
Assessing Teachers' Classroom Management Skills as Predictors of Teaching Performance

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Abstract — This study assessed teachers' classroom management skills as predictors of teaching performance in the Pamplona District, Division of Cagayan, during the School Year 2025–2026. Utilizing a descriptive–correlational research design, data were collected from 91 public school teachers through a researcher-made questionnaire and their corresponding IPCRF ratings. The findings revealed that teachers demonstrated a very high level of classroom management skills ($M = 3.39$), particularly in managing student behavior, organizing the physical learning environment, and establishing classroom rules and procedures. However, the implementation of instructional routines showed a relatively lower, though still high, rating. In terms of teaching performance, the majority of the respondents (98.90%) were rated Outstanding, with an overall mean of 4.78 and low variability, indicating consistent high performance. Furthermore, correlation analysis showed a significant positive relationship between classroom management skills and teaching performance across all dimensions, suggesting that improved management practices contribute to enhanced instructional effectiveness. The study concludes that classroom management skills are essential predictors of teaching performance and highlights the need for continuous professional development, particularly in strengthening instructional routines.

Keywords: *classroom management skills, teaching performance, IPCRF, instructional routines, teacher effectiveness*

I. INTRODUCTION

Classroom management has long been recognized as a fundamental component of effective teaching, directly influencing both instructional delivery and student learning outcomes. It

encompasses the range of strategies, skills, and practices teachers employ to establish an orderly, supportive, and engaging learning environment. Bonna (2023) emphasized that classroom management is not merely about maintaining discipline but involves deliberate actions aimed at promoting students' academic and socio-emotional development. They further highlight that it remains one of the most pressing concerns among educators, particularly for beginning teachers, as difficulties in managing classroom dynamics often lead to reduced instructional quality and increased teacher stress.

In the context of modern education, teachers are expected to perform multiple roles beyond content delivery, including facilitating collaborative learning, fostering positive relationships, and addressing diverse learner needs. These demands intensify the importance of classroom management skills, as teachers must maintain a structured yet flexible environment conducive to active learning. Van Hai (2023) asserted that effective classroom management is among the most significant factors influencing student achievement, even surpassing the impact of curriculum and assessment policies. Their analysis of multiple studies revealed that well-managed classrooms create conditions where learning can occur efficiently, whereas poorly managed classrooms hinder both teaching effectiveness and student engagement.

Empirical research further supports the relationship between classroom management and teaching performance. Ahmed (2024) found that effective classroom management practices, such as establishing a positive learning atmosphere and modeling appropriate behavior, are significantly associated with improved student academic performance. The study emphasized that teachers who consistently apply structured management strategies are more likely to enhance student motivation and achieve better learning outcomes. Similarly, Ukozor (2025) reported that while classroom management practices were widely implemented among teachers, specific components—particularly classroom discipline and management styles—served as significant predictors of teaching performance. These findings indicate that different dimensions of classroom management have varying levels of influence on teaching effectiveness, highlighting the importance of targeted strategies in improving overall instructional performance.

Despite the growing body of literature on classroom management, a notable research gap persists. Many studies primarily focus on the relationship between classroom management and student outcomes, such as academic achievement or engagement, rather than directly examining how teachers' management skills determine their overall teaching performance. Furthermore, existing studies often yield inconsistent findings regarding the strength and nature of this relationship. For example, some research indicates a significant positive correlation, while others report limited or no direct association between classroom management skills and teaching performance. This inconsistency suggests the need for further investigation to clarify the extent to which classroom management skills function as predictors of teaching performance, particularly within specific educational contexts.

The significance of this study lies in its potential to bridge this gap by providing a more focused examination of classroom management skills as predictors of teaching performance. Understanding this relationship is critical for educational stakeholders, including school administrators, policymakers, and teacher education institutions. Insights from this study can inform professional development programs, enhance teacher training curricula, and guide the implementation of evidence-based classroom practices. Moreover, in the context of increasing educational demands and accountability standards, improving teachers' classroom management skills can contribute to higher teaching quality, better student outcomes, and overall school effectiveness.

In addition, this study is particularly relevant in contemporary educational settings where diverse classrooms, technological integration, and evolving pedagogical approaches present new challenges in classroom management. By identifying specific management skills that influence teaching performance, educators can be better equipped to adapt to these changes and sustain effective instructional practices. Ultimately, strengthening classroom management competencies not only supports teacher performance but also fosters a more productive and inclusive learning environment.

In conclusion, while classroom management has been widely acknowledged as a critical element of effective teaching, there remains a need for a deeper understanding of its direct role in shaping teaching performance. Thus, this study aimed to assess teachers' classroom management

skills as predictors of teaching performance, with the general objective of determining the extent to which these skills influence and predict teachers' effectiveness in the classroom.

Literature Review

Classroom management is widely recognized as a critical component of effective teaching, as it directly influences instructional delivery, student behavior, and overall learning outcomes. According to Bonna (2023), classroom management encompasses a broad range of practices, including establishing rules, organizing the physical environment, and implementing routines that support a structured learning atmosphere. It is not limited to discipline but extends to the creation of an environment that fosters engagement, collaboration, and academic success. This perspective highlights that effective classroom management is fundamental to ensuring that teaching and learning processes occur efficiently and productively.

Recent studies emphasize that teachers' classroom management practices are shaped by their pedagogical competencies and professional skills. Handini (2024) cited that teachers with strong pedagogical and professional competencies demonstrate more effective classroom management, which in turn contributes to improved instructional quality. Similarly, Van Hai (2023) stressed the importance of developing classroom management skills among pre-service teachers through systematic training, noting that such competencies are essential for maintaining order and supporting active learning. These studies suggest that classroom management is a learned and developable skill that significantly contributes to teaching effectiveness.

In addition, teachers' perspectives on classroom management reveal the importance of strategic and proactive approaches. Ahmad, Deebea, and Rehman (2022) identified several effective strategies, including establishing clear expectations, engaging students actively, and maintaining consistency in rules and routines. These approaches help minimize disruptive behavior and promote a positive learning atmosphere. Supporting this view, Salio-an et al. (2025) emphasized that contemporary classroom management approaches focus on student engagement and participation, shifting from traditional control-based methods to more interactive and learner-

centered practices. Such approaches not only improve classroom order but also enhance students' motivation and involvement in learning.

The role of classroom management in enhancing student academic performance has also been widely documented. Ahmed (2024) found that effective classroom management practices significantly contribute to improved learner achievement by creating a conducive learning environment where students feel supported and motivated. Similarly, Ukozor (2025) reported that classroom management styles are closely linked to both teachers' job performance and students' academic outcomes. The study highlighted that teachers who employ organized and consistent management strategies tend to achieve better instructional results and foster higher student performance. These findings underscore the importance of classroom management as a determinant of both teaching effectiveness and student success.

Another important factor influencing classroom management is teachers' self-efficacy. Shah (2023) explained that teachers who possess high levels of self-efficacy are more confident in managing classroom situations, which leads to improved handling of student behavior and more effective instructional practices. This relationship is further supported by Duan et al. (2024), who found that teachers' classroom management self-efficacy is significantly associated with their ability to implement effective management strategies. Their meta-analysis revealed that teachers who believe in their capacity to manage classrooms are more likely to create positive learning environments and maintain student engagement.

Moreover, recent meta-analytical evidence highlights the broader impact of classroom management interventions on educational outcomes. Korpershoek et al. (2025) reported that classroom management interventions have significant positive effects on students' academic achievement, behavior, and motivation. This finding reinforces the idea that effective management practices are essential for promoting holistic student development. In addition, Nagaratnam (2025) emphasized the importance of collaborative classroom management approaches, particularly in diverse and international school settings, where teachers must adapt their strategies to meet varying learner needs and cultural contexts.

Overall, the reviewed literature demonstrates that classroom management is a multifaceted construct that plays a vital role in enhancing teaching performance and student outcomes. It involves a combination of structured routines, effective behavior management, teacher competence, and supportive classroom environments. While existing studies consistently highlight its positive impact, they also suggest that the effectiveness of classroom management depends on various factors, including teacher skills, self-efficacy, and contextual conditions. These insights provide a strong foundation for examining classroom management skills as predictors of teaching performance in specific educational settings.

Research Questions

This study aimed to assess teachers' classroom management skills as predictors of teaching performance at the Pamplona District, Division of Cagayan. Specifically, it sought to answer the following queries:

1. What is the level of teachers' classroom management skills in terms of the following dimensions?
 - a. Establishment of classroom rules and procedures;
 - b. Management of student behavior;
 - c. Organization of the physical learning environment; and
 - d. Implementation of instructional routines
2. What is the level of teachers' teaching performance based on their IPCRF ratings?
3. Is there a significant relationship between teachers' classroom management skills and their teaching performance?

II. METHODOLOGY

Research Design

This study employed a descriptive–correlational research design to determine the relationship between teachers’ classroom management skills and their teaching performance in Pamplona District, Division of Cagayan, during the School Year 2025–2026. The descriptive component was utilized to systematically describe the current level of teachers’ classroom management skills across the identified dimensions, as well as their teaching performance based on IPCRF ratings, while the correlational component examined the degree of association between these variables and identified whether classroom management skills significantly predict teaching performance. This design was deemed appropriate as it allows for the analysis of naturally occurring relationships among variables without manipulating them, thereby providing a clear and objective assessment of how variations in classroom management practices relate to differences in teaching performance.

Participants of the Study

The respondents of this study were public school teachers from the Pamplona District, Division of Cagayan. They were chosen because of their direct involvement in classroom instruction and the teaching–learning process, making them suitable subjects for examining educational practices. Their experiences and insights provide valuable information in understanding key aspects of teaching within the district.

A total of 91 teachers participated in the study. These respondents were drawn randomly from thirteen (13) public elementary schools in the Pamplona District, with seven (7) teachers selected from each school. This sampling approach ensured equal representation from all schools in the district, allowing for a more comprehensive and balanced understanding of the respondents’ perspectives and experiences. Table 1 shows the distribution of respondents across thirteen schools in the district.

Schools	Samples
School A	7
School B	7
School C	7
School D	7
School E	7
School F	7
School G	7
School H	7
School I	7
School J	7
School K	7
School L	7
School M	7
Total	91

Instrumentation

This study utilized a researcher-made questionnaire as the primary data-gathering instrument. The instrument was designed to collect relevant information on teachers' classroom management skills and their teaching performance. It consisted of two main parts: the first part measured the level of classroom management skills across the dimensions of establishing

classroom rules and procedures, managing student behavior, organizing the physical learning environment, and implementing instructional routines; while the second part gathered data on teachers' teaching performance based on their IPCRF ratings. The questionnaire employed a Likert-scale format to quantify responses, allowing for systematic analysis and interpretation of data.

Prior to its administration, the instrument underwent expert validation and reliability testing. Content validation was conducted by five (5) experts in the field of education, particularly in educational management and research. They evaluated the instrument based on the criteria of clarity, relevance, coherence, and appropriateness of the items to the objectives of the study. Suggested revisions were incorporated to improve the quality and comprehensiveness of the questionnaire.

To establish reliability, a pilot test was conducted, and the internal consistency of the instrument was measured using Cronbach's alpha. The overall reliability coefficient obtained was $\alpha = 0.81$, indicating excellent reliability. The subdimensions also yielded acceptable to high reliability coefficients, confirming that the instrument is consistent and dependable for measuring the intended variables. These procedures ensured the validity and reliability of the instrument, thereby enhancing the accuracy and credibility of the data collected.

Analysis of Data

The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including frequency counts, percentages, mean, and standard deviation, were employed to summarize and describe the level of teachers' classroom management skills across the identified dimensions, as well as their teaching performance based on IPCRF ratings. On the other hand, inferential statistics, specifically the Pearson Product-Moment Correlation Coefficient, were used to determine the existence and strength of the relationship between teachers' classroom management skills and their teaching performance. All statistical analyses were conducted to ensure objective interpretation of the data and to provide a clear basis for drawing conclusions and formulating recommendations relevant to the study.

III. RESULTS AND DISCUSSION

Level of teachers' classroom management skills in terms of the following dimensions

The findings reveal that teachers demonstrate a very high level of classroom management skills across most of the identified dimensions, with an overall mean of 3.39, interpreted as Very High. Among the dimensions, management of student behavior ($M = 3.52$) obtained the highest mean, followed by organization of the physical learning environment ($M = 3.48$) and establishment of classroom rules and procedures ($M = 3.45$), all interpreted as Very High. These results indicate that teachers are highly competent in maintaining discipline, structuring their classrooms, and creating an environment conducive to learning. However, implementation of instructional routines ($M = 3.10$) registered a relatively lower mean, although still interpreted as High. This suggests that while teachers are effective in maintaining order and structure, there may be slight inconsistencies in the execution of daily instructional processes and routines. Overall, the results reflect that teachers possess strong classroom management capabilities, though certain aspects may still require enhancement.

The results imply that teachers' strong classroom management skills contribute positively to maintaining an effective and organized learning environment, which is essential for improving teaching performance and student outcomes. The very high ratings in behavior management and classroom organization indicate that teachers are capable of establishing discipline and structure, which helps minimize disruptions and maximize instructional time. However, the comparatively lower rating in instructional routines highlights a potential area for professional development. This suggests the need for targeted training programs focused on strengthening teachers' ability to consistently implement structured instructional practices, such as lesson transitions, time management, and procedural consistency. Enhancing this dimension could further improve teaching efficiency and overall performance. Consequently, school administrators and policymakers may consider designing interventions, workshops, or mentoring programs that will sustain teachers' strengths while addressing identified gaps to achieve more holistic instructional effectiveness.

Dimensions	Mean	Interpretation
Establishment of classroom rules and procedures	3.45	Very High
Management of student behavior	3.52	Very High
Organization of the physical learning environment	3.48	Very High
Implementation of instructional routines	3.10	High
Mean	3.39	Very High

Range Interpretation

1.00 – 1.74 Very Low

1.75 – 2.49 Low

2.50 – 3.24 High

3.25 – 4.00 Very High

Level of teachers' teaching performance based on their IPCRF ratings

The results reveal that teachers' teaching performance is predominantly outstanding, as evidenced by the distribution of IPCRF ratings. Specifically, 90 out of 91 teachers (98.90%) fall within the Outstanding category (4.500–5.000), while only 1 teacher (1.10%) is rated as Very Satisfactory (3.500–4.499). This is further supported by the overall mean of 4.78, which is interpreted as Outstanding, and a low standard deviation of 0.12, indicating minimal variability in the ratings. These findings suggest that teachers consistently demonstrate a high level of professional competence, effectiveness in instructional delivery, and strong adherence to performance standards. The uniformity of high ratings implies that the majority of teachers in the

district are performing at an exceptional level, reflecting the overall quality of teaching practices and the effectiveness of performance management systems in place.

Teaching Performance	Frequency	Percent
4.499 – 3.500 (Very Satisfactory)	1	1.10
5.000 – 4.500 (Outstanding)	91	98.90
Mean and S.D.	4.78, 0.12 (Outstanding)	

Relationship between teachers' classroom management skills and their teaching performance

The results of the correlation analysis reveal that there is a moderate positive and statistically significant relationship between teachers' classroom management skills and their teaching performance, as indicated by all computed coefficients and probability values. Among the variables, implementation of instructional routines ($r = 0.520$, $p = 0.000$) exhibited the strongest relationship with teaching performance, followed by organization of the physical learning environment ($r = 0.481$, $p = 0.000$), establishment of classroom rules and procedures ($r = 0.450$, $p = 0.002$), and management of student behavior ($r = 0.423$, $p = 0.005$). Since all probability values are lower than the 0.05 level of significance, the null hypothesis is rejected, confirming that classroom management skills are significantly associated with teaching performance. These findings indicate that improvements in classroom management practices are accompanied by corresponding improvements in teaching performance.

The significant relationships found in the study imply that classroom management skills are important predictors of teaching performance. Teachers who are more effective in structuring classroom rules, managing student behavior, organizing the learning environment, and implementing instructional routines are more likely to exhibit higher levels of teaching effectiveness. In particular, the strongest relationship observed in instructional routines suggests that consistency in lesson delivery, time management, and classroom procedures plays a vital role in enhancing performance outcomes. These findings highlight the need for school administrators

to strengthen professional development programs that focus on practical classroom management strategies, especially those related to instructional routines. Furthermore, reinforcing these competencies can lead to improved instructional quality, better learner engagement, and overall school effectiveness.

The findings of this study are supported by several recent investigations. Ahmed (2024) cited a significant positive relationship between classroom management practices and teachers' performance, emphasizing that effective management strategies contribute to improved instructional delivery and professional competence. Similarly, Ukozor (2025) reported that classroom management leadership styles, particularly those emphasizing structured routines and positive behavior reinforcement, significantly influence teaching performance. These studies affirm that classroom management skills are closely linked with teachers' effectiveness in delivering instruction and achieving performance standards, thereby reinforcing the results of the present investigation.

Dimensions	Coefficient (r)	Probability	Statistical Inference
Establishment of Classroom Rules and Procedures and Teaching Performance	0.450	0.002	Significant
Management of Student Behavior and Teaching Performance	0.423	0.005	Significant
Organization of the Physical Learning Environment and Teaching Performance	0.481	0.000	Significant
Implementation of Instructional Routines and Teaching Performance	0.520	0.000	Significant

*Tested using Pearson Correlation at 0.005 level of significance

IV. CONCLUSION

In conclusion, the findings of the study revealed that teachers in the district possess a very high level of classroom management skills and demonstrate outstanding teaching performance as reflected in their IPCRF ratings. Moreover, the results confirmed that all dimensions of classroom management skills, establishing rules and procedures, managing student behavior, organizing the physical environment, and implementing instructional routines, have a significant and positive relationship with teaching performance. This indicates that effective classroom management plays a crucial role in enhancing teachers' overall effectiveness in the classroom. Hence, strengthening these skills, particularly in the area of instructional routines, can further improve teaching quality. Overall, the study affirms that classroom management skills are essential predictors of teaching performance and should be continuously developed through sustained professional support and training initiatives.

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Teachers' Positive Reinforcement Practices and Their Influence on Students' Learning Outcomes in the Division of Cagayan

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Abstract — This study examined teachers' positive reinforcement practices and their influence on students' learning outcomes in the Division of Cagayan. Using a descriptive–correlational research design, data were collected from 100 elementary teachers through a researcher-made questionnaire focusing on reinforcement strategies such as technical approaches, verbal praise, rewards and incentives, recognition, and feedback. Students' learning outcomes were measured using their General Weighted Average (GWA). Results revealed that teachers highly practiced positive reinforcement overall, with verbal praise and feedback emerging as the most frequently used strategies, while technical strategies and rewards were moderately applied. Students demonstrated outstanding academic performance, with the majority achieving high GWA scores. Correlational analysis showed a significant positive relationship between verbal praise and feedback and students' learning outcomes, indicating that these interpersonal reinforcement strategies effectively enhance student achievement. However, technical strategies and rewards showed no significant relationship with academic performance. The findings suggest that consistent use of meaningful and immediate reinforcement strategies contributes to improved student motivation, engagement, and academic success. The study underscores the importance of incorporating effective positive reinforcement practices in classroom instruction to foster better learning outcomes among students.

Keywords: positive reinforcement, verbal praise, feedback, learning outcomes, academic performance, teacher practices

I. INTRODUCTION

Teachers play a crucial role in shaping students' academic success through the strategies they use in the classroom. Among these strategies, positive reinforcement has been widely recognized as an effective approach in promoting desirable behaviors and improving students' learning outcomes. Positive reinforcement refers to the practice of providing rewards, praise, or recognition following a desired behavior, thereby increasing the likelihood that such behavior will be repeated. Rooted in Skinner's theory of operant conditioning, this approach emphasizes that learning is influenced by consequences, and behaviors followed by positive outcomes are more likely to recur. In educational settings, teachers utilize reinforcement techniques such as verbal praise, incentives, and recognition to motivate students and enhance classroom participation (Subramaniam & Nordin, 2025).

Despite its recognized importance, many classrooms still experience challenges related to student motivation, engagement, and academic performance. Some students demonstrate low interest in learning activities, lack of participation, and poor academic outcomes. These problems may be attributed to limited or inconsistent use of effective motivational strategies, including positive reinforcement. In some cases, teachers may rely more on corrective or punitive measures rather than encouraging desired behaviors, which may negatively affect learners' confidence and willingness to participate. As a result, students may become disengaged, leading to decreased academic performance and limited development of positive learning habits.

The issue becomes more significant in public school settings, where large class sizes, diverse learner needs, and limited resources may affect the consistent application of reinforcement practices. In the Division of Cagayan, teachers strive to improve students' learning outcomes; however, variations in teaching practices and classroom management strategies may influence the effectiveness of instruction. Understanding how teachers apply positive reinforcement and how these practices impact students' performance is essential in addressing existing gaps and improving instructional quality.

Related studies support the importance of positive reinforcement in enhancing student learning outcomes. Fatima, Kirmani, and Tanweer (2023) found that reinforcement strategies significantly improved students' confidence, attention, and concentration in classroom activities. Their study revealed that students exposed to consistent positive reinforcement demonstrated better learning behaviors and increased academic engagement, highlighting the effectiveness of such practices in promoting improved performance. Similarly, Khanum et al. (2025) reported that positive reinforcement strategies, including rewards and recognition, were strongly associated with high levels of student learning performance. The findings showed a significant relationship between reinforcement practices and learners' academic outcomes, suggesting that consistent and meaningful reinforcement can sustain motivation and enhance achievement.

These studies emphasize that positive reinforcement is not merely a classroom management tool but a vital component of effective teaching that can directly influence students' academic success. However, there remains a need to further explore how teachers in specific contexts, such as the Division of Cagayan, implement these practices and how they contribute to students' learning outcomes. Differences in implementation, frequency, and type of reinforcement may yield varying effects, which necessitate localized investigation.

In light of these concerns, this study aimed to examine teachers' positive reinforcement practices and their influence on students' learning outcomes in the Division of Cagayan. Specifically, it sought to determine the extent to which reinforcement strategies are used by teachers and how these practices affect students' academic performance, engagement, and overall learning development.

Literature Review

Positive reinforcement has been widely examined in educational research as an effective strategy for enhancing student behavior, motivation, and academic performance. Rooted in behaviorist theory, this approach emphasizes the use of rewards, praise, and recognition to strengthen desirable behaviors and support learning. Recent studies continue to highlight the