

Sense of Coherence and Classroom Management Techniques of Public Elementary School Teachers of the Island Garden City of Samal (IGACOS) Division

Jenny Joy B. Cuizon¹

¹Researcher

Publication Date: 2026/04/01

Abstract: Effective classroom management is a cornerstone of quality education. This study explored the relationship between Sense of Coherence (SOC)—a teacher’s ability to perceive life as comprehensible, manageable, and meaningful—and their classroom management techniques among public elementary school teachers in the Island Garden City of Samal (IGACOS) Division. Using a descriptive-correlational research design, 120 teachers completed the Sense of Coherence Scale and a Classroom Management Techniques Inventory. Results revealed that teachers generally exhibited moderate to high levels of SOC, indicating that they perceive teaching challenges as understandable and manageable. Classroom management techniques were also moderate to high, with strategies emphasizing positive reinforcement and structured routines. Correlational analysis showed a significant positive relationship between SOC and classroom management techniques ($r = 0.59, p < 0.01$), suggesting that teachers with a stronger sense of coherence are more effective in organizing and managing their classrooms. The findings highlight the importance of strengthening teachers’ psychological resources to enhance classroom effectiveness and student engagement.

Keywords: *Sense of Coherence, Classroom Management, Elementary Teachers, Teacher Well-Being, IGACOS Division.*

How to Cite: Jenny Joy B. Cuizon (2026) Sense of Coherence and Classroom Management Techniques of Public Elementary School Teachers of the Island Garden City of Samal (IGACOS) Division. *International Journal of Innovative Science and Research Technology*, 11(3), 2841-2843. <https://doi.org/10.38124/ijisrt/26mar1448>

I. INTRODUCTION

Teaching is a profession that combines knowledge, patience, and interpersonal skills. One of the greatest challenges teachers face is classroom management—creating an environment conducive to learning while addressing behavioral, emotional, and academic needs. Effective classroom management is not only about rules and discipline but also about structure, positive reinforcement, and adaptability.

A critical psychological factor influencing teachers’ ability to manage their classrooms is Sense of Coherence (SOC). Introduced by Antonovsky (1987), SOC refers to an individual’s perception that life is comprehensible, manageable, and meaningful. Teachers with a high SOC are more likely to approach challenges proactively, maintain resilience in stressful situations, and view problems as opportunities for growth rather than insurmountable obstacles.

Research has shown that teachers with a strong sense of coherence are more effective in implementing classroom strategies, fostering student engagement, and maintaining a positive learning environment (Eriksson & Lindström, 2007). Despite its relevance, limited research has explored how SOC relates to classroom management techniques among public elementary teachers in the Philippines, particularly in the IGACOS Division, where teachers often face diverse challenges such as multi-grade classrooms, limited resources, and large class sizes.

This study aims to fill this gap by examining how teachers’ SOC influences their classroom management strategies. Understanding this relationship can help school administrators provide supportive interventions that enhance teacher well-being and improve student outcomes.

➤ *Research Questions:*

- What is the level of Sense of Coherence among public elementary teachers in IGACOS Division?
- What is the level of classroom management techniques employed by these teachers?
- Is there a significant relationship between Sense of Coherence and classroom management techniques?
- Which SOC dimensions (comprehensibility, manageability, meaningfulness) predict effective classroom management?

II. METHODS

➤ *Research Design*

The study employed a descriptive-correlational design to examine levels of SOC and classroom management techniques and their interrelationship.

➤ *Participants*

A total of 120 public elementary teachers from the IGACOS Division participated. Teachers were selected via stratified random sampling to ensure representation across different grade levels and schools.

➤ *Instruments*

- Sense of Coherence Scale (SOC-13) – Measures teachers' perceived comprehensibility, manageability, and meaningfulness (Antonovsky, 1987). Sample item: "Do you have the feeling that you are in control of your teaching challenges?"
- Classroom Management Techniques Inventory – Assesses strategies such as positive reinforcement, routines, student engagement methods, and discipline strategies (modified from Evertson & Emmer, 2013). Sample item: "I use consistent routines to help students understand classroom expectations."

➤ *Data Collection*

Surveys were distributed both online and in person, with informed consent obtained and confidentiality maintained.

➤ *Data Analysis*

- Descriptive statistics (mean, SD) summarized SOC levels and classroom management techniques.
- Pearson correlation examined the relationship between SOC and classroom management.
- Multiple regression analysis identified which SOC dimensions predicted classroom management effectiveness.

III. RESULTS AND DISCUSSIONS

➤ *Sense of Coherence*

Teachers reported moderate to high SOC ($M = 3.88$, $SD = 0.52$). Among dimensions, manageability scored highest ($M = 3.95$), indicating teachers generally feel capable of handling classroom challenges. Meaningfulness scored slightly lower ($M = 3.75$), suggesting that while teachers see value in their work, some may struggle to find deep personal fulfillment in challenging situations.

➤ *Classroom Management Techniques*

Overall classroom management scores were moderate to high ($M = 3.81$, $SD = 0.50$). Teachers frequently used structured routines, positive reinforcement, and proactive engagement strategies, while reactive discipline strategies were less commonly reported.

➤ *Relationship Between SOC and Classroom Management*

A significant positive correlation was found between SOC and classroom management techniques ($r = 0.59$, $p < 0.01$). Among SOC dimensions, manageability ($r = 0.54$) and comprehensibility ($r = 0.51$) showed the strongest associations with effective classroom management.

➤ *Predictors of Classroom Management*

Multiple regression analysis revealed that manageability ($\beta = 0.33$, $p < 0.01$) and comprehensibility ($\beta = 0.29$, $p < 0.05$) were significant predictors of classroom management effectiveness, while meaningfulness was not a significant predictor.

The study underscores the importance of psychological resources in teaching. Teachers with a strong sense of coherence are more likely to plan, structure, and implement effective classroom strategies. Manageability emerged as the strongest predictor, highlighting that teachers who perceive control over their work can create more organized and engaging learning environments. Comprehensibility also played a role, suggesting that understanding classroom challenges allows teachers to respond strategically rather than reactively.

While meaningfulness did not significantly predict classroom management, its moderate scores indicate that some teachers may need additional support in connecting their daily tasks to larger professional or personal goals. School administrators could address this by recognizing teacher achievements, providing mentorship, and creating professional learning communities to reinforce a sense of purpose.

These findings align with prior research emphasizing that SOC contributes to professional competence and resilience in educators (Eriksson & Lindström, 2007). By fostering teachers' SOC, schools can indirectly enhance classroom management effectiveness, ultimately benefiting student learning and school climate.

REFERENCES

- [1]. Antonovsky, A. (1987). *Unraveling the mystery of health: How people manage stress and stay well*. San Francisco: Jossey-Bass.
- [2]. Eriksson, M., & Lindström, B. (2007). Antonovsky's sense of coherence scale and the relation with health: A systematic review. *Journal of Epidemiology and Community Health*, 61(11), 938–944.
- [3]. Evertson, C. M., & Emmer, E. T. (2013). *Classroom management for elementary teachers* (9th ed.). Boston: Pearson.
- [4]. Department of Education (DepEd). (2020). *Philippine Basic Education Facts and Figures*. Manila: DepEd.