

Impact of Classroom Management Techniques in the Academic Performance of Grade 6 Learners in Public Elementary Schools of San Fabian, District II, Division of Pangasinan II

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Abstract

This study determined the impact of classroom management techniques on the academic performance of Grade 6 learners in public elementary schools in San Fabian, District II, Division of Pangasinan II during School Year 2024–2025. Specifically, it examined the level of impact of teacher-centered, student-centered, acceptance, assertive, behavior modification, and success classroom management techniques; determined whether there was a significant difference between the perceptions of teachers and school heads; identified the problems encountered by teachers; and proposed a plan of action to improve classroom management. The study employed a descriptive research design using a questionnaire as the primary data-gathering instrument. The respondents consisted of forty-six (46) Grade 6 teachers and fifteen (15) school heads from fifteen (15) public elementary schools. Findings revealed that the different classroom management techniques had a high level of impact on the academic performance of Grade 6 learners. No significant difference was found between the perceptions of teachers and school heads, indicating that their perceptions were generally similar. The most serious problems encountered by teachers included difficulty in integrating learning competencies, difficulty in using appropriate instructional strategies for multilevel groups, and learner absenteeism. Based on the findings, a plan of action was designed to improve the implementation of classroom management techniques and support the academic performance of Grade 6 learners.

Keywords: *Classroom Management Techniques, Academic Performance, Grade 6 Learners, Teacher-Centered, Student-Centered, Behavior Modification*

Introduction

Classroom management is an essential component of effective teaching because it establishes an orderly, supportive, and engaging learning environment where learners can participate actively in classroom activities. Effective classroom management involves the appropriate use of strategies for organizing classroom activities, managing learner behavior, maintaining attention, and promoting positive interactions. When classroom management is effectively implemented, teachers can maximize instructional time and create conditions that support learners' academic engagement and achievement. Different approaches to classroom management may influence how learners respond to instruction and how effectively they participate in the learning process.

Classroom management techniques vary according to the role of the teacher, the participation of learners, and the strategies used to encourage appropriate behavior. Teacher-centered techniques emphasize teacher direction and control, while student-centered techniques provide learners with greater opportunities to participate in decision-making and learning activities. Acceptance techniques emphasize understanding and responding positively to learners, whereas assertive techniques focus on establishing clear rules, expectations, and consequences. Behavior modification techniques use reinforcement and other behavioral strategies to encourage appropriate classroom behavior, while success techniques emphasize creating learning experiences that promote learner confidence, participation, and achievement. These approaches provide teachers with different ways of addressing classroom needs and supporting learning.

Related literature emphasizes that effective classroom management contributes to learner engagement and academic outcomes. Research on classroom management has consistently associated clear expectations, positive teacher–learner relationships, appropriate behavioral interventions, and well-organized learning environments with improved learner participation and academic engagement. Contemporary studies also emphasize the importance of combining structure with learner involvement, particularly in diverse classrooms where learners differ in ability, behavior, and learning needs. However, the effectiveness and perceived impact of particular classroom management approaches may vary depending on the classroom context, grade level, and characteristics of the learners.

In the Philippine elementary school setting, classroom management remains particularly important because teachers are expected to address diverse learner needs while implementing curriculum competencies and maintaining an environment conducive to learning. Grade 6 learners are at an important stage of elementary education in which academic preparation, classroom behavior, independence, and engagement can influence their readiness for secondary education. Despite the recognized importance of classroom management, there is a need for context-specific evidence on how different classroom management techniques are perceived to affect learners' academic performance, particularly in public elementary schools.

In this context, the study determined the impact of classroom management techniques on the academic performance of Grade 6 learners in public elementary schools in San Fabian, District II, Division of Pangasinan II during School Year 2024–2025. Specifically, it examined the level of impact of teacher-centered, student-centered, acceptance, assertive, behavior modification, and success classroom management techniques as perceived by teachers and

school heads; determined whether a significant difference existed between their perceptions; identified the problems encountered by teachers; and proposed a plan of action to improve classroom management. The null hypothesis stating that there was no significant difference between the perceptions of teachers and school heads was tested at the 0.05 level of significance.

Materials and Methods

Research Design

The study employed a descriptive research design. This design was appropriate because the study focused on describing the prevailing conditions concerning the impact of different classroom management techniques on the academic performance of Grade 6 learners and the problems encountered by teachers.

Participants

The study was conducted in fifteen (15) public elementary schools in San Fabian, District II, Division of Pangasinan II during School Year 2024–2025. Total enumeration was used. The respondents consisted of forty-six (46) Grade 6 teachers and fifteen (15) school heads.

Instruments

A questionnaire served as the primary data-gathering instrument. It consisted of two parts. Part I determined the perceptions of teachers and school heads regarding the impact of the different classroom management techniques on the academic performance of Grade 6 learners. Part II determined the problems encountered by Grade 6 teachers. The questionnaire was adopted from the study of Sonian (2009), as cited by Thani (2010).

Procedure

Permission to conduct the study was secured from the Office of the Schools Division Superintendent. The researcher coordinated with the teachers and school heads through the assistance of the District Supervisor. The questionnaires were personally distributed, administered, and retrieved from the respondents. Data collection lasted for two weeks. The completed questionnaires were classified, collated, tallied, and tabulated for analysis and interpretation.

Data Analysis

The data were analyzed using appropriate descriptive and inferential statistical procedures. The Average Weighted Mean (AWM) was used to determine the level of impact of classroom management techniques and the degree of seriousness of problems encountered by teachers. A three-point Likert scale was used to interpret the seriousness of problems, with 3.00–2.34 interpreted as Serious, 2.33–1.67 as Moderately Serious, and 1.66–1.00 as Least Serious.

The difference between the perceptions of teachers and school heads was tested at the 0.05 level of significance.

Results and Discussions

Teacher-Centered Classroom Management Technique

Table 2 presents the level of impact of classroom management technique on the academic performance of Grade 6 learners along teacher-centered classroom management technique as perceived by the teachers themselves and school heads.

Table 2

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Teacher-Centered Classroom Management Technique.

Indicators	Number of Teachers		Number of School Head		Overall	
	AW M	DR	AW M	DR	AW M	DR
1. The teacher prefer to have a controlled classrooms than friendlier one.	2.81	High Impact	2.71	High Impact	2.76	High Impact
2. They believe that learners should take responsibility to their own behavior.	2.06	Moderate Impact	2.30	Moderate Impact	2.19	Moderate Impact
3. For instance, if a student comes late, the teacher don't permit his/her to come in.	2.27	Moderate Impact	2.20	Moderate Impact	2.24	Moderate Impact
4. When the rules do not work, the teacher replaces them with the new ones based on his/her own experience.	2.41	High Impact	2.33	Moderate Impact	2.37	High Impact
5. The teacher retain full control of the classroom and the activities given.	2.39	High Impact	2.78	High Impact	2.59	High Impact
6. The teacher help them in different learning activities.	2.32	Moderate Impact	2.70	High Impact	2.51	High Impact
7. The teacher assign them to specific seats in the classroom during the first week of the class.	2.33	Moderate Impact	2.78	High Impact	2.56	High Impact
8. It is more important to the	2.86	High	2.42	High	2.64	High

teacher that students must learn to obey rules than to make their own decisions.		Impact		Impact		Impact
9. The teacher certainly direct them from changing one learning activity to another.	2.62	High Impact	2.74	High Impact	2.68	High Impact
10. The teacher immediately tells them to correct answers when they cannot figure out by themselves	2.49	High Impact	2.56	High Impact	2.53	High Impact
11. The teachers believes that students are not mature enough to choose the learning topics according to their interest.	2.65	High Impact	2.24	Moderate Impact	2.45	High Impact
12. If the teachers are just wandering around when the teacher centers the classroom, it is a problem to him/her.	2.50	High Impact	2.82	High Impact	2.66	High Impact
13. The teacher do not exceed the time plan that he/she made for the activities.	2.39	High Impact	2.76	High Impact	2.58	High Impact
14. The teacher made the evaluation since students do not know what is important for them.	2.38	High Impact	2.85	High Impact	2.62	High Impact
15. The teacher is the one who mostly talk during class discussions.	2.50	High Impact	2.65	High Impact	2.58	High Impact
Overall Average Weighted Mean	2.47	High Impact	2.59	High Impact	2.53	High Impact

Table 2 reveals that the level of impact of the teacher-centered classroom management technique has a total average weighted mean of 2.53 with its descriptive equivalent of high impact. This means that the teacher-centered classroom management technique is effective to

control the classroom and the activities given an orderly manner for the learners' advantage. This implies that the teachers were efficient in applying all the identified measures to maintain good descriptive and good behavior among the learners.

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of the Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Student-Centered Classroom Management Technique.

The findings indicated that the overall level of impact of classroom management techniques along student-centered classroom management technique was highly impact, 2.34. This generally implies that the learners acquired the required performance in every activity given to them to manifest further to develop them on interest and develop the sense of responsibility.

Table 3

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of the Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Student-Centered Classroom Management Technique.

Indicators	Number of Teachers		Number of School Heads		Overall	
	AWM	DR	AWM	DR	AWM	DR
1. The teacher functions Like a teacher and a companion like a student in the classroom.	2.32	Moderate Impact	2.35	High Impact	2.34	High Impact
2. The teacher provides opportunity for the students to solve problems between each other by themselves.	2.34	High Impact	2.36	High Impact	2.35	High Impact
3. The teacher asks learners to come up with the suggestions for the class rules during the first week of the class.	2.33	Moderate Impact	2.32	Moderate Impact	2.33	Moderate Impact
4. The teacher encourages student to propose and negotiate new classroom rules of the current ones are not working.	2.34	High Impact	2.35	High Impact	2.35	High Impact
5. The students can freely express their own ideas.	2.36	High Impact	2.33	Moderate Impact	2.35	High Impact
6. The teacher order to encourage sense of responsibility and gives	2.35	High Impact	2.34	High Impact	2.35	High Impact

the students the chance to decide and agree with the rules.						
7. If a student is not on the activity, the teacher try to understand the reason behind.	2.34	High Impact	2.33	Moderate Impact	2.35	High Impact
8. The teacher do not disturbs them during classroom discussions in order for them to progress in their own.	2.35	High Impact	2.34	High Impact	2.35	High Impact
9. The teacher uses group works since they are necessary to their school and cognitive development.	2.34	High Impact	2.35	High Impact	2.35	High Impact
10. The teacher encourage them to solve their own problems between each other independently when doing group work.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
11. The teacher use group works since they are necessary to think that the learners should have the chance to follow their own interest.	2.32	Moderate Impact	2.33	Moderate Impact	2.33	Moderate Impact
12. The teacher think that they should evaluate their own works by themselves.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
13. The teacher do not implement the time of activities since the students pass from one learning activity to another.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
14. If they are just walking around when the teacher enters the classroom, it is not a problem to her.	2.33	Moderate Impact	2.33	Moderate Impact	2.33	Moderate Impact

15. The teacher let the learners to construct their own meaning or understanding of the lesson.	2.34	High Impact	2.32	Moderate Impact	2.33	Moderate Impact
Overall Average Weighted Mean	2.34	High Impact	2.34	High Impact	2.34	High Impact

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Acceptance Classroom Management Technique

Table 4 reveals that the perceptions between the teachers themselves and school on the academic performance of grade 6 learners along acceptance in classroom management technique has the total average weighted mean of 2.35 with a descriptive value of high impact. This means that the acceptance classroom management technique allows the students to participate in decision making and make choices. This goes to show that learner's needs and interest are of prime significance for their own educational growth.

Table 4

Perceptions Between the Teachers Themselves and School Heads on the Level of the Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Acceptance Classroom Management Technique

Indicators	Number of Teachers		Number of School Heads		Overall	
	AWM	DR	AWM	DR	AWM	DR
1. Always democratic and motivating but not lenient in accepting students' capacity and activity.	2.33	Moderate Impact	2.35	High Impact	2.35	High Impact
2. Allows learners to involve in decision making and to make choices.	2.34	High Impact	2.35	High Impact	2.35	High Impact
3. Considers learners' needs and interest.	2.34	High Impact	2.34	High Impact	2.34	High Impact
4. Recognizes efforts and achievement.	2.34	High Impact	2.35	High Impact	2.35	High Impact
5. Controls anger when Explaining results and misbehavior to his pupils.	2.35	High Impact	2.36	High Impact	2.36	High Impact
Overall Average Weighted Mean	2.34	High Impact	2.35	High Impact	2.35	High Impact

Perceptions Between the Teachers Themselves and School Heads on the Academic Performance of Grade 6 Learners Along Assertive Classroom Management Technique.

Table 5 reveals that the level of impact of the classroom management technique in the academic performance of grade 6 pupils along assertive classroom management technique has a total average weighted of 2.34 with its descriptive value of high impact. This means that assertive classroom management technique is being utilized and observed by the teachers for better results. This goes to show that the teachers enforced rules of behavior and policies including consequences for disobeying them. This is to achieve and obtains the desired expectations from the students and take responsibility to their wrong behavior.

Table 5

Perceptions Between the Teachers Themselves and School Heads on the Academic Performance of Grade 6 Learners Along Assertive Classroom Management Technique.

Indicators	Number of Teachers		Number of School Heads		Overall	
	AWM	DR	AWM	DR	AWM	DR
1. Defines clearly expectations.	2.35	High Impact	2.34	High Impact	2.35	High Impact
2. Places demands on pupils and effectively enforce them.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
3. Specifies rules of behavior and policies including consequences for disobeying them.	2.32	Moderate Impact	2.34	High Impact	2.33	Moderate Impact
4. Points out consequences of behavior and explains why specific actions necessary.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
5. Establishes positive expectations for students' behavior, eliminates negative expectation about students.	2.35	High Impact	2.36	High Impact	2.36	High Impact
Overall Average Weighted Mean	2.34	High Impact	2.34	High Impact	2.34	High Impact

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of the Grade 6 Learners Along Behavioral Modification Classroom Management Technique.

Table 6

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of the Grade 6 Learners Along Behavior Modification Classroom Management Technique.

Indicators	Number of Teachers		Number of School Heads		Overall	
	AWM	DR	AWM	DR	AWM	DR
1. Rules and procedures are extensively explained.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
2. Inappropriate or disruptive behavior is handled promptly and consistently before it worsens or spreads.	2.32	Moderate Impact	2.33	Moderate Impact	2.33	Moderate Impact
3. Consequences for not following rules and procedures are clearly established by the teachers.	2.34	High Impact	2.35	High Impact	2.35	High Impact
4. Strategies for dealing with potential problems are planned in advance.	2.35	High Impact	2.35	High Impact	2.35	High Impact
5. Learner's behavior is clearly monitored the teacher does not lose audience contact.	2.33	Moderate Impact	2.33	Moderate Impact	2.33	Moderate Impact
Overall Average Weighted Mean	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact

Further scrutiny of the data reflected in the above-mentioned table, three (3) indicators were evaluated as high impact in accordance with the perceptions of both types of respondents. 1) Consequences are for not following rules and procedures are clearly established by the teachers, 2.35, 2) Strategies for dealing with potential problems are planned in advance, 2.35 and 3) Rules and procedures are extensively explained, 2.34.

This goes to show that the students behaved in consonance with the rules and procedures established by the teachers. This means that all descriptive behavior were imperatively given a high premium before it worsen and spreads.

Whereas the two (2) remaining statements also described as moderate impact. 1) Inappropriate or descriptive behavior is handled promptly and consistently before it worsens or spreads, 2.33 and 2) Students' behavior is clearly monitored, the teacher does not lose audience contact, 2.33. This means that the student's behavior is being checked by the teachers especially the descriptive behavior. This means that uncommon behavior of students is given primo dial consideration for better classroom discussion and results of the overall computed average weighted mean of the perceptions of both respondents was 2.34, high impact.

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Technique on the Academic Performance of Grade 6 Learners Along Success Management Technique.

Table 7

Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of Grade 6 Learners Along Success Classroom Management Techniques.

Indicators	Number of Teachers		Number of School Heads		Overall	
	AWM	DR	AWM	DR	AWM	DR
1. Establishes rules (rules are essential but they should facilitate group achievement and group morale).	2.34	High Impact	2.34	High Impact	2.34	High Impact
2. Accepts no excuses (Teacher should not Accept excuses for inappropriate behavior as long as the learners are able to distinguish right from wrong).	2.32	Moderate Impact	2.33	Moderate Impact	2.33	Moderate Impact
3. Utilizes value judgement (when student exhibit Inappropriate behavior). This enhances the students responsibility to make better choices.	2.34	High Impact	2.34	High Impact	2.34	High Impact
4. Sets up situations and expectations that lead to success for all.	2.34	High Impact	2.35	High Impact	2.35	High Impact
5. Allows pupils to have	2.36	High	2.34	High	2.35	High

positive seat work and engages in careful planning at all times.		Impact		Impact		Impact
Overall Average Weighted Mean	2.34	High Impact	2.34	High Impact	2.34	High Impact

A Closer analysis of the data presented in the aforesaid table further revealed that the level of impact of success classroom management technique had a total average weighted mean of 2.34 with its descriptive equivalence of high impact. This means that the success classroom management technique is effective to maintain essentially group achievement and morale of the learners. This implies that the teachers were efficient in utilizing value judgment. This enhances further the learners' responsibility to make better choices which is to vitally beneficial to them.

Summary of the Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Technique on the Academic Performance of Grade 6 Learners Along the Five Management Techniques.

Table 8

Summary of the Perceptions Between the Teachers Themselves and School Heads on the Level of Impact of Classroom Management Technique on the Academic Performance of Grade 6 Learners Along the Five Management Techniques.

Indicators	Teachers		School Heads		Overall	DR
	Overall AWM	DR	Overall AWM	DR		
1. Teacher-Centered Classroom Management Technique.	2.47	High Impact	2.59	High Impact	2.53	High Impact
2. Student Centered Classroom Management Technique	2.34	High Impact	2.34	High Impact	2.34	High Impact
3. Acceptance Classroom Management Technique.	2.35	High Impact	2.35	High Impact	2.35	High Impact
4. Assertive Classroom Management Technique.	2.34	High Impact	2.34	High Impact	2.34	High Impact
5. Behavioral Modification Classroom Management Technique.	2.33	Moderate Impact	2.34	High Impact	2.34	High Impact
6. Success Classroom Management Technique.	2.34	High Impact	2.34	High Impact	2.34	High Impact
Grand Mean	2.36	High Impact	2.38	High Impact	2.37	High Impact

The data in table 8 revealed all the dimensions along the different classroom management techniques on the level of impact on the academic performance of grade 6 learners were related by that two groups of respondents as high impact. These are 1) Teacher-centered classroom management technique, 2.53, 2) Acceptance classroom management technique, 2.35, 3) Student-centered classroom management technique, 2.34, 4) Assertive classroom management technique, 2.34, 5) Behavioral Modification classroom management technique, 2.34 and 6) Success classroom management technique, 2.34.

The overall average weighted of the six (6) dimensions is 2.37 with a descriptive value of high impact. This indicates that the teachers are doing good in their teaching manifestation. This goes to show that the teachers are proposed and able to enforced and implement the classroom management technique appropriate to the learning style and study habits of the grade 6 learners.

Significant Difference Between the Perceptions of the Teachers Themselves and School Heads on the Level of Impact of the Different Classroom Management Techniques on the Academic Performance of Grade 6 Learners.

Table 9 reflects the significant difference between the perceptions of the teachers themselves and school heads on the level of impact of the different classroom management technique on the academic performance of grade 6 learners.

Table 9

Significant Difference Between the Perceptions of the Teachers and School Heads on the Level of Impact of Classroom Management Techniques on the Academic Performance of Grade 6 Learners.

Classroom Management Technique	Teachers		School Heads	
	AWM	DR	AWM	DR
1. Teacher-Centered Classroom Management Technique.	2.47	High Impact	2.59	High Impact
2. Student-Centered Classroom Management Technique.	2.34	High Impact	2.34	High Impact
3. Acceptance Classroom Management Technique.	2.35	High Impact	2.35	High Impact
4. Assertive Classroom Management Technique.	2.34	High Impact	2.34	High Impact
5. Behavioral Modification Classroom Management Technique.	2.33	Moderate Impact	2.34	High Impact
6. Success Classroom Management Technique.	2.34	High Impact	2.34	High Impact

Computed *t*-value: **-1.098**

Alpha: **0.05**

Degrees of freedom: **5**

Critical value: **±2.571**

Interpretation: Not Significant

Decision: Accept the null hypothesis (H_0)

The data in the aforesaid table revealed that the computed t-value was -1.098, while the critical value at the 0.05 level of significance with 5 degrees of freedom was ± 2.571 . Since the absolute value of the computed t-value (1.098) was lower than the critical value (2.571), the result was not significant. Thus, the null hypothesis was accepted.

This means that there was no significant difference between the perceptions of the teachers and school heads regarding the level of impact of classroom management techniques on the academic performance of Grade 6 learners. The result indicates that both groups generally shared similar perceptions of the impact of the classroom management techniques. Therefore, the findings suggest a consistent perception between the two groups of respondents.

Degree of Seriousness of the Problems Encountered by the Teachers Themselves on the Level of Impact of the Different Classroom Management Techniques on the Academic Performance of Grade 6 Learners.

Table 10

Degree of Seriousness of the Problems Encountered by the Grade 6 Teachers

Problems	Degree of Seriousness of the Problems		
	AWM	DR	Rank
1. Absenteeism of the learners.	2.34	Serious	3
2. Lack of reading comprehension of the learners.	2.33	Moderately Serious	4
3. Difficulty in the use of different instructions to address the multi-level groups.	2.35	Serious	2
4. Difficulty in the integration of learning competencies.	2.38	Serious	1
5. Inadequacy of facilities and equipment and other instructional materials in the teaching of the different subjects.	2.32	Moderately Serious	5
6. Un spacious and poorly ventilated rooms.	2.31	Moderately Serious	6
7. Failure to give the learners sufficient guidance.	2.30	Moderately Serious	7
8. Absence of parents, teachers and learners' partnership.	2.28	Moderately Serious	9
9. Lack of teachers' commitment and confidence to learn.	2.29	Moderately Serious	8
10. Learners' difficulty in their communication.	2.27	Moderately Serious	10

Upon careful scrutiny of the data reflected in the table 10 on the problems encountered by the teachers on the implementation of the different classroom management techniques relative to academic performance of grade 6 learners, the researcher found out that statements number 1, 3 and 4 are described as serious. These are: 1) Difficulty in the integration of learning competence, 2.38, 2) Difficulty in the use of different instructions to address the multi-level groups, 2.35 and 3) Absenteeism of the learners, 2.34. This implied that the teachers encountered problems relative to the integration of learning competencies, use of different instructions to address the multi-level groups and absenteeism of the learners. This goes to show that the learners are not motivated to exert more efforts and manifest more interest in their studies for better results.

On the other hand, statements stated below are evaluated as moderately serious. 1) Lack of reading comprehension of the learners, 2.33, 2) Inadequacy of facilities and equipment and other instructional materials in the teaching of the different subjects, 2.32, 3) Un spacious and poorly ventilated rooms, 2.31, 4) Failure to give the learners sufficient guidance, 2.30, 5) Lack of teachers' commitment and confidence to teach, 2.29, 6) Absence of parents, teachers and to learners partnership, 2.28, 7) Learners' difficulty in their communication, 2.27. This goes to show that the teachers implemented were motivational techniques to solicit the interest to learners to participation actively in the classroom discussions. This implied that better results on the classroom discussions is attained.

Conclusion

The study concluded that the different classroom management techniques had a high level of impact on the academic performance of Grade 6 learners. Teachers and school heads had similar perceptions regarding the impact of these techniques, as no significant difference was found between their perceptions. However, teachers continued to encounter serious challenges in implementing classroom management, particularly in integrating learning competencies, addressing multilevel groups, and dealing with learner absenteeism. A plan of action was therefore proposed to strengthen classroom management practices and support the academic performance of Grade 6 learners.

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