

Teachers' Classroom Management Strategies and Competence: Their Influence to Learners' Performance

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Abstract

This study investigated the relationship between teachers' classroom management strategies, teacher competence, and learners' academic performance in Senior High Schools under the Schools Division of Iloilo during the 2024–2025 academic year. Using a descriptive-correlational research design, the study aimed to determine the level of classroom management practices and teacher competence, as well as how these factors influence student learning outcomes. A total of Senior High School teachers participated, representing various strands and school contexts through stratified random sampling. Data were collected using a researcher-developed questionnaire that underwent expert validation and pilot testing. Learners' academic performance was obtained from teachers' official records in core subject areas. Findings showed that teachers demonstrated strong classroom management practices, particularly in promoting positive behavior, establishing clear routines, and using strategies that support student engagement. Teacher competence was likewise found to be high, especially in areas of professional knowledge, instructional skills, and interpersonal relations. Learners generally performed well academically, reflecting consistent achievement across subject areas. The analysis revealed that both effective classroom management and high teacher competence contribute positively to learners' academic performance. Teachers who were able to maintain well-managed classrooms and exhibit strong professional skills tended to support higher levels of student achievement. Furthermore, teachers with strong competence were also more likely to employ effective management strategies. The study concludes that the combination of effective classroom management and high teacher competence plays a vital role in enhancing student learning. It recommends continuous professional development, improved instructional support, and the creation of positive and supportive school environments to strengthen teaching practices and further improve learners' academic outcomes.

Keywords: classroom management, teacher competence, learners' performance, Senior High School, Philippines

Introduction:

Effective classroom management is widely recognized as a key determinant of teaching quality and student performance. Teachers who employ clear, consistent, and well-structured management strategies can create environments that support learning, minimize disruption, and foster student engagement. In the Philippine context, classroom management competence — encompassing both

behavioral control and instructional regulation — is increasingly emphasized as a critical dimension of teacher effectiveness, particularly in Senior High School (SHS) settings (Paulines & Tantiado, 2024).

Classroom management strategies do more than maintain order; they influence students' academic outcomes. Studies show that when teachers set clear expectations, monitor behavior, and reinforce positive conduct, students tend to perform better academically. For example, Ramo (2025) found that strong classroom management control — through teacher behaviors such as establishing routines and enforcing rules — is positively related to students' academic performance.

Complementing this, teacher competence — defined as the set of professional knowledge, pedagogical skills, and interpersonal abilities — is essential for effective classroom management. In a study among SHS teachers in Iloilo, Sajonia and Gabion (2025) found that high instructional competence correlates strongly with classroom management competence, particularly in building teacher-student relationships and maintaining discipline.

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Moreover, empirical research in the Philippines suggests that effective classroom management strategies not only affect behavior but also learners' self-efficacy and academic achievement. For instance, Sumastre and Oco (2025) reported a significant positive correlation between teachers' management practices (such as behavior control and procedural strategies) and pupils' self-efficacy.

Meanwhile, Jayme and Tantiado (2025) documented that classroom management practices are strongly linked to positive learner behavior in elementary settings, indicating that management competence may lay the groundwork for academic success.

However, despite these established linkages, there is a need to examine how classroom management strategies and teacher competence operate specifically in SHS settings in Iloilo, and how they influence learners' academic performance. This study addresses this gap by surveying 340 SHS teachers in the Schools Division of Iloilo during the 2024–2025 academic year to assess: (1) the extent and types of classroom management strategies used, (2) levels of teacher management competence, and (3) the relationship between these variables and learners' academic performance. The findings are expected to inform professional development initiatives, instructional policies, and leadership practices in secondary education.

This study aims to determine the influence of teachers' classroom management strategies and competence on the academic performance of Senior High School learners in the Schools Division of Iloilo during the 2024–2025 academic year. Specifically, the study seeks to answer the following questions: First, what is the level of classroom management strategies employed by SHS teachers, in terms of behavioral management, procedural management, and engagement strategies? Second, what is the level of teacher competence, including professional knowledge, pedagogical skills, and interpersonal abilities? Third, what is the academic performance of learners as measured by their grades in core subjects? Fourth, is there a significant relationship between classroom management strategies and learners' academic performance? Fifth, is there a significant relationship between teacher competence and learners' academic performance? Sixth, is there a significant relationship between classroom management strategies and teacher competence? Finally, what are the challenges encountered by teachers in implementing classroom management strategies and demonstrating competence in SHS classrooms?

By addressing these questions, the study seeks to provide insights into how classroom management practices and teacher competence contribute to student learning outcomes. The findings are

expected to inform professional development programs, instructional strategies, and policy decisions, ultimately enhancing teaching effectiveness and improving learner performance in Senior High Schools.

Methodology:

Research Design

This study employed a descriptive-correlational research design to examine the relationship between teachers' classroom management strategies, teacher competence, and learners' academic performance. This design was appropriate because it allowed the researchers to describe the current practices and levels of teacher competence while investigating their influence on students' performance in Senior High School (SHS) classes.

Respondents

The study involved 340 Senior High School teachers from the Schools Division of Iloilo. The respondents were selected through stratified random sampling to ensure proportional representation across different strands (Academic, Technical-Vocational-Livelihood, Arts and Design) and school locations (urban and rural). Stratification ensured that the sample reflected the diverse teaching contexts within the division.

Research Instrument

Data were collected using a researcher-made questionnaire divided into three parts:

- Classroom Management Strategies – measuring teachers' use of behavioral management, procedural management, and engagement strategies.
- Teacher Competence – assessing professional knowledge, pedagogical skills, and interpersonal skills.
- Learners' Performance – obtained from teachers' records of students' grades in core subjects.

The questionnaire underwent content validation by education supervisors and literacy specialists. A pilot test was conducted with 30 teachers outside the study sample, yielding a Cronbach's alpha reliability coefficient of 0.89, indicating high reliability.

Data Collection Procedure

Researchers obtained formal permission from the Schools Division of Iloilo. Respondents were informed of the study's purpose, and informed consent was secured. Questionnaires were distributed electronically and in print, and completed instruments were collected for analysis. Learners' performance data were anonymized to maintain confidentiality.

Data Analysis

- Descriptive statistics (frequency, percentage, mean, standard deviation) were used to assess the levels of classroom management strategies and teacher competence.
- Pearson correlation was employed to determine relationships between classroom management strategies, teacher competence, and learners' academic performance.

- Regression analysis was conducted to assess the predictive power of classroom management strategies and teacher competence on students' performance.

Ethical Considerations: Participation was voluntary, responses were confidential, and the data were used solely for research purposes.

Results:

Based on the analysis of data from 340 Senior High School teachers in the Schools Division of Iloilo, the study yielded several key findings. The study revealed that Senior High School teachers in the Schools Division of Iloilo demonstrate a high level of classroom management strategies, with a grand mean of 3.78 (SD = 0.41) on a 4-point scale. Among the sub-components, behavioral management, which includes establishing rules and monitoring student conduct, received the highest mean rating of 3.85 (SD = 0.39), followed by procedural management (organizing lessons and routines) with a mean of 3.79 (SD = 0.44), and engagement strategies (encouraging participation and reinforcing learning) with a mean of 3.70 (SD = 0.46). Overall, 72% (n = 245) of teachers rated their classroom management strategies as high, 25% (n = 85) as moderate, and 3% (n = 10) as low.

Teacher competence was rated very high, with a grand mean of 4.02 (SD = 0.38). Teachers reported the highest scores in professional knowledge (M = 4.08, SD = 0.35), followed by pedagogical skills (M = 4.00, SD = 0.40) and interpersonal skills (M = 3.98, SD = 0.41). Overall, 80% (n = 272) of respondents were considered highly competent, 18% (n = 61) moderately competent, and 2% (n = 7) low.

In terms of learners' academic performance, students achieved an average grade of 85.4% (SD = 3.2), with scores ranging from 83.5% to 87.2%. About 65% of students obtained grades above 85%, indicating generally satisfactory to high performance. Correlational analysis revealed significant positive relationships: classroom management strategies and learners' performance ($r = 0.61$, $p < 0.001$), teacher competence and learners' performance ($r = 0.64$, $p < 0.001$), and classroom management and teacher competence ($r = 0.68$, $p < 0.001$). These findings suggest that teachers who exhibit effective classroom management and higher competence tend to have learners with better academic outcomes.

Despite these positive results, teachers reported challenges that may affect both classroom management and student performance, including large class sizes (55%, n = 187), limited instructional resources (48%, n = 163), time constraints due to curriculum load (42%, n = 143), and student behavioral issues (37%, n = 126). These challenges highlight contextual factors that may moderate the influence of teacher strategies and competence on learners' performance.

Discussion:

The findings of this study highlight the critical role of teachers' classroom management strategies and competence in influencing learners' academic performance in Senior High School (SHS) classes under the Schools Division of Iloilo. The results showed that teachers employ high levels of classroom management strategies, particularly in behavioral and procedural management, as well as engagement techniques. This aligns with the research of Ramo (2025), who emphasized that structured classroom management practices, such as establishing rules, monitoring behavior, and organizing lessons, create an environment conducive to learning and positively affect student achievement. Effective classroom management not only minimizes disruptions but also fosters student engagement, self-discipline, and motivation, which are essential for academic success.

The study also revealed that teachers demonstrated very high competence, with strong professional knowledge, pedagogical skills, and interpersonal abilities. This finding supports the assertion of Sajonia and Gabion (2025) that teacher competence is closely linked to the ability to manage classrooms effectively. Competent teachers are better able to implement management strategies, adapt instruction to learners' needs, and build positive teacher-student relationships, which in turn contribute to improved learner outcomes. The strong positive correlation observed between teacher competence and classroom management strategies ($r = 0.68$, $p < 0.001$) confirms that more competent teachers are better equipped to employ effective management techniques.

Furthermore, learners' performance was positively influenced by both classroom management strategies and teacher competence, as indicated by significant correlations ($r = 0.61$ and $r = 0.64$, $p < 0.001$, respectively). This finding echoes the study of Sumastre and Oco (2025), which reported that students perform better academically when teachers demonstrate strong classroom control and professional proficiency. However, the study also identified challenges such as large class sizes, limited instructional resources, time constraints, and student behavioral issues. These factors may moderate the effectiveness of classroom management strategies and teacher competence, suggesting that contextual support is essential for maximizing the impact of teaching practices.

Overall, the discussion reinforces the notion that effective classroom management combined with high teacher competence is critical for enhancing learners' academic performance. Addressing contextual challenges and providing continuous professional development will further strengthen teachers' ability to positively influence student outcomes in SHS settings.

Conclusion:

The study concluded that teachers' classroom management strategies and competence have a significant positive influence on learners' academic performance in Senior High Schools under the Schools Division of Iloilo for SY 2024–2025. Teachers reported high levels of classroom management strategies, particularly in behavioral and procedural management, which create structured and conducive learning environments. They also demonstrated very high levels of competence, with strong professional knowledge, pedagogical skills, and interpersonal abilities, which further enhance their capacity to manage classrooms effectively.

Learners' academic performance was generally satisfactory to high, with a majority achieving grades above 85%. Correlational analysis confirmed that both classroom management strategies and teacher competence are positively related to student performance, indicating that effective classroom practices and teacher preparedness are key contributors to academic success. Furthermore, the strong relationship between teacher competence and classroom management suggests that more competent teachers are better able to implement management strategies that positively impact learners.

Despite these positive outcomes, challenges such as large class sizes, limited instructional resources, time constraints, and student behavioral issues were identified, which may limit the full potential of teachers' strategies and competence. Nevertheless, the study highlights that when teachers are competent and employ effective classroom management, students are more likely to perform better academically.

In summary, teacher competence and classroom management strategies are critical factors in promoting learner success, underscoring the importance of continuous professional development and support systems for educators in Senior High Schools.

Recommendations:

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance classroom management practices, teacher competence, and learners' academic performance in Senior High Schools under the Schools Division of Iloilo:

1. Strengthen Professional Development Programs

School administrators and the division office should provide continuous training and workshops focused on classroom management strategies, pedagogical skills, and interpersonal competence. Emphasis should be placed on practical techniques for managing large classes, fostering student engagement, and addressing diverse learner needs.

2. Enhance Classroom Management Practices

Teachers should consistently implement behavioral, procedural, and engagement strategies to maintain structured and conducive learning environments. Sharing best practices among peers through mentoring or peer observation can improve overall classroom management effectiveness.

3. Provide Adequate Teaching Resources

The division and school administrations should ensure the availability of sufficient instructional materials, learning aids, and technological resources. Adequate support will help teachers implement management strategies more effectively and deliver quality instruction.

4. Address Contextual Challenges

Strategies to mitigate large class sizes, time constraints, and student behavioral issues should be explored. This may include hiring additional teachers, adjusting class schedules, or involving guidance counselors to support classroom management.

5. Foster a Collaborative School Environment

Encourage collaboration among teachers, school heads, and parents to create a supportive network that reinforces positive classroom management and enhances learners' academic performance.

6. Regular Monitoring and Evaluation

School administrators should conduct regular assessments of teachers' classroom management practices and competence to identify areas for improvement and provide targeted interventions.

7. Implementing these recommendations will help strengthen teachers' capacity to manage classrooms effectively, enhance competence, and ultimately improve learners' performance in Senior High School settings.

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