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Classroom Management and Learners' Academic Performance

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Abstract

Effective classroom management is essential in shaping positive learning environments that support learners' academic success; thus, this study examined the relationship between classroom management and learners' academic performance in a highly urbanized city in Central Philippines. Specifically, it sought to determine the level of classroom management across instructional, behavioral, and physical environment dimensions. Employing a descriptive research design, the study involved 373 junior high school learners selected through stratified random sampling from Cluster 3 schools in the Division of Bacolod City during School Year 2025–2026. Data were gathered using a researcher-made and validated survey questionnaire and were analyzed using descriptive statistics, tests for differences, and correlation procedures. Findings revealed that classroom management reached a high level across all three dimensions, and learners obtained a very satisfactory academic performance rating in the first quarter. Significant differences in classroom management appeared when grouped by sex, grade level, and average family monthly income in selected dimensions. Notably, a significant relationship was found between classroom management and learners' academic performance, indicating that better-managed classrooms are associated with higher achievement levels. The study concludes that effective classroom management substantially influences learners' academic outcomes. These results underscore the need for strengthened teacher training on evidence-based management practices and targeted support programs that account for demographic variations affecting classroom experiences and performance.

Keywords: Classroom Management, Academic Performance, Instructional Management, Behavioral Management, Physical Environment Management

Bio-profile

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Introduction

Rationale

A well-managed classroom is widely regarded as the foundation of effective teaching and learning. Research consistently affirms that structured, organized, and learner-centered environments promote focus, reduce stress, and enhance both cognitive and socio-emotional development. Chalak and Fallah (2019) emphasized that a well-managed classroom fosters a positive and engaging learning atmosphere that enables learners to work toward their goals. In this ideal setup, classroom management serves not merely as behavioral control but as a holistic instructional support system that enriches learner engagement and strengthens academic success.

However, despite the recognized importance of classroom management, teachers worldwide continue to struggle with its consistent implementation. Poor classroom organization, disruptive behavior, and limited teacher preparedness remain persistent challenges (George et al., 2017). Studies also document contradictions: while some research reports strong links between classroom management and academic achievement (Safiullah et al., 2023), others highlight conditions where management practices do not automatically translate to improved performance due to contextual factors such as teacher shortages, diverse learner needs, and inconsistent discipline (Yonas et al., 2023). Moreover, in the Philippine context, beginning teachers frequently report difficulties in managing classrooms due to learners' varied behaviors and limited instructional experience (Sabaduquia & Bulat-ag, 2017), demonstrating that achieving ideal conditions remains complex and uneven across teaching environments.

Academic performance, similarly, reflects a multidimensional construct influenced not only by cognitive abilities but also by environmental, behavioral, and socio-emotional factors. The Philippines continues to face challenges in this area, as reflected in poor outcomes in the PISA 2018 assessment, which highlighted deficiencies in learning environments and educational support systems (Almerino et al., 2020). Although studies affirm that learners thrive in structured and supportive classrooms (Briones et al., 2022), inconsistencies in performance, particularly among learners from lower socioeconomic backgrounds or poorly managed classrooms, suggest that academic achievement remains vulnerable to multiple, interacting factors. These contrasting findings point to the need for deeper examination of the classroom management–engagement–performance relationship within the Philippine secondary school context.

Taken together, these gaps highlight the need for localized, empirical investigations into how classroom management affects learner engagement and academic performance. Existing literature affirms the importance of effective management yet reveals substantial variability across contexts, learner demographics, and school environments. Despite ample international research and local studies, particularly those focusing on junior high schools, the research remains limited, fragmented, or heavily descriptive. Addressing this gap is crucial for evidence-based policymaking, targeted teacher training, and refining instructional strategies that respond to learners' diverse needs. Thus, this study aims to examine the levels and relationships of classroom management, learner engagement, and academic performance to provide a contextualized foundation for improving academic outcomes and guiding future educational reforms.

Literature Review

Classroom management is widely recognized as a critical determinant of effective teaching and learning, serving as the structural backbone of instructional delivery. Scholars emphasize that a well-managed classroom extends beyond discipline to include the organization

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of instruction, emotional climate, and physical environment (Chalak & Fallah, 2019). Conversely, chaotic and poorly organized classrooms undermine instructional effectiveness and restrict meaningful learning opportunities (George et al., 2017). Recent studies further confirm that classroom management practices such as time management, behavioral regulation, and lesson structure are strongly associated with improved learner outcomes, particularly in secondary school settings (Safiullah et al., 2023).

The literature underscores that effective classroom management involves multiple interrelated dimensions, including instructional, behavioral, and relational components. Santhanam (2017) identified content, conduct, and covenant management as core elements necessary for sustaining productive classrooms, emphasizing communication and learner participation rather than authoritarian control. Supporting this view, Saifi et al. (2018) found that classroom management strategies significantly influence learner motivation, with classroom atmosphere exerting the strongest effect. Teachers who employ varied instructional strategies, establish fair and consistent rules, and promote learner responsibility create environments that foster self-discipline and positive behavior (Ebimiere et al., 2020). These findings suggest that classroom management functions as both a preventive and developmental mechanism that shapes learners' academic and socio-emotional growth.

Academic performance represents learners' mastery of knowledge, skills, and attitudes acquired through formal education and is commonly assessed through grades, test scores, and completion rates (Shahjahan et al., 2021). Beyond cognitive ability, performance is influenced by non-cognitive factors such as motivation, perseverance, attitudes, and learning habits (Magulod, 2019). International and local studies consistently report that academic achievement predicts long-term outcomes, including employability, income, and civic participation (Hanushek, 2020). In the Philippine context, concerns over low performance in international assessments such as PISA highlight persistent systemic challenges related to learning environments, instructional quality, and socioeconomic disparities (Almerino et al., 2020). These findings reinforce the need to examine school-based factors that can be directly influenced by teachers, particularly classroom practices.

Empirical evidence strongly supports the relationship between classroom management and learners' academic performance. Foreign studies report moderate to strong positive correlations between teachers' management practices and learner achievement, indicating that structured and supportive classrooms enhance academic success (Kausar et al., 2024). Similarly, local studies reveal that effective classroom management improves learning outcomes, reduces disruptive behavior, and promotes learner engagement (Marie Peras et al., 2023). However, challenges persist, particularly among beginning teachers who struggle with discipline and diverse learner behaviors (Sabaduquia & Bulat-ag, 2017). While international research on classroom management is extensive, localized studies integrating classroom management and academic performance in Philippine schools remain limited. This gap underscores the necessity of the present study to generate contextualized evidence that can inform teacher training, instructional leadership, and policy development.

Theoretical Underpinnings

This study is anchored on Kounin's Instructional Management Theory (Kounin, 1970), Engagement Theory of Kearsley and Shneiderman (1998), and Expectancy–Value Theory of Eccles and Wigfield (2002), which collectively explain the dynamic interplay among classroom management, learner engagement, and academic performance. Kounin's theory posits that effective classroom management is proactive and instructional in nature, emphasizing lesson

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organization, smooth transitions, group focus, with-it-ness, and overlapping as mechanisms for preventing misbehavior and sustaining learner attention, thereby creating an orderly learning environment conducive to academic success (Taylor, 2017). Complementing this, Engagement Theory asserts that learners learn best when they are actively involved in meaningful, collaborative tasks through the Relate–Create–Donate framework, where interaction, creativity, and real-world relevance enhance motivation and responsibility for learning (Horwood, 2014). Further strengthening this framework, Expectancy–Value Theory explains that learners' engagement and performance are influenced by their belief in their ability to succeed and the value they assign to learning tasks, both of which are shaped by supportive, well-managed classroom environments (Mathew, 2022). Taken together, these theories provide a strong foundation for examining how effective classroom management fosters learner engagement and motivation, which in turn supports improved academic performance among junior high school learners.

Objectives of the Study

This study determined the level of classroom management and academic performance of junior high school learners in a highly urbanized city in Central Philippines during the School Year 2025–2026. Specifically, it aimed to describe the respondents' profile in terms of sex, grade level, parents' highest educational attainment, average family monthly income, and number of siblings; determine the level of classroom management in terms of instructional management, behavioral management, and physical environment management; assess the level of learners' academic performance; examine whether significant differences exist in the levels of classroom management and academic performance when respondents are grouped according to the aforementioned variables; and finally, determine whether a significant relationship exists between classroom management and learners' academic performance.

Methodology

This section presents the research design, data-gathering procedure, other instrumentation, and statistical tools. It also discusses the parameters, especially the statistical tools, the respondents, and the study's locality.

Research Design

This study used a descriptive research design deemed relevant and appropriate in determining the level of classroom management and learner engagement among junior high school learners from Cluster 3 in a highly urbanized city in Central Philippines during the School Year 2025–2026. McCombes (2019) defined descriptive research as a methodological approach that systematically and accurately describes a population, phenomenon, or situation as it naturally occurs, focusing on existing conditions, characteristics, and patterns without manipulating variables. In line with the present study, this design was employed to observe and document the current state of classroom management practices and learner engagement, identify prevailing patterns and relationships between these variables, and present a clear and factual snapshot of the educational context in its present condition.

Study Respondents

The respondents of this study were 373 junior high school learners from Cluster 3 schools in a highly urbanized city in central Philippines, selected through stratified random sampling from

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a total population of 12,660 learners. The sample size was determined using Cochran's formula to ensure statistical accuracy, while the distribution of respondents across the eight schools in the cluster was proportionate to their respective populations. Stratified random sampling was employed to ensure that learners from each school, representing diverse socio-economic and cultural backgrounds, had an equal opportunity of being selected, thereby minimizing sampling bias and enhancing the generalizability of the findings (Thomas, 2023). This approach allowed the study to meaningfully compare patterns in classroom management, learner engagement, and academic performance across different schools and learner subgroups.

Instrument

The instrument used in this study was a self-constructed survey questionnaire designed to measure classroom management, learner engagement, and academic performance. The questionnaire was divided into two parts: Part I collected demographic information, including sex, grade level, and parents' education, while Part II contained 48 items across six areas, with eight items per area assessing classroom management and learner engagement. Respondents rated each item using a five-point Likert scale (5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, 1 – Never). Meanwhile, learners' academic performance was obtained from their first-quarter report card averages for the School Year 2025-2026. The instrument was validated by five experts in education and research and tested for reliability on 32 learners outside of the sampling frame.

Data Gathering and Procedure

After administering the validity and reliability tests and upon approval of the Assistant Schools Division Superintendent (ASDS), the questionnaires were administered to the target respondents. The questionnaires were gathered, recorded, and analyzed. The data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools.

Data Analysis and Statistical Treatment

The study employed various analytical schemes and statistical tools to address the research objectives. Objectives 1 to 5 used descriptive analytical schemes, applying frequency counts and percentages to assess respondents' demographic profiles and means to determine the levels of classroom management (instructional, behavioral, and physical environment management) and academic performance for the School Year 2025–2026, both overall and when grouped according to demographic variables. Objectives 6 and 7 applied a comparative analytical scheme using the Mann-Whitney U test to determine significant differences in classroom management and academic performance across groups. Objective 8 adopted a relational analytical scheme employing Spearman's rho to establish significant relationships between classroom management and academic performance. The five-point Likert scale and corresponding interpretations were used for classroom management, while academic performance was interpreted based on standard grading scales. The significance of differences and relationships was determined at the 0.05 alpha level, and all data were processed using SPSS to ensure accurate, reliable, and meaningful analysis.

Ethical Considerations

This study adhered to R.A. 10173, the Data Privacy Act of 2012, ensuring the confidentiality and anonymity of all respondents. Participation was voluntary, with informed consent obtained from learners and their parents or guardians. Respondents were assured that their

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information would remain secure, accessible only to the researcher, and properly disposed of after the study. Participants also had the right to withdraw at any time without consequences. The final report guarantees anonymity by excluding identifying information.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Table 1
Level of Classroom Management based on Instructional Management

Area		
a. Instructional Management	**Mean**	**Interpretation**
As a student, my teacher…		
1.Uses appropriate visual aids in lessons.	4.13	High Level
2. Uses ICT like video, PPT, and pictures that suit our level.	4.17	High Level
3. Conducts classroom activities that everyone can participate in.	4.28	High Level
4. Applies different strategies to help us understand the lessons.	4.34	High Level
5. Consistently provides feedback to help us learn better.	4.25	High Level
6. Designs activities that are aligned with our multiple intelligences.	4.03	High Level
7. Establishes classroom rules and procedures to maintain order.	4.26	High Level
8. Incorporates interactive activities with technology to enrich our learning.	3.97	High Level
Overall Mean	**4.18**	**High Level**

Table 1 presents the level of classroom management in the area of instructional management, with an overall mean of 4.18, interpreted as a high level. The highest-rated item, "Applies different strategies to help us understand the lessons," scored 4.34, highlighting teachers' ability to deliver instruction that is varied, adaptive, and responsive to learners' needs. The lowest-rated item, "Incorporates interactive activities with technology to enrich our learning," scored 3.97, suggesting that while technology integration occurs, it is less emphasized than other instructional strategies. Overall, these results indicate that teachers maintain a strong instructional climate with clear, organized, and engaging lessons, while further enhancement of technology-based activities may improve learner engagement.

These findings are consistent with prior research emphasizing effective instructional practices. Chalak and Fallah (2019) found that clear instructional activities and varied teaching strategies contribute to successful learning environments and higher student comprehension. Similarly, Bice and Tang (2022) noted that teachers often use technology primarily for lower-level tasks, such as drills or recall, rather than for interactive or collaborative learning. Together, these studies support the current findings, highlighting the importance of diverse instructional

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strategies and suggesting opportunities to enhance technology integration for richer learning experiences.

Table 2

Level of Classroom Management based on Behavioral Management

Area		
B. Behavioral Management	**Mean**	**Interpretation**
As a student, my teacher…		
1. Addresses the issues and concerns fairly and consistently.	4.11	High Level
2. Maintains positive discipline in the classroom.	4.43	High Level
3. Employs classroom rules consistently.	4.26	High Level
4. Encourages us to take responsibility for our actions.	4.43	High Level
5. Sends communication to parents about learners' behavior.	4.20	High Level
6. Uses positive affirmation to encourage appropriate behavior	4.24	High Level
7. Resolves conflicts immediately and fairly.	4.16	High Level
8. Encourages us to engage in self-reflection on our daily behavior.	4.25	High Level
Overall Mean	**4.26**	**High Level**

Table 2 presents the level of classroom management in the area of behavioral management, with an overall mean of 4.26, interpreted as a high level. The highest-rated item, "Encourages us to take responsibility for our actions," received a mean of 4.43, reflecting teachers' strength in promoting accountability and fostering responsible behavior. The lowest-rated item, "Addresses the issues and concerns fairly and consistently," scored 4.11, still high, indicating that teachers are generally fair, but this area may benefit from reinforcement. Overall, the results suggest that teachers effectively maintain order, guide student behavior, and create a structured learning environment that supports positive classroom interactions and learner autonomy.

A Philippine-based study by Jayme and Tantiado (2025) found that teachers' classroom management practices are significantly correlated with learners' behavior, indicating that effective management, including clear expectations and consistent routines, contributes to more positive student behavior in the classroom. The study suggests that when teachers employ well-structured management strategies, learners tend to behave better, reinforcing the idea that promoting responsibility and constructive conduct supports a positive learning environment.

Table 3

Level of Classroom Management based on Physical Environment Management

Area		
C. Physical Environment Management	**Mean**	**Interpretation**
As a student, my teacher…		
1. Prepares the classroom layout to support learning.	4.38	High Level
2. Maintains classroom cleanliness and organizes instructional materials.	4.39	High Level
3. Ensures classroom displays are informative.	4.23	High Level
4. Creates a safe and secure classroom environment.	4.40	High Level

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5. Adapts the classroom setting to suit specific learning activities.	4.26	High Level
6. Arranges classroom materials to maximize space for performance tasks.	4.27	High Level
7. Posts informative articles in the bulletin board.	3.87	High Level
8. Ensures learning materials are accessible and up to date.	4.11	High Level
Overall Mean	**4.24**	**High Level**

Table 3 shows the level of classroom management in physical environment management, with an overall mean of 4.24, interpreted as a high level. The highest-rated item, "Creates a safe and secure classroom environment," scored 4.40 (very high), reflecting teachers' prioritization of learner safety. The lowest-rated item, "Posts informative articles in the bulletin board," scored 3.87 (high), suggesting consistent but potentially limited use of visual resources. These results indicate that teachers are effective in creating organized, safe, and supportive learning environments, while some areas, like instructional displays, could be enhanced to maximize engagement.

Supporting studies reinforce these findings. Alimahan and Ubayubay (2025) found that safe and well-managed classrooms significantly improve student focus and academic performance, validating teachers' attention to security and order. Meanwhile, DepEd Order No. 21, s. 2023 (Baklas Operation) limits posters and visual materials in classrooms, which may explain lower scores for bulletin board usage. Alviz and Opina (2024) note that while minimizing distractions, the absence of visual aids could reduce student engagement, highlighting the need for balanced implementation of classroom policies.

Table 4
Level of Academic Performance for the School Year 2025-2026

Variables	Mean	Interpretation
Level of Academic Performance	86.69	Very Satisfactory

Table 4 presents the level of student academic performance for the first quarter of school year 2025–2026, showing an overall mean of 86.69, interpreted as "Very Satisfactory." This indicates that students are performing well, meeting academic expectations, and demonstrating effective engagement with the learning process. The high performance suggests that instructional strategies, classroom environments, and student motivation collectively contribute to learners' success.

These findings align with Zhang and Deng (2022), who reported that a positive classroom climate, strong teacher-student relationships, and peer support significantly enhance student engagement and academic outcomes. The study underscores the importance of supportive and interactive learning environments in fostering academic achievement.

Table 5
Level of Classroom Management based on Instructional Management and Groupings by Sex

Categories	Male		Female	
a. Instructional Management *As a student, my teacher…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**

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1.Uses appropriate visual aids in lessons.	4.06	High Level	4.21	High Level
2. Uses ICT like video, PPT, and pictures that suit our level.	4.11	High Level	4.24	High Level
3. Conducts classroom activities that everyone can participate in.	4.21	High Level	4.35	High Level
4. Applies different strategies to help us understand the lessons.	4.26	High Level	4.42	High Level
5. Consistently provides feedback to help us learn better.	4.19	High Level	4.31	High Level
6. Designs activities that are aligned with our multiple intelligences.	3.90	High Level	4.17	High Level
7. Establishes classroom rules and procedures to maintain order.	4.23	High Level	4.29	High Level
8. Incorporates interactive activities with technology to enrich our learning.	3.90	High Level	4.05	High Level
Overall Mean	**4.11**	**High Level**	**4.25**	**High Level**

Table 5 shows that instructional management is rated at a High Level by both male ($\bar{x}$ = 4.11) and female ($\bar{x}$ = 4.25) groups. Both groups rate the application of varied instructional strategies as the highest indicator, while integrating interactive technology-based activities receives the lowest mean, though still interpreted as high. This indicates that teachers are effective in delivering lessons using diverse approaches, regardless of sex.

These results align with Toledo (2023), who found that varied instructional strategies enhance comprehension and learning outcomes. Arees and Mostafa (2022) also noted that although differentiated instruction is widely practiced, technology integration remains less emphasized, explaining the relatively lower ratings for technology-based instructional activities.

Table 6

Level of Classroom Management based on Behavioral Management and Groupings by Sex

Categories	**Male**		**Female**	
B. Behavioral Management *As a student, my teacher…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Addresses the issues and concerns fairly and consistently.	3.96	High Level	4.28	High Level
2. Maintains positive discipline in the classroom.	4.37	High Level	4.51	Very High Level
3. Employs classroom rules consistently.	4.12	High Level	4.41	High Level
4. Encourages us to take responsibility for our actions.	4.31	High Level	4.55	Very High Level
5. Sends communication to parents about learners' behavior.	4.06	High Level	4.35	High Level
6. Uses positive affirmation to encourage appropriate behavior	4.21	High Level	4.28	High Level

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7. Resolves conflicts immediately and fairly.	4.08	High Level	4.25	High Level
8. Encourages us to engage in self-reflection on our daily behavior.	4.23	High Level	4.29	High Level
Overall Mean	**4.17**	**High Level**	**4.36**	**High Level**

Table 6 reveals that behavioral management is perceived at a High Level by both male ($\bar{x}$ = 4.17) and female ($\bar{x}$ = 4.36) groups. Maintaining positive discipline and encouraging responsibility receive the highest ratings, while addressing issues fairly and consistently receives the lowest, though still high. This suggests that teachers effectively promote discipline and accountability in the classroom.

Similarly, Martineau (2024) highlights that fostering student responsibility strengthens self-regulation, supporting the high ratings observed in encouraging accountability.

Table 7

Level of Classroom Management based on Physical Environment Management and Groupings by Sex

Categories	**Male**		**Female**	
C. Physical Environment Management	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a student, my teacher…				
1. Prepares the classroom layout to support learning.	4.32	High Level	4.44	High Level
2. Maintains classroom cleanliness and organizes instructional materials.	4.29	High Level	4.49	Very High Level
3. Ensures classroom displays are informative.	4.19	High Level	4.26	High Level
4. Creates a safe and secure classroom environment.	4.24	High Level	4.57	Very High Level
5. Adapts the classroom setting to suit specific learning activities.	4.18	High Level	4.34	High Level
6. Arranges classroom materials to maximize space for performance tasks.	4.22	High Level	4.31	High Level
7. Posts informative articles in the bulletin board.	3.80	High Level	3.94	High Level
8. Ensures learning materials are accessible and up to date.	4.04	High Level	4.20	High Level
Overall Mean	**4.16**	**High Level**	**4.32**	**High Level**

Table 7 shows a High Level of physical environment management for both male ($\bar{x}$ = 4.16) and female ($\bar{x}$ = 4.32) groups. Creating a safe and secure classroom environment receives the highest rating, while posting informative articles on bulletin boards receives the lowest. This indicates that teachers prioritize safety, cleanliness, and organization over decorative or informational displays.

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Parker (2014) noted that bulletin boards can enhance learning when purposefully used. However, Cariaga and Aniñon (2024) found that excessive or poorly designed displays may distract learners, explaining why teachers may limit their use while prioritizing classroom order and safety.

Table 8
Level of Classroom Management based on Instructional Management and Groupings by Grade Level

Categories	Lower		Higher	
a. Instructional Management	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a student, my teacher…				
1.Uses appropriate visual aids in lessons.	4.10	High Level	4.22	High Level
2. Uses ICT like video, PPT, and pictures that suit our level.	4.12	High Level	4.31	High Level
3. Conducts classroom activities that everyone can participate in.	4.21	High Level	4.45	High Level
4. Applies different strategies to help us understand the lessons.	4.35	High Level	4.31	High Level
5. Consistently provides feedback to help us learn better.	4.22	High Level	4.33	High Level
6. Designs activities that are aligned with our multiple intelligences.	4.03	High Level	4.03	High Level
7. Establishes classroom rules and procedures to maintain order.	4.21	High Level	4.38	High Level
8. Incorporates interactive activities with technology to enrich our learning.	3.96	High Level	3.99	High Level
Overall Mean	**4.15**	**High Level**	**4.25**	**High Level**

Table 8 indicates that instructional management remains at a High Level for both lower ($\bar{x}$ = 4.15) and higher ($\bar{x}$ = 4.25) grade levels. Teachers effectively apply varied strategies and conduct inclusive activities across grade levels, while technology-based activities receive the lowest mean. This demonstrates consistent instructional practices regardless of learners' grade level.

Zhang (2024) found that diverse strategies and participatory activities improve student understanding and engagement. Conversely, Ghavifekr and Wan Rosdy (2015) reported that teachers often face challenges in ICT integration, supporting the lower emphasis on technology-enhanced activities.

Table 9
Level of Classroom Management based on Behavioral Management and Groupings by Grade Level

Categories	Lower		Higher	
B. Behavioral Management	**Mean**	**Interpretation**	**Mean**	**Interpretation**

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As a student, my teacher…				
1. Addresses the issues and concerns fairly and consistently.	4.09	High Level	4.17	High Level
2. Maintains positive discipline in the classroom.	4.43	High Level	4.45	High Level
3. Employs classroom rules consistently.	4.26	High Level	4.27	High Level
4. Encourages us to take responsibility for our actions.	4.38	High Level	4.54	Very High Level
5. Sends communication to parents about learners' behavior.	4.18	High Level	4.26	High Level
6. Uses positive affirmation to encourage appropriate behavior	4.20	High Level	4.36	High Level
7. Resolves conflicts immediately and fairly.	4.14	High Level	4.21	High Level
8. Encourages us to engage in self-reflection on our daily behavior.	4.19	High Level	4.41	High Level
Overall Mean	**4.23**	**High Level**	**4.33**	**High Level**

Table 9 shows that behavioral management is rated at a High Level by both lower ($\bar{x}$ = 4.23) and higher ($\bar{x}$ = 4.33) grade groups. Encouraging responsibility and maintaining positive discipline receive the highest ratings, while fair and consistent handling of concerns receives the lowest. This suggests strong behavioral management with room for strengthening consistency.

Wentzel (2014) explains that promoting responsibility enhances learners' self-regulation and supports positive behavioral outcomes. Complementing this, recent evidence indicates that, despite the use of effective classroom management strategies, maintaining consistency in addressing student concerns remains challenging due to varying classroom contexts, highlighting the need for sustained teacher training and support to ensure fairness and reliability in behavioral management (Salama, Utaminingsih, & Ramadhani, 2025).

Table 10

Level of Classroom Management based on Physical Environment Management and Groupings by Grade Level

Categories	**Lower**		**Higher**	
C. Physical Environment Management	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a student, my teacher…				
1. Prepares the classroom layout to support learning.	4.38	High Level	4.37	High Level
2. Maintains classroom cleanliness and organizes instructional materials.	4.38	High Level	4.40	High Level
3. Ensures classroom displays are informative.	4.19	High Level	4.32	High Level
4. Creates a safe and secure classroom environment.	4.42	High Level	4.35	High Level

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5. Adapts the classroom setting to suit specific learning activities.	4.32	High Level	4.11	High Level
6. Arranges classroom materials to maximize space for performance tasks.	4.30	High Level	4.18	High Level
7. Posts informative articles in the bulletin board.	3.83	High Level	3.95	High Level
8. Ensures learning materials are accessible and up to date.	4.09	High Level	4.18	High Level
Overall Mean	**4.24**	**High Level**	**4.23**	**High Level**

Table 10 reveals a High Level of physical environment management for both lower ($\bar{x}$ = 4.24) and higher ($\bar{x}$ = 4.23) grade levels. Teachers consistently maintain clean, organized, and safe classrooms, while bulletin board use receives the lowest rating. This indicates effective physical management with limited emphasis on visual displays.

The U.S. Department of Education emphasizes that clean and orderly classrooms promote engagement and achievement. Ahmad et al. (2024) further explain that traditional bulletin boards are often underutilized due to time and sustainability concerns.

Table 11

Level of Classroom Management based on Instructional Management and Groupings by Parents' Educational Attainment

Categories	**Lower**		**Higher**	
a. Instructional Management	**Mean**	**Interpretation**	**Mean**	**Interpretation**
As a student, my teacher…				
1.Uses appropriate visual aids in lessons.	4.11	High Level	4.15	High Level
2. Uses ICT like video, PPT, and pictures that suit our level.	4.17	High Level	4.17	High Level
3. Conducts classroom activities that everyone can participate in.	4.35	High Level	4.21	High Level
4. Applies different strategies to help us understand the lessons.	4.39	High Level	4.28	High Level
5. Consistently provides feedback to help us learn better.	4.33	High Level	4.17	High Level
6. Designs activities that are aligned with our multiple intelligences.	4.11	High Level	3.95	High Level
7. Establishes classroom rules and procedures to maintain order.	4.32	High Level	4.21	High Level
8. Incorporates interactive activities with technology to enrich our learning.	3.98	High Level	3.96	High Level
Overall Mean	**4.22**	**High Level**	**4.14**	**High Level**

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Table 11 shows that instructional management is rated at a High Level regardless of parents' educational attainment, with overall means of 4.22 and 4.14. Applying varied strategies receives the highest rating, while aligning activities with multiple intelligences receives the lowest. This suggests instructional effectiveness across diverse home backgrounds.

Shearer (2019) reported that while teachers value Multiple Intelligences theory, its classroom application is often inconsistent. This aligns with a recent systematic review showing that despite widespread recognition of MI concepts, practical implementation in teaching strategies varies widely and does not always translate into effective instructional use (Amini & Abdulkadir, 2025).

Table 12

Level of Classroom Management based on Behavioral Management and Groupings by Parents' Educational Attainment

Categories	Lower		Higher	
B. Behavioral Management *As a student, my teacher…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. Addresses the issues and concerns fairly and consistently.	4.14	High Level	4.08	High Level
2. Maintains positive discipline in the classroom.	4.51	Very High Level	4.37	High Level
3. Employs classroom rules consistently.	4.38	High Level	4.14	High Level
4. Encourages us to take responsibility for our actions.	4.52	Very High Level	4.34	High Level
5. Sends communication to parents about learners' behavior.	4.35	High Level	4.06	High Level
6. Uses positive affirmation to encourage appropriate behavior	4.34	High Level	4.14	High Level
7. Resolves conflicts immediately and fairly.	4.28	High Level	4.04	High Level
8. Encourages us to engage in self-reflection on our daily behavior.	4.34	High Level	4.17	High Level
Overall Mean	**4.36**	**High Level**	**4.17**	**High Level**

Table 12 presents a High Level of behavioral management across both groups. Encouraging responsibility and maintaining discipline receive the highest ratings, while fairness and conflict resolution receive the lowest. This indicates strong behavioral guidance with opportunities for more consistent application.

Borba (2016) highlights that responsibility-building strengthens discipline, while Gregory and Fergus (2017) stress that fairness and consistency are critical for student trust, supporting the observed trends.

Table 13

Level of Classroom Management based on Physical Environment Management and Groupings by Parents' Educational Attainment

Categories	Lower	Higher

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C. Physical Environment Management *As a student, my teacher…*	Mean	Interpretation	Mean	Interpretation
1. Prepares the classroom layout to support learning.	4.49	High Level	4.27	High Level
2. Maintains classroom cleanliness and organizes instructional materials.	4.52	Very High Level	4.25	High Level
3. Ensures classroom displays are informative.	4.35	High Level	4.11	High Level
4. Creates a safe and secure classroom environment.	4.51	Very High Level	4.30	High Level
5. Adapts the classroom setting to suit specific learning activities.	4.33	High Level	4.19	High Level
6. Arranges classroom materials to maximize space for performance tasks.	4.32	High Level	4.21	High Level
7. Posts informative articles in the bulletin board.	3.95	High Level	3.78	High Level
8. Ensures learning materials are accessible and up to date.	4.22	High Level	4.01	High Level
Overall Mean	**4.33**	**High Level**	**4.14**	**High Level**

Table 13 shows that physical environment management remains at a High Level, with cleanliness, safety, and layout receiving the highest ratings. Bulletin board use receives the lowest mean, indicating limited instructional use of displays.

Kennedy and Stafford (2023) found that organized physical environments enhance learning, while Cariaga and Aniñon (2024) caution that poorly designed displays may hinder focus, explaining restrained bulletin board use.

Table 14
Level of Classroom Management based on Physical Environment Management and Groupings by Parents' Educational Attainment

Categories	Lower		Higher	
a. Instructional Management *As a student, my teacher…*	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1.Uses appropriate visual aids in lessons.	4.08	High Level	4.21	High Level
2. Uses ICT like video, PPT, and pictures that suit our level.	4.08	High Level	4.32	High Level
3. Conducts classroom activities that everyone can participate in.	4.20	High Level	4.40	High Level
4. Applies different strategies to help us understand the lessons.	4.32	High Level	4.35	High Level

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5. Consistently provides feedback to help us learn better.	4.21	High Level	4.32	High Level
6. Designs activities that are aligned with our multiple intelligences.	4.03	High Level	4.03	High Level
7. Establishes classroom rules and procedures to maintain order.	4.19	High Level	4.37	High Level
8. Incorporates interactive activities with technology to enrich our learning.	3.93	High Level	4.03	High Level
Overall Mean	**4.13**	**High Level**	**4.25**	**High Level**

Table 14 indicates that instructional management is rated High Level across income groups. Teachers effectively apply varied strategies and inclusive activities, while technology-based instruction receives the lowest rating. This reflects equitable instructional delivery regardless of socioeconomic status.

Manuel and Mempin (2025) found that differentiated instruction improves learning outcomes, while Tabia et al. (2023) reported challenges in deep technology integration, supporting the present findings.

Table 15

Difference in the Level of Classroom Management in Instructional Management when Grouped and Compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	195	176.16	15242.000	0.042		Significant
	Female	178	198.87				
Grade Level	Lower	184	190.94	16663.500	0.485	0.05	Not Significant
	Higher	189	183.17				
Highest Educational Attainment	Lower	266	182.58	13054.500	0.210		Not Significant
	Higher	107	198.00				

Table 15 shows the difference in the level of classroom management in the area of instructional management when grouped according to selected variables. A significant difference is observed when learners are grouped by sex ($p = 0.042$), while no significant differences are found when grouped by grade level, and parents' highest educational attainment. This indicates that learners' perceptions of instructional management are generally consistent across demographic groups, except for sex, suggesting a largely uniform implementation of instructional practices in the classroom.

These results align with Emmer and Sabornie (2016), who emphasized that well-structured instructional routines and strategies are effective across diverse student populations. Overall, the findings suggest that instructional management practices are broadly equitable and consistently experienced by learners.

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Table 16

Difference in the Level of Classroom Management in Behavioral Management when Grouped and Compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	195	176.09	15228.500	0.040	0.05	Significant
	Female	178	198.95				
Grade Level	Lower	184	199.87	15020.000	0.022		Significant
	Higher	189	174.47				
Highest Educational Attainment	Lower	266	183.24	13230.000	0.285		Not Significant
	Higher	107	196.36				

Table 16 presents the differences in behavioral management when grouped according to selected variables. Significant differences are observed when learners are grouped by sex (p = 0.040), grade level (p = 0.022), and average family monthly income (p = 0.011). No significant differences are found based on parents' highest educational attainment. These results indicate that learners' perceptions of behavioral management vary across certain demographic characteristics, suggesting that age-related expectations, gender differences, and economic context may influence how behavioral strategies are experienced in the classroom.

This pattern is consistent with Petrova and Shcheblanova (2018), who found that perceptions of classroom climate differ by gender and grade level. Additionally, Summersett-Ringgold et al. (2015) reported that students' socio-economic background can shape their views of discipline and classroom order, although such effects are often moderated by school practices. These studies support the current findings that behavioral management may be perceived differently across learner groups.

Table 17

Difference in the Level of Classroom Management in Physical Environment Management when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	195	176.42	15291.500	0.047	0.05	Significant
	Female	178	198.59				
Grade Level	Lower	184	202.67	14505.500	0.005		Significant
	Higher	189	171.75				
Highest Educational Attainment	Lower	266	187.96	13976.000	0.786		Not Significant
	Higher	107	184.62				

Table 17 shows significant differences in physical environment management when learners are grouped by sex (p = 0.047) and grade level (p = 0.005). No significant differences are found when learners are grouped by parents' highest educational attainment, average family monthly income, and number of siblings. This suggests that perceptions of classroom

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organization, cleanliness, and physical arrangement differ by gender and developmental stage, while socio-economic background has little influence on how the classroom environment is perceived.

These findings are supported by Darkwa, Akpanglo-Nartey, and Kemetse (2020), who reported gender-based differences in students' perceptions of classroom management strategies. Likewise, Edgerton et al. (2023) found that students' evaluations of the physical learning environment are shaped more by direct classroom experiences than by family background. Together, these studies reinforce the conclusion that physical environment management is primarily influenced by in-school factors.

Table 18

Difference in the Level of Academic Performance for the School Year 2025-2026 when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	195	182.53	16483.500	0.401	0.05	Not Significant
	Female	178	191.90				
Grade Level	Lower	184	183.01	16654.500	0.480		Not Significant
	Higher	189	190.88				
Highest Educational Attainment	Lower	266	184.88	13668.000	0.549		Not Significant
	Higher	107	192.26				

Table 18 presents the differences in academic performance when learners are grouped according to selected variables. The results show no significant differences based on sex, grade level, parents' highest educational attainment, and number of siblings. However, a significant difference is observed when learners are grouped according to average family monthly income ($p = 0.011$), with learners from higher-income families demonstrating higher academic performance. This indicates that while most demographic variables do not substantially influence achievement, economic resources remain a factor in academic outcomes.

This finding is supported by Iddrisu and Alhassan (2025), who found that parental socioeconomic status significantly predicts student academic achievement. Their study highlights that access to learning resources and educational support associated with higher income levels contributes to improved performance. Despite this, the absence of differences across other variables suggests that school practices play a key role in promoting academic equity.

Table 19

Relationship between the Level of Classroom Management and the Level of Academic Performance

Variable	rho	p-value	*Sig. level*	Interpretation
Level of Classroom Management	1.000	0.000	0.05	Significant
Level of Academic Performance				

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Table 19 presents the relationship between classroom management and academic performance. The Spearman's rho value indicates a statistically significant relationship ($p = 0.000$), leading to the rejection of the null hypothesis. This result demonstrates that higher levels of classroom management are associated with higher levels of academic performance, suggesting that effective management practices contribute positively to learners' academic success.

This finding is consistent with Nisar et al. (2019), who reported a positive relationship between classroom management and student academic achievement. Similarly, Ahmed and Pierre (2024) emphasized that effective classroom management—through clear instruction, constructive feedback, and supportive environments—enhances learner engagement and academic outcomes. These studies affirm that classroom management is a critical factor in improving academic performance.

Conclusion

Classroom management practices among junior high school teachers consistently manifest at a high level across instructional, behavioral, and physical environment domains, while learners likewise demonstrate high levels of academic, social, and emotional engagement, alongside very satisfactory academic performance during the first quarter of School Year 2025–2026. These favorable conditions remain largely consistent across sex, grade level, parents' educational attainment, and number of siblings, indicating that classroom practices and school-based supports are generally equitable and effective. However, average family monthly income emerges as the only demographic variable that significantly influences academic performance, underscoring the persistent role of socioeconomic factors in shaping learning outcomes. The study further establishes a significant relationship between classroom management and learner engagement, as well as between classroom management and academic performance, highlighting the central role of effective management in fostering productive learning environments and academic success. In contrast, learner engagement alone does not show a direct significant relationship with academic performance, suggesting that engagement must be complemented by quality instruction, adequate resources, and supportive home and school conditions to translate into achievement. Taken together, these findings call for sustained strengthening of classroom management practices, targeted support for learners from economically disadvantaged backgrounds, and continuous instructional improvement to ensure that high engagement and effective management consistently lead to improved academic outcomes.

Authorship Contribution Statement

Villaluz: Concept and design, literature review, data collection, analysis, and interpretation. **Lagunday:** Editing, reviewing, supervision, material support.

Conflict of Interest

In relation to our study titled "Classroom Management and Learners' Academic Performance," we hereby declare that there are no conflicts of interest. We have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or

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conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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