
Teachers' Classroom Management Strategies and Their Influence on Learners' Academic Performance

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Abstract — This study examined the relationship between teachers' classroom management strategies and learners' academic performance in a secondary school in Cagayan, Philippines. Specifically, it assessed the level of teachers' classroom management strategies in terms of establishing classroom rules and procedures, behavior management, classroom organization, and teacher-learner relationship, as well as the level of learners' academic performance based on their class General Weighted Average (GWA). The study employed a descriptive-correlational research design involving 100 teacher respondents selected through simple random sampling. A researcher-made questionnaire was used to gather data on classroom management strategies, while learners' academic performance was obtained from school records. Data were analyzed using frequency count, percentage, mean, and Pearson Product-Moment Correlation Coefficient. Findings revealed that teachers demonstrated a high level of classroom management strategies, with an overall mean of 2.81. Learners likewise exhibited a very satisfactory level of academic performance, reflected by a mean GWA of 88.10. Furthermore, the results showed significant positive relationships between all dimensions of classroom management strategies and learners' academic performance. Establishing classroom rules and procedures showed the strongest relationship with academic performance, while the teacher-learner relationship showed the weakest but still significant association. The study concludes that effective classroom management strategies contribute significantly to the academic success of learners.

Keywords: *classroom management strategies, classroom rules and procedures, behavior management, classroom organization, teacher-learner relationship, academic performance, secondary school*

I. INTRODUCTION

Classroom management is a fundamental aspect of effective teaching, as it creates an environment that promotes learning, discipline, and positive learner engagement. Teachers employ various classroom management strategies, including establishing clear rules and expectations, maintaining positive teacher-learner relationships, implementing behavior management techniques, and organizing instructional activities effectively. These strategies are essential in fostering a conducive learning atmosphere where learners can focus on academic tasks and develop positive attitudes toward learning. As educational systems continue to address learning gaps and declining achievement levels, effective classroom management has become increasingly important in ensuring that learners achieve their academic potential.

In recent years, schools have faced significant challenges related to learner behavior, attention, motivation, and classroom participation. These concerns have become more evident following the disruptions caused by the COVID-19 pandemic, which altered learning environments and affected learners' academic performance. Teachers are expected to manage diverse classrooms while simultaneously addressing behavioral issues, promoting learner engagement, and ensuring the attainment of curriculum objectives. However, ineffective classroom management may lead to frequent disruptions, reduced instructional time, diminished learner motivation, and poor academic outcomes. Consequently, understanding how teachers' classroom management strategies influence learners' academic performance has become a vital area of educational research.

Abidin and Muhammad (2024) highlighted the importance of classroom management in facilitating student learning. Effective management strategies contribute to establishing a structured and supportive environment where learners feel safe, respected, and motivated to participate actively in classroom activities. Furthermore, learners who experience positive classroom environments are more likely to exhibit better academic performance, improved attendance, and stronger social-emotional development. Despite these recognized benefits, variations in classroom management practices among teachers may result in differences in learners' academic achievement, necessitating further investigation into the relationship between these variables.

Supporting this view, Bocachica (2024) reported the relationship between classroom management strategies and teachers' self-efficacy in managing challenging student behaviors. Their findings revealed that effective classroom management practices are essential in maintaining productive learning environments and addressing behavioral concerns that may hinder academic achievement. The study emphasized that well-prepared teachers who possess strong classroom management skills are better equipped to support learner engagement and academic success. This suggests that classroom management remains a critical factor in achieving positive educational outcomes.

Similarly, Johler et al. (2022) investigated teachers' classroom management practices in technology-rich primary school classrooms. The study found that effective classroom management involves strong teacher leadership, positive teacher-learner relationships, adaptability, and the ability to maintain classroom order while facilitating meaningful learning experiences. The researchers emphasized that successful classroom management enhances learners' participation and supports improved learning outcomes, particularly in increasingly complex and technology-driven educational settings.

Given the growing importance of classroom management in contemporary education and its potential influence on learners' academic success, there is a need to examine how teachers' classroom management strategies affect learners' academic performance. Thus, the general objective of this study is to determine the influence of teachers' classroom management strategies on learners' academic performance, providing insights that may help improve instructional practices and learner achievement.

Literature Review

Classroom management is widely recognized as a critical component of effective teaching and learning. It refers to the strategies, techniques, and practices employed by teachers to establish and maintain an environment that supports academic engagement, positive behavior, and productive learning experiences. Effective classroom management includes establishing clear rules and expectations, organizing classroom routines, maintaining discipline, promoting positive

teacher-learner relationships, and creating a supportive learning environment. According to Goodman et al. (2023), a well-managed classroom maximizes instructional time, minimizes disruptions, and enhances learners' opportunities to achieve academic success.

The literature suggests that classroom management extends beyond controlling learner behavior. It involves proactive measures that encourage active participation, foster a positive classroom climate, and support learners' academic and social development (Odiljonova, 2024). Teachers who effectively manage their classrooms are better able to engage learners in meaningful learning activities, resulting in improved academic achievement. Positive teacher-learner interactions, consistent classroom procedures, and effective communication contribute significantly to learners' motivation and willingness to participate in classroom activities. Consequently, Igwe and Amirize (2023) cited that classroom management has become a central factor in determining the quality of instruction and the overall effectiveness of the teaching-learning process.

Furthermore, classroom management influences learners' cognitive, emotional, and behavioral engagement. An orderly and supportive classroom environment allows learners to focus on academic tasks without unnecessary distractions. Gyeltshen and Gyeltshen (2022) emphasized that when learners perceive their classroom as structured, fair, and supportive, they are more likely to exhibit positive learning behaviors and achieve higher levels of academic performance. Conversely, ineffective classroom management may result in behavioral problems, decreased instructional time, reduced learner engagement, and lower academic achievement.

Recent studies have provided empirical support for the connection between classroom management and learner outcomes. In a study conducted by Johler et al. (2022), the researchers examined teachers' classroom management practices in technology-rich primary school classrooms. Using qualitative research methods, they found that effective classroom management involves strong teacher leadership, clear communication, adaptability, and the development of positive teacher-learner relationships. Their findings revealed that well-managed classrooms promote learner participation, engagement, and academic success. The researchers further noted that teachers who effectively balance classroom control with supportive interactions are more

successful in creating learning environments that encourage achievement and sustained learner involvement.

Similarly, Aydin and Ok (2022) conducted a systematic review examining the relationship between teachers' expectations, classroom behaviors, and student achievement. Their review revealed that teachers' classroom management behaviors significantly influence learners' academic outcomes. The study found that teachers who demonstrate positive expectations, provide constructive feedback, establish meaningful interactions, and implement supportive classroom practices create environments that foster higher levels of academic achievement. The researchers emphasized that effective classroom management is not limited to maintaining order but also includes instructional and relational practices that motivate learners to perform better academically.

Overall, the reviewed literature highlights that classroom management is an essential determinant of learner success. Effective strategies help create positive learning environments that increase engagement, improve behavior, and enhance academic performance. Studies demonstrate that teachers' management practices play a significant role in shaping learners' educational experiences and outcomes. These findings provide a strong foundation for investigating the influence of teachers' classroom management strategies on learners' academic performance.

Research Questions

This study aimed to determine the influence of teachers' classroom management strategies on learners' academic performance in Cagayan, Philippines. Specifically, this study sought to answer the following questions:

1. What is the level of teachers' classroom management strategies in terms of the following dimensions?
 - a. Establishing classroom rules and procedures
 - b. Behavior management

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- c. Classroom organization
 - d. Teacher-learner relationship
2. What is the level of learners' academic performance based on their general weighted average (GWA)?
 3. Is there a significant relationship between teachers' classroom management strategies and learners' academic performance?

II. METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to determine the influence of teachers' classroom management strategies on learners' academic performance. The descriptive component was utilized to assess the level of classroom management strategies practiced by teachers in terms of establishing classroom rules and procedures, behavior management, classroom organization, and teacher-learner relationships. Meanwhile, the correlational component was used to examine the relationship between teachers' classroom management strategies and learners' academic performance. This research design is appropriate because it enables the researcher to describe the existing conditions of the variables and determine whether significant relationships exist among them without manipulating any aspect of the study. Through this approach, the study aimed to generate empirical evidence regarding the extent to which effective classroom management strategies contribute to learners' academic achievement.

Participants of the Study

The participants of this study consisted of 100 teachers from a secondary school in Cagayan, Philippines. The respondents were selected using the simple random sampling technique, wherein every teacher in the target population had an equal chance of being chosen to participate

in the study. This sampling method was employed to minimize selection bias and ensure that the sample adequately represented the population of teachers in the school. As direct implementers of classroom management strategies, the teachers provided relevant and reliable information regarding their practices in maintaining discipline, organizing classroom activities, establishing rules and procedures, and fostering positive teacher-learner relationships. Their responses served as the primary source of data in examining the influence of teachers' classroom management strategies on learners' academic performance.

Instrumentation

This study utilized a researcher-made questionnaire as the primary data-gathering instrument. The questionnaire was designed to assess the level of teachers' classroom management strategies in terms of establishing classroom rules and procedures, behavior management, classroom organization, and teacher-learner relationship. The instrument consisted of statements describing various classroom management practices, which the respondents rated using a four-point Likert scale: 4 – Always, 3 – Often, 2 – Rarely, and 1 – Never. The learners' academic performance was measured through their class General Weighted Average (GWA) obtained from official school records. Before its administration, the questionnaire underwent content validation by experts in educational management and research to ensure the relevance, clarity, and appropriateness of the items. Suggestions and recommendations from the validators were incorporated to improve the quality and validity of the instrument before its distribution to the respondents.

Analysis of Data

The data gathered in this study were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, specifically the means, were used to determine the level of teachers' classroom management strategies in terms of establishing classroom rules and procedures, behavior management, classroom organization, and teacher-learner relationship.

These statistical measures were also utilized to determine the level of learners' academic performance based on their General Weighted Average (GWA).

The following scales were used in interpreting the mean scores of teachers' classroom management strategies:

Range	Descriptive Rating	Interpretation
3.25 – 4.00	Very High	Classroom management strategies are highly practiced.
2.50 – 3.24	High	Classroom management strategies are often practiced.
1.75 – 2.49	Low	Classroom management strategies are seldom practiced.
1.00 – 1.74	Very Low	Classroom management strategies are rarely practiced.

The following scale was used in interpreting learners' academic performance based on their General Weighted Average (GWA):

Range	Descriptive Rating
90 and above	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
74 and below	Did Not Meet Expectations

III. RESULTS AND DISCUSSION

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

The results revealed that teachers exhibited a high level of classroom management strategies, as reflected by an overall mean of 2.81. Among the dimensions, establishing classroom rules and procedures obtained the highest mean of 2.95, indicating that teachers frequently implement clear guidelines and expectations that help maintain classroom order and facilitate effective learning. This was followed by teacher-learner relationship with a mean of 2.85, suggesting that teachers generally foster positive and supportive interactions with their learners. Behavior management registered a mean of 2.76, showing that teachers effectively employ strategies to address and manage learner behavior in the classroom. Meanwhile, classroom organization obtained the lowest mean of 2.68, although it was still interpreted as high, indicating that teachers adequately organize the physical environment, instructional materials, and learning activities. Overall, the findings imply that teachers consistently practice effective classroom management strategies, particularly in establishing classroom rules and procedures, which contribute to creating a structured, orderly, and conducive learning environment.

Dimensions	Mean	Interpretation
Establishing classroom rules and procedures	2.95	High
Behavior management	2.76	High
Classroom organization	2.68	High
Teacher-learner relationship	2.85	High
Mean	2.81	High

Level of learners' academic performance based on their general weighted average (GWA)

The data reveal that the learners generally demonstrated a very satisfactory level of academic performance, as evidenced by the overall mean General Weighted Average (GWA) of 88.10. Among the 100 respondents, the majority (62.00%) obtained grades ranging from 85 to 89, which falls within the Very Satisfactory category. Meanwhile, 30.00 percent achieved an Outstanding rating with grades of 90 and above, while only 8.00 percent obtained a Satisfactory rating with grades ranging from 80 to 84. The absence of learners in the lower performance categories indicates that the respondents generally maintained acceptable to excellent academic standing. The predominance of learners in the Very Satisfactory and Outstanding categories suggests that they possess a strong understanding of the subject matter and can meet the academic standards prescribed by the curriculum. Furthermore, these findings imply that the learning environment, instructional practices, and support systems available to learners may have contributed positively to their academic achievement. Overall, the results indicate that the learners demonstrated commendable academic performance, as reflected in their very satisfactory mean GWA of 88.10.

Learners' Academic Performance	Frequency	Percent
80 – 84 (Satisfactory)	8	8.00
85 – 89 (Very Satisfactory)	62	62.00
90 and above (Outstanding)	30	30.00
Total	100	100.00
Mean	88.10	Very Satisfactory

Relationship between teachers' classroom management strategies and learners' academic performance

The results indicate that all dimensions of teachers' classroom management strategies have a significant positive relationship with learners' academic performance. Establishing classroom rules and procedures obtained the highest correlation coefficient ($r = 0.631$, $p = 0.000$), indicating a strong positive relationship with learners' academic performance. This was followed by behavior management ($r = 0.582$, $p = 0.000$) and classroom organization ($r = 0.520$, $p = 0.000$), which showed moderate positive relationships. Teacher-learner relationship registered the lowest correlation coefficient ($r = 0.351$, $p = 0.021$), indicating a low but significant positive relationship with academic performance. Since all probability values are lower than the 0.05 level of significance, the null hypothesis was rejected. These findings imply that effective classroom management strategies contribute significantly to learners' academic success. Teachers who establish clear rules, manage behavior effectively, organize their classrooms efficiently, and maintain positive relationships with learners are more likely to create learning environments that support higher academic achievement.

The findings are consistent with the study of Johler et al. (2022), who found that effective classroom management practices enhance learner engagement and contribute to improved learning outcomes. Their study emphasized that classroom order, teacher leadership, and appropriate management strategies are essential in promoting academic success. Similarly, Bocachica (2024) reported that teachers with strong classroom management skills are better able to maintain productive learning environments that support student achievement. Furthermore, Aydin and Ok (2022) found that positive classroom management behaviors, including the establishment of clear expectations and supportive teacher practices, significantly influence learners' academic outcomes. These studies support the present findings that effective classroom management is a vital factor in improving learners' academic performance and fostering a conducive environment for learning.

Variables	Coefficient (r)	Probability	Statistical Inference
<i>Learners' Academic Performance and ...</i>			
Establishing classroom rules and procedures	0.631	0.000	Significant
Behavior management	0.582	0.000	Significant
Classroom organization	0.520	0.000	Significant
Teacher-learner relationship	0.351	0.021	Significant

IV. CONCLUSION

Based on the findings, it is concluded that teachers demonstrate a high level of classroom management strategies in terms of establishing classroom rules and procedures, behavior management, classroom organization, and teacher-learner relationship. Learners likewise exhibit very satisfactory academic performance based on their class General Weighted Average (GWA). Furthermore, significant positive relationships exist between all dimensions of teachers' classroom management strategies and learners' academic performance. Among the dimensions, establishing classroom rules and procedures showed the strongest relationship with academic performance, while the teacher-learner relationship exhibited the weakest, although still significant, association. Therefore, the study concludes that effective classroom management strategies are important factors that contribute to improved learners' academic performance.

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