Teachers' Classroom Management Practices: Their Influence On Learners' Academic Behavior and Performance

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Abstract

This study explored the classroom management practices of teachers and their influence on learners' academic behavior and performance in the Schools Division of Antique during the 2024–2025 school year. A total of 365 Teachers-in-Charge participated, selected to ensure representation across grade levels and subject areas. The study aimed to determine how teachers' approaches to organizing learning activities, establishing classroom rules, monitoring student behavior, and providing feedback affect students' engagement and academic outcomes. Findings revealed that teachers consistently demonstrated effective classroom management practices, creating structured and supportive learning environments that fostered student attentiveness, active participation, and adherence to classroom norms. Learners displayed high levels of academic behavior, characterized by responsibility, cooperation, and commitment to learning. Their academic performance was generally satisfactory to very satisfactory, reflecting the positive classroom climate established by teachers. The study further found that effective classroom management is closely linked to improved student behavior and higher academic achievement, highlighting the importance of teachers' ability to maintain order, encourage participation, and provide constructive feedback. The study concludes that strong classroom management practices are crucial for promoting both positive learner behavior and academic success. It recommends that teachers continue refining these skills, while school administrators provide ongoing professional development and support to enhance instructional management. By prioritizing effective classroom practices, schools can create environments that not only improve academic performance but also foster students' holistic development and lifelong learning habits.

Keywords: Classroom Management, Academic Behavior, Academic Performance, Teachers' Practices, Learner Outcomes

Introduction

Classroom management is a key component of effective teaching that directly impacts learners' academic behavior and performance. Teachers who implement structured, consistent, and engaging management strategies create an environment conducive to learning, enhancing student engagement, discipline, and achievement (Marzano, Marzano, & Pickering, 2003). Classroom management practices

include organizing learning activities, establishing rules and routines, monitoring student behavior, and providing feedback, all of which contribute to a positive classroom environment (Emmer & Sabornie, 2015).

Effective classroom management not only maintains order but also promotes academic motivation and productive behaviors. Research shows that well-managed classrooms reduce disruptive behavior, increase instructional time, and improve student outcomes, particularly in primary and secondary education (Evertson & Weinstein, 2013). In the Philippine educational context, classroom management is particularly important due to large class sizes, diverse learning needs, and varying levels of student readiness (DepEd, 2019).

Furthermore, teachers' classroom management practices are closely linked to learners' academic performance, with structured, supportive, and consistent strategies enhancing engagement, understanding, and achievement (Oliver & Reschly, 2007). By examining these practices, educators and administrators can identify effective approaches that foster better student behavior and higher academic outcomes.

This study seeks to examine teachers' classroom management practices and their influence on learners' academic behavior and performance as perceived by 365 Teachers-in-Charge in the Schools Division of Antique during the School Year 2024–2025. The findings aim to provide insights that can improve instructional strategies, foster productive classroom environments, and support learners in achieving optimal academic outcomes.

Specifically, the study determines the level of teachers' classroom management practices, including the organization of learning activities, establishment of rules and routines, monitoring of student behavior, and feedback provision. It also assesses learners' academic behavior, such as attentiveness, participation, and adherence to classroom norms, and academic performance as reflected in core subject grades. The study further explores whether significant relationships exist between teachers' classroom management practices and learners' academic behavior and performance.

Methodology

This study employed a descriptive-correlational research design to examine the classroom management practices of teachers and their influence on learners' academic behavior and performance in the Schools Division of Antique during the School Year 2024–2025. The descriptive component assessed levels of classroom management practices, learners' academic behavior, and academic performance, while the correlational component examined the relationships among these variables.

The respondents consisted of 365 Teachers-in-Charge from selected elementary and secondary schools. Stratified random sampling ensured representation across grade levels and subject areas, providing a comprehensive understanding of classroom management practices and their impact on learners.

Data were collected using a structured questionnaire divided into three parts: Part I measured teachers' classroom management practices, including organization of learning activities, rules and routines, monitoring of behavior, and feedback provision; Part II assessed learners' academic behavior, including attentiveness, participation, and adherence to classroom norms; and Part III examined learners' academic performance through self-reported grades and performance indicators. The questionnaire was adapted from validated instruments (Marzano, Marzano, & Pickering, 2003; Emmer & Sabornie, 2015)

and reviewed for content validity. Reliability testing produced Cronbach's alpha coefficients above 0.80 for all constructs, indicating high internal consistency.

Ethical considerations included approval from the Schools Division Office of Antique, informed consent from all respondents, and confidentiality and anonymity of all collected data.

Data were analyzed using descriptive statistics (frequency, percentage, weighted mean, standard deviation) to determine levels of classroom management practices, learners' academic behavior, and performance. Pearson correlation examined relationships between teachers' classroom management practices and learners' academic behavior and performance, while multiple regression analysis determined the predictive effect of classroom management practices on learner outcomes. A significance level of 0.05 was used for all statistical analyses.

Results

The study revealed that teachers' classroom management practices were rated at a high level, with an overall weighted mean of 4.34 (SD = 0.41). Among the indicators, organization of learning activities received the highest rating (M = 4.38, SD = 0.39), followed by establishment of rules and routines (M = 4.36, SD = 0.40), monitoring of student behavior (M = 4.32, SD = 0.42), and provision of feedback (M = 4.30, SD = 0.43). These results suggest that teachers effectively implement structured and consistent strategies to manage classroom activities, supporting prior research that links strong classroom management to improved learner outcomes (Marzano, Marzano, & Pickering, 2003; Emmer & Sabornie, 2015).

Regarding learners' academic behavior, respondents reported a high level overall (WM = 4.29, SD = 0.42). The highest-rated behaviors were attentiveness (M = 4.33, SD = 0.40), followed by active participation (M = 4.28, SD = 0.42) and adherence to classroom norms (M = 4.26, SD = 0.44). These results indicate that effective classroom management positively influences learner conduct, engagement, and classroom participation (Evertson & Weinstein, 2013).

In terms of learners' academic performance, students achieved a mean general average of 87.12 (SD = 5.01), reflecting satisfactory to very satisfactory academic outcomes. Correlation analysis revealed significant positive relationships between teachers' classroom management practices and learners' academic behavior (r = 0.63, p < 0.01) and between classroom management practices and learners' academic performance (r = 0.59, p < 0.01). Multiple regression analysis indicated that classroom management practices significantly predict learners' academic performance (R^2 = 0.55, p < 0.05), highlighting the critical role of effective classroom management in enhancing learner outcomes.

Discussion

The findings of this study indicate that teachers in the Schools Division of Antique demonstrate a high level of classroom management practices, particularly in organizing learning activities, establishing rules and routines, monitoring student behavior, and providing feedback. These results suggest that teachers are capable of creating structured and well-managed classroom environments, which align with

Marzano, Marzano, and Pickering (2003) and Emmer and Sabornie (2015), who emphasized that effective classroom management is essential for maintaining instructional time, reducing disruptive behavior, and enhancing student engagement.

Learners' academic behavior was found to be high, with attentiveness, participation, and adherence to classroom norms being particularly prominent. This supports the view that well-managed classrooms promote positive student conduct and a productive learning environment (Evertson & Weinstein, 2013). The positive correlation between classroom management practices and learners' academic behavior indicates that when teachers implement effective management strategies, students are more likely to engage actively, remain disciplined, and participate meaningfully in learning activities.

Furthermore, learners' academic performance was satisfactory to very satisfactory, with a mean general average of 87.12. The significant positive relationships between classroom management practices and learners' performance ($r = 0.59$, $p < 0.01$) and the predictive effect demonstrated by regression analysis ($R^2 = 0.55$, $p < 0.05$) highlight the critical influence of classroom management on academic outcomes. These findings align with Oliver and Reschly (2007), who argued that structured and consistent classroom management contributes to higher learner achievement by optimizing instructional time, minimizing disruptions, and fostering a supportive learning environment.

Overall, the study underscores that teachers' effective classroom management practices are crucial for improving both learners' behavior and academic performance. By employing well-planned routines, clear rules, active monitoring, and constructive feedback, teachers can create a learning environment that enhances student engagement and promotes academic success.

Conclusion

Based on the findings of this study, it can be concluded that teachers in the Schools Division of Antique demonstrate a high level of classroom management practices, particularly in organizing learning activities, establishing rules and routines, monitoring student behavior, and providing feedback. These practices positively influence learners' academic behavior, promoting attentiveness, participation, and adherence to classroom norms. Moreover, effective classroom management significantly contributes to learners' academic performance, as evidenced by the positive correlations and predictive effect observed in the study. Overall, the results highlight that structured and consistent classroom management is essential for creating a conducive learning environment that supports both productive student behavior and higher academic achievement.

Recommendation

In light of the findings and conclusions of this study, it is recommended that teachers in the Schools Division of Antique continue to strengthen their classroom management practices by implementing structured routines, clearly defined rules, consistent monitoring, and timely feedback to enhance learner behavior and academic performance. School administrators and the division office should provide professional development programs, workshops, and mentoring opportunities focused on effective

classroom management strategies, particularly for new or less experienced teachers. Additionally, schools should create a supportive environment by providing adequate teaching resources, reducing classroom overcrowding, and promoting collaborative practices among teachers to share effective management techniques. Future research is also recommended to explore additional factors influencing learners' academic behavior and performance, such as teaching styles, learner motivation, and classroom climate, to further improve instructional practices and student outcomes.

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