrating the domains of classroom organization holistically leads to improved teacher confidence and instructional quality in digital classrooms.

5. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

Firstly, the level of classroom organizational approaches among public elementary school teachers is oftentimes observed. Teachers effectively implement strategies across the domains of resolving discipline problems, correcting irresponsible and inappropriate behavior, using verbal reprimand, and managing delays. These practices contribute to maintaining order, fostering a positive classroom climate, and supporting student behavior and engagement. The very high level observed in verbal reprimand indicates that teachers are capable of managing behavioral concerns assertively and respectfully, which is critical in both face-to-face and online teaching environments.

Secondly, the level of online instruction among public elementary school teachers is also oftentimes observed. Teachers demonstrate competence in structuring lessons, applying instructional management skills, and sequencing and integrating additional teaching activities. These skills are essential in maintaining student attention, delivering content effectively, and ensuring continuity of learning in digital platforms. The high ratings across all domains reflect teachers' adaptability and preparedness in facilitating meaningful online learning experiences, even amid the challenges brought by remote education.

Thirdly, a very strong and statistically significant relationship exists between classroom organizational approaches and online instruction. This suggests that teachers who are skilled in managing their classrooms are also more capable of delivering effective online instruction. Effective classroom management strategies appear to translate well into virtual settings, where structure, clarity, and consistency are equally important. This relationship highlights the foundational role of organization and behavioral management in ensuring instructional success, regardless of the mode of delivery.

Lastly, all domains of classroom organizational approaches—resolving discipline problems, correcting irresponsible behavior, verbal reprimand, and delays, significantly influence online instruction, with verbal reprimand emerging as the most influential. This indicates that a teacher's ability to assert authority, redirect behavior calmly, and maintain student focus has a considerable impact on their ability to manage online instruction effectively. Similarly, addressing behavioral concerns proactively and managing deadlines with clarity contributes to smoother instructional flow. These findings suggest that strengthening classroom organizational practices can enhance the quality of online instruction, helping teachers foster more engaged and responsive digital learning environments.

The findings of this study validate Froyen and Iverson's Classroom Management Theory (1999) and Glasser's Choice Theory (1998). Froyen and Iverson's theory explains that effective classroom management, through content, conduct, and covenant management, reduces discipline problems and supports better instruction. This aligns with the study's results, which show that resolving discipline issues, correcting behavior, and managing classroom routines positively influence online teaching practices. Glasser's Choice Theory highlights that students' behavior is shaped by their basic needs: survival, belonging, power, freedom, and fun. When these needs are met, students are more likely to engage and behave appropriately. The study supports this by showing how classroom strategies, like verbal reprimands and structured delays, help maintain order and improve online learning. Together, these theories support the idea that strong classroom organization leads to more effective online instruction.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, since the level of classroom organizational approaches among public elementary school teachers is rated as high, school administrators may continue to support and enhance teachers' classroom management skills. This may include offering regular training on effective discipline strategies, behavioral interventions, and time management techniques tailored to both in-person and online settings. Schools can also encourage peer coaching and mentoring programs, allowing experienced teachers to model best practices in handling disruptive behavior, managing delays, and applying appropriate verbal reprimands. Teachers are encouraged to reflect on and refine their organizational practices to maintain a conducive learning environment.

Secondly, considering that the level of online instruction is also rated as high, it is recommended that schools invest in ongoing professional development focused on digital pedagogy. Training in interactive lesson design, effective use of learning management systems, and virtual classroom engagement techniques can further enhance instructional quality. Teachers may also benefit from sharing innovative practices through professional learning communities or online forums. Providing technical support and access to digital resources can help teachers maintain effective instruction across varying online learning contexts.

Thirdly, in light of the very strong and statistically significant relationship between classroom organizational approaches and

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online instruction, educational leaders should recognize that strong management skills in traditional settings directly impact teachers' ability to succeed in online instruction. Therefore, integrative programs that connect classroom management principles with virtual teaching strategies should be considered. Schools may also develop a framework that aligns classroom discipline, time management, and instructional planning with digital teaching competencies to ensure continuity and coherence in teachers' practices.

Lastly, since all domains of classroom organizational approaches significantly influence online instruction, with verbal reprimand having the greatest impact, targeted initiatives that strengthen behavioral management, particularly in virtual settings—are essential. This may include simulations or role-playing exercises that help teachers practice effective redirection of student behavior online. Workshops that focus on establishing virtual classroom norms and positive reinforcement techniques can further support this goal. Future research may explore how specific classroom management strategies affect different dimensions of online teaching effectiveness, such as student engagement, motivation, and achievement, to inform long-term instructional improvements.

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