

THE IMPACT OF CLASSROOM MANAGEMENT STRATEGIES ON STUDENT ACADEMIC PERFORMANCE AND BEHAVIOR

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ABSTRACT

This study examined the impact of classroom management strategies on student academic performance and behavior among Grade 9 students from three public secondary schools in New Bataan, Davao de Oro, for the school year 2024–2025. Guided by Jacob Kounin's Classroom Management Theory, the study focused on five key strategies, seating arrangement, student-teacher relationship, time management, conducive environment, and instructional techniques, and their correlation with student outcomes in English, Science, and Mathematics, as well as behavior. Using a descriptive-correlational design and data from 120 students and 12 teachers gathered through surveys and academic records, results showed that teachers strongly agreed on the consistent implementation of all five classroom management strategies, with highest ratings in time management ($M=3.71$) and student-teacher relationship ($M=3.68$). Despite this, student academic performance remained at the Low Mastery level (overall $M=20.15$), with Science scoring highest and English lowest. In terms of behavior, students showed moderate agreement toward positive learning attitudes ($M=2.58$) and disagreed with most negative behavior indicators ($M=2.25$), though some tendencies toward rigidity and mood-based performance emerged. However, correlation and regression analyses revealed no statistically significant relationship between classroom management strategies and either student academic performance ($p>.05$) or behavior ($p>.05$), with none of the individual strategies significantly predicting student outcomes. The findings suggest that while classroom management is consistently applied and perceived positively, it alone does not significantly determine academic success or behavioral change. This indicates the need for a more holistic approach, integrating additional academic and socio-emotional interventions to enhance student performance and behavior.

Keyword: Classroom Management Strategies, Student Academic Performance, Student Behavior, Descriptive-Correlational Research, Educational Administration

1. INTRODUCTION

Classroom management strategies are essential techniques employed by educators to create a structured and supportive learning environment, significantly influencing student academic performance and behavior. However, many teachers continue to face challenges in managing classrooms effectively, resulting in student disengagement, behavioral issues, and inconsistent academic outcomes. These problems are more evident in public secondary schools, where large class sizes, diverse learner needs, and limited resources hinder the consistent application of effective strategies. Research affirms that proactive planning, structured routines, and positive reinforcement contribute to improved student motivation, academic achievement, and behavior [1] [2] [3].

Globally, classroom management is a pivotal element in the educational landscape, as it significantly influences student learning, behavior, and academic success. In particular, a study in the United States highlighted that structured classroom management strategies improve students' emotional stability, engagement, and overall academic performance, emphasizing the value of a well-managed and emotionally supportive classroom environment [4].

In the Philippines, classroom management is indeed a crucial aspect of teaching. As evidenced by the study in Cagayan de Oro City, there is a moderate positive correlation between effective classroom management and students' academic performance, highlighting its impact on student motivation, behavior, and overall academic success [1]. Additionally, in Iloilo teacher's professional development in classroom management strategies is linked to improved teacher performance and student outcomes [5].

At the local level, public secondary schools in Davao de Oro, including Andap National High School, Cogonon Integrated School, and New Bataan National High School, face persistent challenges in classroom management. Despite efforts to apply strategies such as seating arrangements, time management, and teacher-student relationships, factors like large class sizes, diverse learner behavior, and limited resources hinder consistent implementation. These issues often lead to student disengagement, disciplinary concerns, and inconsistent rule enforcement.

While existing studies highlight the positive correlation between effective classroom management and student outcomes, there remains a need for comprehensive investigations across diverse educational contexts and student demographics. Specifically, limited research explores how culturally responsive classroom management strategies influence student behavior and academic performance in secondary education settings. The role of teachers' adaptability to diverse cultural backgrounds, socio-economic factors, and learning styles remains underexplored, particularly in the Philippine context [6]. Understanding these dynamics can provide deeper insights into the effectiveness of tailored classroom management approaches in fostering inclusive and supportive learning environments.

1.1 Review of Related Literature

Classroom management involves guiding student behavior and discipline, ranging from basic compliance to the development of self-discipline. When implemented effectively, it fosters positive interactions and supports a learning environment that promotes student engagement and academic success [7]. Classroom management strategies refer to techniques and approaches used by teachers to create a conducive learning environment, maintain order, and foster positive relationships among students. These strategies can be influenced by personal experiences, such as empty-nest syndrome in female teachers [8]. Classroom management strategies can also be described as techniques used to create an organized and supportive learning environment. They include establishing clear expectations and promoting positive interactions, which enhance student engagement, minimize disruptive behaviors, and ultimately improve academic performance and social development [9].

Seating arrangements play a crucial role in classroom management strategies, influencing student behavior, engagement, and overall learning outcomes. Studies show that row and pair seating arrangements result in fewer classroom disruptions compared to group seating arrangements, especially during independent work. Implementing structured seating is considered a proactive classroom management strategy, as it helps minimize behavioral issues, making it a preferred choice among teachers [10]. Beyond discipline, effective seating arrangements also contribute to a positive learning environment by enhancing student engagement and focus. Teachers have reported improved participation when using strategic seating plans [11].

Positive teacher-student relationships play a vital role in fostering student engagement and motivation, both of which are essential for effective learning. When students feel connected to their teachers, their interest in classroom activities increases significantly [12]. Moreover, such relationships contribute to a supportive classroom environment, which encourages active participation and sustained engagement in learning tasks [13]. A positive and well-managed classroom environment significantly contributes to improved academic performance. A conducive physical and social atmosphere fosters student focus and participation, with studies showing that learners in such settings perform better academically, particularly in subjects like English [14] [9]. Additionally, the use of behavioral management strategies, such as setting clear expectations and providing rewards for achievements, has been positively linked to academic success. These techniques enhance student motivation and engagement, which are essential drivers of improved academic outcomes [15] [9].

Effective instructional techniques are essential components of classroom management that significantly influence both academic performance and student behavior. By creating a structured and supportive learning environment, these methods enhance student engagement and reduce disruptive behaviors, ultimately contributing to better

academic outcomes. For instance, setting clear behavioral and academic expectations helps students understand what is required of them, leading to improved performance [9]. Positive reinforcement of academic achievements motivates learners to participate more actively, which has been linked to higher levels of academic success [15].

The relationship between classroom management and student academic performance is well-documented across various educational contexts. Effective classroom management significantly influences student academic success, as evidenced by a study in Aligarh District, which found that well-defined rules and reward systems enhance student engagement and achievement [3]. Moreover, a quantitative study in Lahore confirmed that structured management techniques, such as clear expectations, directly improve students' academic performance. These findings highlight that organized learning environments foster student engagement, minimize disruptions, and contribute to higher academic achievement in higher secondary education [9]. In addition, the study of Cambay and Paglinawan [13] indicates a strong positive correlation between classroom management strategies ($r = 0.45$) and student engagement. This suggests that effective management techniques significantly enhance student involvement, which is crucial for improving learning outcomes in structured classroom environments.

The relationship between classroom management as an independent variable and student behavior as a dependent variable is well-documented in educational research. Classroom management strategies significantly influence student behavior, impacting their engagement, participation, and overall learning outcomes. Effective classroom management plays a critical role in shaping student behavior through the use of positive reinforcement, consistent consequences, and strong teacher-student relationships. These components promote student engagement, minimize disruptive behavior, and ultimately enhance learning outcomes, particularly in middle-level education settings [16].

Classroom management strategies significantly influence students' attitudes toward learning by shaping the environment in which they engage with educational content. Positive reinforcement, through methods such as praise and rewards, plays a crucial role in motivating students and cultivating a positive attitude toward learning. By acknowledging students' efforts and achievements, teachers encourage active participation and help learners develop a sustained interest in their studies [17] [18]. In addition, effective classroom management strategies, such as incorporating engaging activities and maintaining a conducive learning environment, further enhance students' motivation and their desire to succeed academically [18].

Classroom management strategies significantly influence student behavior, particularly in terms of strategy and flexibility. Classroom management strategies have a profound impact on student behavior and engagement. Establishing clear behavioral expectations helps students understand appropriate conduct, thereby reducing disruptive behaviors and fostering a more orderly learning environment [19]. In addition, the use of positive reinforcement, such as acknowledging and rewarding desirable behaviors, encourages students to participate more actively and adapt more flexibly to classroom activities. Furthermore, integrating Social-Emotional Learning (SEL) into classroom practices enhances students' emotional intelligence, equipping them with the skills to navigate social interactions and manage emotions more effectively, which contributes to both behavioral improvement and academic success [19].

The relationship between classroom management and student behavior is a critical areas of educational research, highlighting how effective management strategies can significantly influence student outcomes. Effective classroom management strategies, such as setting clear expectations and using positive reinforcement, have been shown to promote positive social interactions among students [19]. Additionally, research indicates a strong correlation between teachers' classroom management practices and students' behavioral outcomes, with effective management leading to reduced disruptive behavior [20].

Furthermore, student management significantly influences student attitudes and behavior in the classroom. Effective management techniques enhance learning processes, leading to improved student engagement, positive behaviors, and the acquisition of new knowledge, ultimately shaping their overall personality and moral conduct [21].

1.2 Theoretical Framework

This study was anchored on Jacob Kounin's Classroom Management Theory (1970), which highlighted the proactive role of teacher behavior in promoting discipline, student engagement, and academic success. Rather than focusing solely on reacting to misbehavior, Kounin emphasized the importance of preventing disruptions through

continuous, subtle actions by the teacher. His theory stressed that the way teachers managed their classrooms could significantly shape student behavior and learning outcomes.

Kounin introduced four key concepts in effective classroom management. First was withitness, or the teacher's awareness of everything happening in the classroom to prevent misbehavior. Second was overlapping, which referred to the ability to handle multiple tasks simultaneously. Third was momentum, the smooth flow and pacing of lessons that prevented downtime. Lastly, group focus involved strategies that kept all students actively engaged, such as the use of inclusive prompts and attention-getting techniques. These concepts, when consistently practiced, helped create a well-structured and supportive classroom environment.

Grounded in this theory, the study examined the effect of classroom management strategies as the independent variable, specifically focusing on five components: seating arrangement, student-teacher relationship, time management, conducive environment, and appropriate instructional techniques. These strategies aligned with Kounin's emphasis on preemptive classroom control and sustained student engagement.

The study investigated how these strategies influenced two dependent variables. The first was student academic performance, measured through performance scores in English, Science, and Mathematics. The second was student behavior, assessed in terms of attitude toward learning and strategy/flexibility. These behavioral indicators reflected students' motivation, adaptability, and discipline within the classroom setting.

In the context of public secondary schools in New Bataan, where teachers faced large class sizes, diverse student needs, and limited instructional resources, Kounin's theory provided relevant guidance. By applying these principles, the study identified which classroom management strategies effectively enhanced academic outcomes and improved classroom behavior. Understanding these relationships contributed to context-appropriate practices that supported both teaching effectiveness and student success.

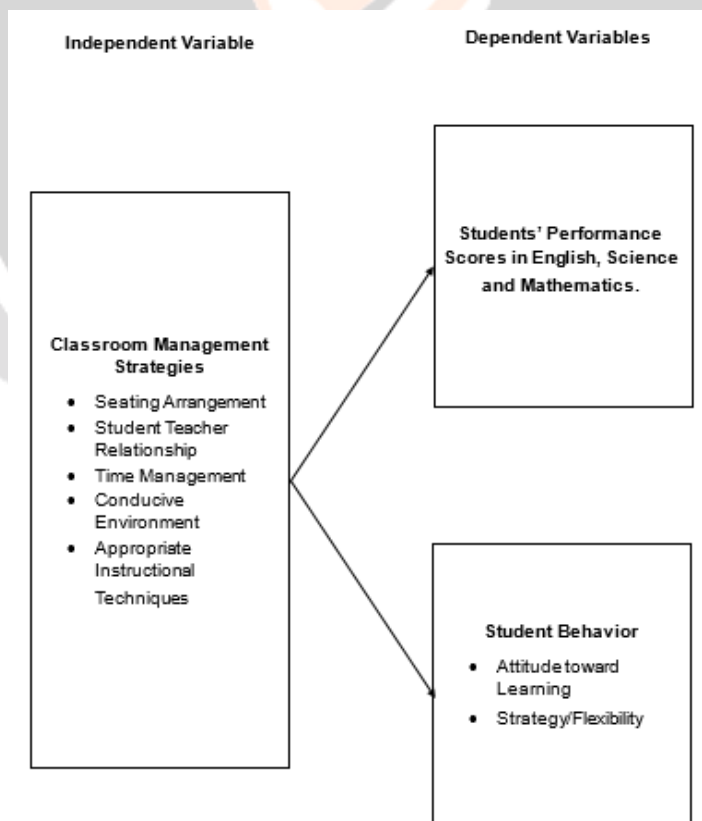


Fig -1: Conceptual Framework

1.3 Statement of the Problem

This study aimed to determine the impact of classroom management strategies on student academic performance and behavior in New Bataan National High School, Cogonon Integrated School, and Andap National High School for school year 2024-2025. Specifically, it seeks to answer the following questions:

1. What is the level of classroom management strategies in terms of:
 - 1.1 seating arrangement;
 - 1.2 student-teacher relationship;
 - 1.3 time management;
 - 1.4 conducive environment; and
 - 1.5 appropriate instructional techniques?
2. What is the level of student performance in English, Science, and Mathematics?
3. What is the level of student behavior in terms of:
 - 3.1 attitude toward learning; and
 - 3.2 strategy/flexibility?
4. Is there a significant relationship between classroom management strategies and student academic performance?
5. Is there a significant relationship between classroom management strategies and student behavior?
6. Which classroom management strategy significantly predicts student academic performance?
7. Which classroom management strategy significantly predicts student behavior?

1.4 Null Hypotheses

To guide the statistical analysis of this study, the following null hypotheses were formulated to determine the absence of significant relationships or predictive power among the variables:

HO1: The level of classroom management strategies in terms of seating arrangement, student-teacher relationship, time management, conducive environment, and appropriate instructional techniques is not significantly different from the average level at the 0.05 level of significance.

HO2: The level of student performance in English, Science, and Mathematics is not significantly different from the average mastery level at the 0.05 level of significance.

HO3: The level of student behavior in terms of attitude toward learning and strategy/flexibility is not significantly different from the average level at the 0.05 level of significance.

HO4: There is no significant relationship between classroom management strategies and student performance.

HO5: There is no significant relationship between classroom management strategies and student behavior.

HO6: None of the classroom management strategies (seating arrangement, student-teacher relationship, time management, conducive environment, and appropriate instructional techniques) significantly predict student academic performance.

HO7: None of the classroom management strategies (seating arrangement, student-teacher relationship, time management, conducive environment, and appropriate instructional techniques) significantly predict student behavior.

2. METHODS

2.1 Research Design

This study employed a quantitative descriptive correlational research design, which examines the relationship between classroom management strategies and their impact on student academic performance and behavior. A correlational design was appropriate when investigating the degree to which two or more variables are related [22].

A correlational research design is suitable for this study as it allows for the analysis of how different classroom management strategies impact student outcomes without manipulating variables. This approach enables the researcher to gather numerical data through surveys and classroom observations and apply statistical methods to determine the strength and direction of the relationship between management strategies and student performance and behavior.

By using this design, the study will provide empirical evidence on the extent to which effective classroom management strategies contribute to improved academic performance and positive student behavior in classrooms, offering insights for educators in enhancing student learning environments.

2.2 Research Locale

This descriptive-correlational study was conducted at New Bataan National High School, Cogonon Integrated School, and Andap National High School, all located in the municipality of New Bataan, Davao de Oro. These public secondary schools serve as key educational institutions in the locality and present distinct characteristics in terms of size, student population, and classroom conditions—making them suitable settings for examining the effects of classroom management strategies on student performance and behavior.

2.3 Research Respondents

This study involved Grade 9 students and their subject teachers as respondents. Teachers were included as they were the key implementers of classroom management strategies, and their insights were crucial in identifying the techniques they employed and their perceived effectiveness. On the other hand, students provided valuable perspectives on how these strategies influence their academic performance and classroom behavior, particularly in English, Science, and Mathematics.

A total of 120 students and 12 teachers participated in the study. This sampling strategy allowed for unbiased representation across research sites and enhanced the reliability of comparisons between schools, contributing to a more accurate analysis of the relationship between classroom management strategies, student behavior, and academic performance in core subject areas.

Table -1: Distribution of Research Respondents by School

School Name	Number of Grade 9 Students	Number of Teachers	Total Respondents
1. New Bataan National High School	40	6	46
2. Cogonon Integrated School	40	3	43
3. Andap National High School	40	3	43
Total	120	12	132

2.4 Research Instrument

This study utilized three instruments to measure the variables of interest: the Classroom Management Strategies Questionnaire, the Student Behavior Questionnaire, and the academic performance records in English, Science, and Mathematics.

The Classroom Management Strategies Questionnaire was adapted from Asif and Khurram [23], initially consists of eight subscales: Seating Arrangement, Student-Teacher Relationship, Time Management, Use of Writing Board, Classroom Norms, Conducive Environment, Appropriate Instructional Techniques, and Feedback. For the purpose of this study, only five subscales are included, Seating Arrangement, Student-Teacher Relationship, Time Management, Conducive Environment, and Appropriate Instructional Techniques, as these align with the conceptual framework and research objectives. This instrument evaluated the extent to which teachers implement specific classroom management strategies.

Table -2: Interpretation for Classroom Management Strategies

Rating	Mean Score Range	Descriptive Rating	Descriptive Interpretation
4	3.50 – 4.00	Strongly Agree	Teachers strongly agreed that the classroom management strategy was consistently practiced.
3	2.50 – 3.49	Agree	Teachers agreed that the strategy was often practiced.
2	1.50 – 2.49	Disagree	Teachers disagreed, indicating the strategy was rarely practiced.
1	1.00 – 1.49	Strongly Disagree	Teachers strongly disagreed, indicating the strategy was never practiced.

The Student Behavior Questionnaire which was adapted from McDermott et al. [24], measures students' learning behaviors using two subscales was comprised of: Attitude Toward Learning and Strategy/Flexibility. These subscales assess students' classroom engagement, adaptability, and ability to self-regulate learning behavior.

Table -3: Interpretation for Student Behavior

Rating	Mean Score Range	Descriptive Rating	Descriptive Interpretation
4	3.50 – 4.00	Strongly Agree	Students strongly agreed that the behavior was consistently demonstrated.
3	2.50 – 3.49	Agree	Students agreed that the behavior was often demonstrated.
2	1.50 – 2.49	Disagree	Students disagreed, indicating the behavior was rarely demonstrated.
1	1.00 – 1.49	Strongly Disagree	Students strongly disagreed, indicating the behavior was never

			demonstrated.
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To assess student academic performance, the study utilized the official performance scores in English, Science, and Mathematics as recorded in the students’ academic records. These scores served as quantitative indicators of students’ academic outcomes and allowed for a more comprehensive analysis of how classroom management strategies impacted performance across core subject areas.

Table -4: Interpretation of Student Academic Performance Based on Proficiency and Mastery Levels

Proficiency Level	Mastery Level
92 and above	Full Mastery
83-91	Near Full Mastery
75-82	Mastery
51-74	Near Mastery
25-50	Low Mastery

The data obtained from these instruments provided quantitative insights into the relationship between classroom management strategies, student academic performance, and student behavior in New Bataan National High School, Cogonon Integrated School, and Andap National High School.

2.5 Validation of Instrument

To ensure the accuracy, reliability, and appropriateness of the instruments used in this study, a validation process was carried out. Both the Classroom Management Strategies Questionnaire and the Student Behavior Questionnaire underwent expert validation. A panel of validators composed of experienced teachers, school administrators, and academic researchers reviewed the items for clarity, relevance, and alignment with the research objectives. Their recommendations were integrated into the instruments to improve content validity and overall coherence. In addition, a pilot test was conducted, and the internal consistency of the instruments was assessed using Cronbach’s Alpha in SPSS. The Classroom Management Strategies Questionnaire yielded a Cronbach’s Alpha of 0.464 for the four retained items. Although this value is lower than the commonly accepted threshold of 0.70, it indicates moderate internal consistency, which may be attributed to the diversity of the subscales or the limited number of items included during the pilot phase. This result suggests that while the items relate to the construct, further refinement may be necessary in future research to enhance its reliability.

In contrast, the Student Behavior Questionnaire produced a Cronbach’s Alpha of 0.803 for the two items included, indicating good internal consistency and acceptable reliability for measuring students’ behavior in the classroom. Meanwhile, academic performance data were based on students’ actual grades in English, Science, and Mathematics, which are assessed by subject teachers according to the Department of Education’s K to 12 curriculum standards. As such, these official grades are considered valid indicators of student academic achievement. Overall, the validation and reliability testing procedures conducted for this study ensured that the research instruments were appropriate and dependable for addressing the research questions.

2.6 Statistical Treatment

To analyze the data collected in this study, appropriate statistical methods were employed to ensure accurate interpretation of the relationships between classroom management strategies, student academic performance, and student behavior.

Descriptive statistics, specifically mean and standard deviation, will be used to determine the levels of classroom management strategies, student academic performance, and student behavior, providing a summary of data distribution and variability. The mean scores were interpreted using a predetermined range to classify the levels of classroom management strategies and student behavior, ensuring a clear and standardized assessment.

Pearson's correlation coefficient was utilized to examine the significant relationships between classroom management strategies and student academic performance, as well as between classroom management strategies and student behavior, identifying the strength and direction of these relationships.

Furthermore, multiple regression analysis was conducted to determine which classroom management strategy significantly predicted student academic performance and behavior, allowing for a more detailed assessment of how various strategies contributed to student outcomes. All statistical analyses were performed using appropriate software to ensure accuracy and reliability, with the significance level set at 0.05, following standard research conventions to determine statistical significance.

3. RESULTS

3.1 Level of Classroom Management Strategies

This section presents the findings addressing the first statement of the problem, which examines the level of teachers' classroom management strategies based on their self-assessment across five indicators.

3.1.1 Classroom Management Strategies in terms of Sitting Arrangement

Table 5 presents the result of the level of sitting arrangement as a classroom management strategy.

Table -5: Seating Arrangement

Items	Mean	SD	Descriptive Rating
1. I change the seating arrangement of the classroom when needed.	3.75	0.621	Strongly Agree
2. I keep the atmosphere alive by proper seating arrangement.	3.66	0.651	Strongly Agree
3. I prefer a U-shaped classroom seating arrangement.	3.25	0.621	Agree
4. I arrange the seats to promote group discussions and peer interactions.	3.50	0.904	Strongly Agree
5. I ensure the seating arrangement allows for easy movement and monitoring of students.	3.83	0.577	Strongly Agree
Overall Mean	3.60	0.675	Strongly Agree

3.1.2 Classroom Management Strategies in terms of Student-Teacher Relationship

Table 6 presents the result of the level of student-teacher relationship as a classroom management strategy.

Table -6: Student-Teacher Relationship

Items	Mean	SD	Descriptive Rating
1. I keep a sympathetic attitude in the classroom, resulting in a better learning atmosphere.	3.83	0.577	Strongly Agree
2. I keep a caring attitude towards students, which makes classroom management more effective.	3.66	0.651	Strongly Agree

3. I create a friendly and respectful environment where students feel comfortable expressing themselves.	3.66	0.651	Strongly Agree
4. I provide support and encouragement to students who struggle academically or behaviorally.	3.58	0.900	Strongly Agree
5. I build positive relationships with students by showing interest in their well-being.	3.66	0.651	Strongly Agree
Overall Mean	3.68	0.686	Strongly Agree

3.1.3 Classroom Management Strategies in terms of Time Management

Table 7 presents the result of the level of classroom management strategies in terms of time management.

Table -7: Time Management

Items	Mean	SD	Descriptive Rating
1. My punctuality in the classroom results in daily task completion.	3.83	0.577	Strongly Agree
2. My time management results in good classroom learning outcomes.	3.75	0.621	Strongly Agree
3. I start and end the class on time, making the teaching-learning process of the class a successful.	3.66	0.651	Strongly Agree
4. I plan lessons efficiently to maximize instructional time.	3.58	0.668	Strongly Agree
5. I minimize time-wasting activities and keep students engaged throughout the class period.	3.75	0.621	Strongly Agree
Overall Mean	3.71	0.628	Strongly Agree

3.1.4 Classroom Management Strategies in terms of Conducive Environment

Table 8 shows the result of the level of classroom management strategies in terms of conducive environment.

Table -8: Conducive Environment

Items	Mean	SD	Descriptive Rating
1. I keep a reasonable voice pitch for better communication in class.	3.50	0.904	Strongly Agree
2. I use exciting strategies to make the learning environment congenial.	3.66	0.651	Strongly Agree
3. I keep in touch with students' problems to establish rapport.	3.50	0.674	Strongly Agree
4. I provide a conducive environment for the students.	3.58	0.668	Strongly Agree

5. I ensure that the classroom is free from distractions that may hinder learning.	3.66	0.651	Strongly Agree
Overall Mean	3.58	0.710	Strongly Agree

3.1.5 Classroom Management Strategies in terms of Appropriate Instructional Technique

Table 9 presents the result of the level of classroom management strategies in terms of appropriate instructional technique.

Table -9: Appropriate Instructional Technique

Items	Mean	SD	Descriptive Rating
1. During instruction, I float questions for brain-storming.	3.41	0.668	Agree
2. I enter the classroom fully equipped with the needed resources.	3.58	0.668	Strongly Agree
3. I use a variety of teaching strategies to accommodate different learning styles.	3.50	0.674	Strongly Agree
4. I provide timely feedback to help students improve their learning.	3.58	0.900	Strongly Agree
5. I integrate technology and other interactive materials to enhance student engagement.	3.58	0.900	Strongly Agree
Overall Mean	3.53	0.762	Strongly Agree

The data from Tables 5 to 9 reveal that the teachers generally agreed that they consistently implement effective classroom management strategies in terms of managing student behavior, time, seating arrangement, student-teacher relationship, and appropriate instructional techniques.

3.2 Level of Student Performance Scores in English, Science, and Mathematics

This section presents the findings addressing the second statement of the problem, which examines the level of student performance scores in the three subject areas: English, Science, and Mathematics.

3.2.1 Student Performance Scores in English, Science, and Mathematics

Table 10 presents the results of the level of student performance in English, Science, and Mathematics based on their respective mean scores and proficiency levels.

Table -10: Student Scores in English, Science, and Mathematics

Subject Area	Mean	Proficiency	Descriptive Rating
English	18.88	47.20	Low Mastery
Science	21.27	53.18	Near Mastery
Mathematics	20.31	50.79	Low Mastery

Overall	20.15	50.39	Low Mastery
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3.3 Level of Student Behavior

This section presents the findings addressing the third statement of the problem, which is the level of student behavior. Specifically, it focuses on two dimensions: attitude toward learning and strategy/flexibility.

3.3.1 Student Behavior in terms of Attitude toward Learning

Table 11 presents the level of student behavior in terms of attitude toward learning.

Table -11: Student Behavior in terms of Attitude towards Learning

Items	Mean	SD	Descriptive Rating
1. I pay attention and stay focused during class discussions.	3.48	.501	Agree
2. I give up easily when a task seems too difficult without trying hard.	1.84	.755	Disagree
3. I hesitate to start new tasks or challenges.	2.38	.909	Disagree
4. I stay focused on a task with only minor distractions.	2.95	.743	Agree
5. I do not care whether I succeed or fail in learning tasks.	1.94	.955	Disagree
6. I appear uninterested or disengaged in learning activities.	1.81	.777	Disagree
7. I have little motivation to do well in class.	2.72	1.012	Agree
8. I respond quickly without fully thinking through a problem or solution.	2.38	.927	Disagree
9. I actively participate and cooperate in class activities.	3.25	.689	Agree
10. I get distracted easily by things happening around me.	2.62	.850	Agree
11. I am hesitant to answer questions even when I might know the answer.	2.77	.854	Agree
12. I struggle to finish tasks and often give up quickly.	1.98	.925	Disagree
13. I accept help when I find a task too difficult.	3.40	.702	Agree
14. I lack energy and interest in schoolwork.	2.15	.913	Disagree
15. I show enthusiasm and curiosity about learning activities.	3.15	.698	Agree
16. I try my best but lose focus quickly, which affects my performance.	2.53	.808	Agree
17. I take on new tasks without hesitation or fear.	2.76	.827	Agree
18. I delay answering questions in hopes of receiving hints from others.	2.31	.849	Disagree
Overall Mean	2.58	0.816	Agree

3.3.2 Student Behavior in terms of Strategy/Flexibility

Table 12 presents the students' behavior in terms of strategy/flexibility.

Table -12: Student Behavior in terms of Strategy/Flexibility

Items	Mean	SD	Descriptive Rating
1. I follow strict routines or fixed steps when completing tasks, even if they are not effective.	2.55	.857	Agree
2. I respond quickly without taking time to analyze a problem.	2.25	.824	Disagree
3. I come up with creative ideas, even though they don't always work out.	2.76	.827	Agree
4. I get distracted easily by my surroundings or intentionally seek distractions.	2.36	.849	Disagree
5. I fidget, squirm, or leave my seat when I should be working.	2.01	.819	Disagree
6. I become frustrated or upset when my work is corrected.	1.94	.872	Disagree
7. I use excuses, like headaches or feeling unwell, to avoid schoolwork.	1.62	.870	Disagree
8. I rely on my personality or charm to get others to help me with difficult tasks.	1.85	.872	Disagree
9. I come up with unusual or ineffective ways to complete tasks.	2.15	.744	Disagree
10. I do not perform well when I am in a bad mood.	2.51	.970	Agree
11. I prefer to complete tasks in my own way, even if it is different from the standard method.	2.70	.938	Agree
Overall Mean	2.25	0.85	Disagree

3.4 Relationship between Classroom Management Strategies and Student Academic Performance

This section presents the findings addressing the fourth statement of the problem, which is the relationship between the independent variable classroom management strategies and the dependent variable student academic performance.

3.4.1 Relationship between Classroom Management Strategies and Student Academic Performance

Table 13 is a correlation analysis between the implemented classroom management strategies and students' academic performance in the three subjects: English, Science, and Mathematics.

Table -13: Relationship between Classroom Management Strategies and Student Academic Performance

Subject	Pearson r	p-value	Interpretation of Correlation	Significance
English	0.372	0.234	Low correlation	Not Significant
Science	0.126	0.696	Very low correlation	Not Significant
Mathematics	0.203	0.527	Very low correlation	Not Significant

3.5 Relationship between Classroom Management Strategies and Student Behavior

This section presents the findings addressing the fifth statement of the problem, which is the relationship between the independent variable classroom management strategies and the dependent variable student behavior.

3.5.1 Relationship between Classroom Management Strategies and Student Behavior

In Table 14 it is shown the correlation analysis between the implemented classroom management strategies and students' behavior.

Table -14: Relationship between Classroom Management Strategies and Student Behavior

Variables	SB_DV (Student Behavior)
CMS_IV (Classroom Management Strategies)	
Pearson Correlation	-0.273
Sig. (2-tailed)	0.390
N	12

3.6 Multiple Linear Regression Analysis on the Prediction of Student Academic Performance by Classroom Management Strategies

This section presents a multiple linear regression analysis to determine whether classroom management strategies significantly predict student academic performance.

3.6.1 Multiple Linear Regression Analysis on the Prediction of Student Academic Performance by Classroom Management Strategies

The results are presented in the coefficients table (Table 15), which shows the unstandardized and standardized coefficients, t-values, and significance levels for each predictor.

Table -15: Coefficients

Predictor Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	19.746	6.495	—	3.040	.019
Sitting Arrangement (SA)	-2.187	5.715	-0.778	-0.383	.713
Student-Teacher Relationship (SR)	-7.457	12.892	-2.832	-0.578	.581
Time Management (TM)	11.134	12.855	3.848	0.866	.415
Appropriate Instructional Technique (AT)	-1.534	2.662	-0.640	-0.576	.582

3.7 Multiple Linear Regression Analysis on the Prediction of Student Behavior by Classroom Management Strategies

This section presents a multiple linear regression analysis to determine whether classroom management strategies significantly predict student behavior.

3.7.1 Multiple Linear Regression Analysis on the Prediction of Student Behavior by Classroom Management Strategies

Table 16 is the model summary that shows how well the independent variable collectively predict the dependent variable, Table 17 is the ANOVA table, and Table 18 is the coefficients table that provides the individual parameter estimates, significance levels, and interpretation of each predictor's contribution.

Table -16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512	.262	-.353	.33883

Table -17: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.244	5	.049	0.426	.816
Residual	.689	6	.115		
Total	.933	11			

Table -18: Coefficients

Predictor Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	3.059	1.299		2.355	.057
Sitting Arrangement (SA)	.143	1.267	.283	.112	.914
Student-Teacher Relationship (SR)	-.502	2.750	-1.065	-.183	.861
Time Management (TM)	-.411	2.555	-.794	-.161	.877
Conducive Environment (CE)	.634	.643	1.407	.986	.362
Appropriate Instructional Technique (AT)	-.038	.624	-.089	-.061	.953

4. CONCLUSIONS

This study examined the influence of classroom management strategies on the behavioral outcomes and academic performance of students, with particular attention to its three core components: behavioral strategies, academic achievement, and teacher management practices. The findings reveal that behavioral strategies have a significant influence on student behavior, highlighting the importance of clear expectations and positive reinforcement in fostering a well-managed classroom. Likewise, classroom management was found to significantly predict academic performance, indicating that effective classroom routines and student engagement strategies contribute to improved academic outcomes. However, student performance scores in English, Science, and Mathematics were generally at the Low Mastery level, suggesting that while classroom management strategies play an important role, additional academic interventions may be necessary to help learners reach higher proficiency.

Furthermore, among the various teacher management practices, techniques such as positive reinforcement, relationship-building, and strategic placement of students were shown to be effective, although some commonly assumed variables, such as seating arrangement and time management, did not yield significant results in this context. These findings underscore the multifaceted nature of classroom management and its differential effects on student outcomes. They emphasize the importance of contextually tailored strategies and the teacher's active role in creating an environment that supports both discipline and learning. A supportive classroom climate, coupled with well-considered management techniques, can foster meaningful opportunities for behavioral development and incremental academic progress.

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