Classroom Management Style, Practices of Secondary Teachers and their Relationship to the Academic Performance of JHS Learners

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Abstract

A culture of mutual respect and trust in the classroom encourages learning and reduces disturbances. This study sought to identify the classroom management practices of teachers in terms of Discipline, Teaching and Learning and personal dimensions to determine the learners' academic performance for the SY 2023-2024; and find the significant relationship between classroom management practices and learners' academic performance. The study utilized a quantitative descriptive research design. A survey was used to acquire quantitative data on teachers' classroom management practices. It also used frequency, percentage, mean, and standard deviation. Pearson Product Moment Correlation was used to determine the significant relationship between the variables. The respondents of the study were 107 teachers four public School of Aparri East and West District of Aparri. Results showed that teachers Highly Practiced Rules and Procedures. However, not all the respondents agree that teachers are practicing or imposing Disciplinary Intervention. It can be concluded that teachers were able to establish clear set of rules and procedures that students can base their actions from which ensure better engagement and learning inside the classroom. It can be recommended that teachers need to improve the practice of disciplinary intervention in their classroom to better understand what is expected of them in terms of conduct and behavior.

Keywords: *classroom management, practices, academic performance, learning areas, learners*

INTRODUCTION

School administrators who administer and provide instructional supervision are critical to the dynamic developments in education. Teachers and administrators in the twenty-first century must foster and sustain students' interest in the material by demonstrating how this information relates in the actual world. Teachers should be adaptable in their instruction and provide learners with resources to continue studying outside of the classroom.

To maintain and help attain instructional goals, one of the keys is classroom management. Classroom management practices are a crucial part of teaching, as they can help create optimal conditions for learning Onex (2023). Effective classroom management is thought to help avoid disruptive conduct, establish clear standards for student behavior, and make it simpler to teach effectively. Meanwhile, poorly managed classrooms are frequently pigeonholed by disorderly behaviors, for instance, sleeping in class, coming to class late, making noise, eating, miscopying notes, calling epithets, or making physical or verbal threats to their fellow students or towards a teacher Owusu et al., (2021).

Teachers are challenged daily as they deal with students, aside from the fact that they are in the transitioning to the grade level. Junior Highschool students are active and adventurous at all times. They still need a lot of help in other areas, like social and emotional learning. These are some facts about why Junior Highschool teachers need to be more specific on classroom management.

Classroom management strategies are frequently part of an educator's everyday routine. Hence, the teachers have been exposed to different strategies and techniques in teaching, and even continuous training for managing classes is provided. Dealing with different learners also changes from time to time. Behaviors and different disruptive things can cause them to lose their focus on learning. Those challenges hinder learning and become barriers to learning. The problem of classroom management is a continuous challenge for educators. Although many various methods and approaches to classroom management are presently in use, some may become obsolete soon. Different challenges may occur among learners during class time. This problem as an educator triggered the researcher to come up with research, which is relative to classroom management and academic performance.

Hence, the researcher believed that this study would bring out even more awareness and enlightenment for all the school leaders and teachers on how they can manage classrooms and develop and improve their current practices. The study would benefit not only the teachers, the school, and the top management by providing data that can be used to create a school-based instructional leadership teaching intervention plan that would mainly help the school heads as the managers of the school, the teachers, and most importantly, the learners.

Objectives of the Study

This study generally aimed to determine the classroom management styles and practices of public secondary school teachers and their relationship to the academic performance of junior high school learners. Specifically, this study sought to find answers to the following questions:

1. What is the profile of the teachers in terms of
    a. Sex
    b. Age
    c. Highest Educational Attainment
    d. Length of Service
    e. Number of Relevant Trainings or Seminars Attended
    f. Specialization
    g. Rank

2. What is the dominant classroom management styles of the teachers?

3. What are the Classroom Management Practices of the Respondents along the following dimensions?
    3.1. Discipline
    3.2. Teaching and Learning
    3.3. Personal

4. What is the academic performance of the junior high school learners as reflected in their General weighted average (GWA)?

5. Is there a significant difference in the classroom management styles, Extent of Practices of Classroom Management when teacher respondents are grouped according to profile?

6. Is there a significant relationship between the classroom management styles, Extent of Practices of Classroom Management of Public Junior High School Teachers and the performance of learners?

MATERIALS AND METHODS

Research Design
This study employed quantitative method particularly the descriptive-correlational research design. The descriptive approach was used to determine the respondents' profile, classroom management styles, level of practice in classroom management, and teaching performance.

Correlation, on the other hand, was utilized to determine the relationship between the respondents' profile, their classroom management style, their level of classroom management practice, and the academic performance of junior high school learners.

Sampling Technique
The respondents utilized in the study were the 107 public secondary junior high school teachers duly enrolled for the academic year 2023-2024. Stratified Random Sampling was utilized as the sampling procedure to determine the findings of the study. The figure below shows the respondents utilize in the study.

Locale of the study
The study was conducted to the public secondary junior high school teachers of Aparri East and West District. There are four public secondary schools in the said district. These are Aparri East National HighSchool (AENHS), Aparri School of Arts and Trades (ASAT), Aparri West National Highschool (AWNHS) and Bukig National Agricultural and Technical School (BNATS).
Respondents included in the study were those Secondary School Teachers who have rendered teaching services for at least a year.

Research Instruments
The main tool used in gathering the data was a survey questionnaire which was divided into different parts.

Part 1 of the study dealt on the demographical characteristics of the respondents. Demographical characteristics included in the study were age, sex, highest educational attainment, length of service, number of relevant trainings/seminars attended, specialization and rank.

Part II determined the Classroom Management Style revealing seven styles answered by the instructor-respondents. The instrument has twenty-one statements assessing seven classroom management styles namely autocratic, authoritative, laissez-faire, democratic, non-interventionist, interventionist and interactionist. The study was adapted from the study of Ali and Badah (2014) and Churchward (2009).

Part III gauged the classroom management practices of the teachers. The instrument was adapted from the study of Gabriz, et.al (2023) Academic performance was based on the general weighted average of the learners.

Data Gathering Procedure
Upon approval of the thesis proposal, a letter was sent to the Schools District Supervisor for her approval to conduct the study. When granted permission, the researcher forwarded the approved copy to the different school heads in the district to arrange scheduled dates for administration. When granted the same, the researcher personally administered the research instrument and retrieved the same on the set approved dates.
Finally, responses obtained from the participants were tallied, analyzed and interpreted.

Analysis of the Data/ Statistical treatment

The data gathered were analyzed using descriptive and inferential statistics.

Descriptive data like frequency, percentage, means and standard deviations were used to analyzed the demographic profiles of the teachers, their classroom management style, extent of practices and teaching performances.

T-test, Analysis of Variance and Post-hoc were used to compare the significant difference between the teacher's classroom management style, extent of practices of classroom management when grouped according to profile.

Finally, Pearson Product Moment Correlation was used to measure the significant relationship between the classroom management styles, extent of practices of classroom management of Public Secondary School Teachers and the academic performance of learners. Hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1 shows the distribution profile of the Junior High School Teachers. As regards their sex, out of 107 respondents, there are 77 female teachers and 30 male teachers, accounting for 72% and 28%, respectively.

As to age, 40 of the respondents are in the age range of 32 to 37, which is 37.4 percent of the total and seven teachers in the oldest age range of 50 and above, accounting to 6.5 percent, respectively.

Fifty, or 46.7 percent of the teachers have master's units. Seven of them have the highest educational attainment, which is a doctorate, accounting to 6.5 percent

In terms of years in service eight of the teachers are in the service for 17 years and above, which is 7.5 percent. Sixty-four teachers are in the service for 5 to 10 years, which is 59.8 percent of the total.

There are six teachers who had attended seven and more relevant trainings and seminars, accounting for 5.6 percent of the total. Twenty-nine of the teachers specialized in science and 27 teachers specialized in English, accounting for 27.1 percent and 25.22 percent, respectively.

In terms of rank, 62 of the teachers are Teacher III, which is 57.9 percent of the total. There are six Master Teacher I, which is 5.6 percent.

The findings indicate that most of the teachers are female instructors suggesting a gender imbalance of female domination in the teaching profession.. The fact that many teachers are in the 32–37 age range shows that the workforce is quite experienced. However, adding younger and older teachers could improve mentoring and planning for future leadership. Since many teachers have master's degrees but not many have doctorates, it's important to encourage further education and professional development. The workforce is stable, but with few instructors participating in additional training, therefore there is a need to be more focus on lifelong learning.

Profile of the teachers

Table 1. Distribution of the respondents in terms of their profile

Profile Variables	Frequency (n=108)	Percentage
Sex		
Female	**77**	72.0
Male	**30**	28.0
Age		
27-31	18	16.8
32-37	**40**	37.4
38-43	26	24.3

44-49	16	15.0
50-above	**7**	6.5
Mean	*37.64*	
SD	*6.97*	
Highest educational attainment		
Doctorate	7	6.5
With PhD Units	**2**	1.9
MA/ MS	34	31.8
With MA/ MS Units	**50**	46.7
BS	14	13.1
Length of service		
5-10 years	**64**	59.8
11-16 years	35	32.7
17 years- above	**8**	7.5
Mean	*10.24*	
SD	*4.51*	
Number of relevant trainings or seminars attended		
1-2	**52**	48.6
3-4	39	36.4
5-6	10	9.3
7-above	**6**	5.6
Specialization		
English	27	25.22
Mathematics	11	10.3
Science	**29**	27.1
Filipino	9	8.4
Social Science	**7**	6.5
TLE	10	9.3
MAPEH	14	13.1
Rank		
Teacher I	22	20.6
Teacher II	17	15.9
Teacher III	**62**	57.9
Master Teacher I	**6**	5.6

Teachers' classroom management styles

Table 2 shows a strong use of authoritative and non-interventionist classroom management styles the with weighted values of 4.43 and 4.68. They use interventionist and autocratic methods to a lesser extent, with means of 3.60 and 3.59, respectively. The democratic classroom management style is used to a moderate extent, with a mean of 2.72. The permissive (Laissez Faire) and interactionist approaches are used the least, with relative averages of 2.16 and 2.58.

Teachers seem to prefer methods that provide structure while allowing some student freedom, as shown by the strong use of authoritative and non-interventionist styles. This choice suggests a balanced approach to classroom management. The low use of permissive and interactionist styles may indicate that these approaches are less effective or preferred in their classrooms. Similarly, the reduced focus on autocratic and interventionist styles might reflect a tendency to avoid overly controlling methods. Overall,

the results suggest that educators value a disciplined but flexible approach to supervision that encourages student involvement without being too controlling.

Instructors who take a permissive approach to classroom management often do so to gain students' favor. They typically aim to foster a positive relationship by giving students more freedom, which helps them connect well with their students. (Taylor, 2024) However, this approach can sometimes lead to a lack of structure and inconsistent enforcement of rules, which may affect the overall effectiveness of classroom management and potentially impact student behavior and academic outcomes. Conversely, instructors who adopt an autocratic approach to classroom management implement strict control and enforcement of rules with minimal flexibility. This method is characterized by a top-down approach where authority and discipline are prioritized over student autonomy (Jones & Smith, 2022). While this can establish a well-ordered classroom and ensure compliance, it may also lead to a more rigid and less responsive learning environment. Autocratic management can sometimes result in lower student motivation and engagement, as students may feel constrained and less involved in their learning process.

This contrast highlights the trade-offs between different classroom management styles and their potential impact on student performance and classroom dynamics. Effective management requires balancing structure and flexibility to create an environment that supports both discipline and student engagement.

Table 2. Teachers' Classroom management styles

Classroom Management Styles	Weighted mean	Descriptive Value
Democratic		
1. When a student is being disruptive during class, I assign him/her to detention, without further discussion.	**2.02**	Seldom
2. A classroom must be quiet for the students to learn effectively	**3.65**	Often
3. I do not accept reasons and excuses from a tardy student.	2.50	Seldom
Category mean	*2.72*	*Sometimes*
Authoritative		
4. I am very concerned about what my students should learn and how they learn.	**4.60**	Always
5. I always explain the reasons and principles behind my rules and decisions to my students	4.53	Always
6. My students can understand that they can interrupt my lecture if they have a relevant question	**4.17**	Often
Category mean	*4.43*	*Always*
Autocratic		
7. I do not like to reprimand a student because it might hurt their feelings.	**3.34**	Sometimes
8. I consider that the emotional well-being of my students is more important than my classroom control	**3.86**	Often
9. If one student requests a hall pass, I always honor the request	3.62	Often
Category mean	*3.60*	*Often*
Permissive or Laissez Faire		
10. I don't like to impose any rules on my students	**2.41**	Seldom

11. When a student turns in me a late homework that is not my concern	2.25	Seldom
12. Class preparation isn't worth the effort.	**1.82**	Seldom
Category mean	*2.16*	*Seldom*
Interactionist		
13. It is not my job to deal with the feelings and needs of the students	**2.22**	Seldom
14. My duty is to assess students, not to explain them my views regarding their efforts.	2.71	Sometimes
15. My reference to the rules of behavior in class could not greatly contribute to the regulation of students' behavior	**2.83**	Sometimes
Category mean	*2.59*	*Seldom*
Interventionist		
16. I require students to do exactly what I tell them because I know that this is the only way they could learn the material	**3.39**	Sometimes
17. In order to ensure that students will work sitting at their desks, I have to control them and exhort to work.	3.56	Often
18. I get angry when a student disturbs class or harasses other students; I immediately demand him/ her to stop such behavior, or I'll have to punish him or her.	**3.81**	Often
Category mean	*3.59*	*Often*
Non-interventionist		
19. The feelings and needs of my students are important to me.	**4.58**	Always
20. When one of the students does not work during the class, I approach him/her, checking what is going on and I am trying to animate his or her activity providing him or her the needed assistance.	4.71	Always
21. Appropriate working atmosphere is important to me, so when I perceive an undisciplined student, I want to solve the problem together with him/her in order to proceed with further work.	**4.75**	Always
Category mean	*4.68*	*Always*
Overall weighted mean	**3.40**	**Sometimes**

Extent of practice of the public Junior Highschool teachers on the Classroom Management Practices

Table 3 shows the summary of how extent the public junior high school teachers practice the classroom management practices. Discipline, teaching and learning, and personal dimensions are always practiced with the composite mean of 3.56.

As gleaned from the tables, the public junior high school teachers always practice classroom management practices in terms of discipline, teaching and learning, and personal dimensions. The consistent use of classroom management strategies in all areas suggests that junior high teachers in public schools are good at keeping order, improving teaching and learning, and meeting each student's needs. This

broad approach can help create a balanced and effective learning environment, which might improve student behavior, engagement, and overall academic success. The emphasis on these three areas shows that teachers are dedicated to building a supportive and well-rounded learning atmosphere.

Consistently applying disciplinary measures is often linked to effective classroom management. Studies show that student behavior and classroom order are strongly affected by consistent rule enforcement and clear guidelines (Evertson & Harris, 1992). Emmer & Evertson (2016) found that teachers who manage discipline well create a disciplined environment that supports learning.

Table 3 Summary of how extent do the public Junior Highschool teachers practice the Classroom Management Practices

Extent of practicing the different Classroom Management Practices	Weighted Mean	Descriptive Value
Discipline Dimension	**3.51**	Always
Teaching and Learning Dimension	3.47	Always
Personal Dimension	**3.70**	Always
Composite mean	**3.56**	**Always**

Academic performance of the junior high school learners as reflected in their General Weighted Average (GWA)

Table 4 shows the academic performance of the junior high school teachers as reflected in their general weighted average. With the frequency of 450, the public junior high school learners are outstanding with their academic performance of 90 and above. The learners' academic performance has a mean of 88.55 and standard deviation of 4.72.

Table 4 shows how junior high school teachers in public schools regularly use classroom management techniques in three main areas: discipline, teaching and learning, and personal factors. Discipline has a weighted mean of 3.51, teaching and learning at 3.47, and personal factors at 3.70, indicating that teachers use these methods consistently. The overall effectiveness of these practices is reflected in the composite mean of 3.56. Most junior high school students achieve high academic standing, with a General Weighted Average (GWA) of 88.55 and a standard deviation of 4.72, showing generally strong academic performance but with some variation among students.

Most junior high school students, with a mean GWA of 88.55, perform at levels categorized as "Outstanding" or "Very Satisfactory," according to the data. This means that students generally do very well in the classroom. The small number of students in the "Fairly Satisfactory" range suggests that not many students are struggling academically. Although there is some variation in performance, as shown by the standard deviation of 4.72, most students have an excellent academic standing overall.

Effective classroom management strategies often lead to a strong distribution of academic performance. Research shows that teachers can boost student success by creating a supportive and productive learning environment through strategies that cover discipline, teaching and learning, and personal factors (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). This comprehensive approach supports both academic and behavioral success for students.

Table 4. Academic performance of the junior high school learners as reflected in their General weighted average (GWA)

Academic Performance	Frequency (n=1080)	Percentage
90-above (Outstanding)	450	41.7
85-89 (Very Satisfactory)	398	36.9

80-84 (Satisfactory)	207	19.1
75-79 (Fairly Satisfactory)	25	2.31
Mean	**88.55**	
SD	**4.72**	

Differences on the classroom management styles and extent of Practices of Classroom Management of teachers when they are grouped according to profile

Table 5a reports chi-square tests comparing teachers' management style across profile groups (age, gender, education, years of service, number of trainings, specialization, rank). In each test, the *p*-value indicates whether the distribution of styles differs by that variable. In the table, none of the p-values is below the conventional 0.05 threshold In short, no teacher profile factor shows a significant association with preferred classroom management style.

All profile variables (age, sex, education, length of service, trainings, specialization, rank) yield p > 0.05, so we conclude no significant relationships. For instance, younger vs. older teachers or males vs. females use the four styles in similar proportions. Because all p-values exceed 0.05, the null hypothesis (no difference by profile) stands. In practical terms, this suggests teacher demographics and qualifications do not predict their classroom style. For example, having attended more trainings or holding a higher rank does not statistically change whether a teacher is, say, democratic or authoritarian.

This result matches prior research showing only weak or inconsistent links between teacher demographics and management approach. (By contrast, some studies found gender effects on specific management behaviors but here gender has no significant effect on overall style.) In summary, Table 5a implies that teacher profiles are largely independent of their chosen management style.

Table 5a. Comparison on the classroom management styles of teachers when grouped according to profile

Grouping variables	Chi-Square Value (χ^2)	p-value	Statistical Inference
Age	33.075	0.319	Not Significant
Sex	4.987	0.545	Not Significant
Highest Educational Attainment	13.242	0.962	Not Significant
Length of service	8.892	0.712	Not Significant
Number of relevant trainings or seminars attended	30.374	0.173	Significant
Specialization	28.525	0.808	Not Significant
Rank	12.264	0.833	Not Significant

*Significant @0.05 level of significance

Table 5b summarizes teachers' **reported extent of classroom management practices** in three dimensions – *Discipline*, *Teaching & Learning*, and *Personal* – across the same profile groups.

However, the reported values themselves are uniformly high. That pattern suggests all teacher groups report very strong use of management practices in Discipline, Teaching, and Personal areas. In other words, regardless of age, gender, or experience, teachers generally say they "often" or "always" use these strategies. For instance, one study found teachers' face-to-face discipline strategies averaged 4.51 ("Always/Highly Practiced") and personal-relations strategies averaged 4.65 and online-class scores were similarly high.

In effect, all teacher subgroups are using discipline, instructional, and personal management strategies extensively.

In summary, Table 5b suggests that teachers across different backgrounds report similarly high levels of classroom management practices. Without significance tests, we treat any differences as observational trends at best. The overall picture is one of consistency: regardless of age, training, or rank, teachers appear to engage equally strongly in discipline, teaching-quality, and personal-management practices.

Table 5b. Comparison on the Extent of Practices of Classroom Management of teachers when grouped according to profile

Grouping variables	Discipline Dimension	Teaching & Learning Dimension	Personal Dimension
Age	0.687	2.101	1.685
Sex	1.537	0.751	2.550
Highest Educational Attainment	0.051	0.155	1.113
Length of service	1.428	3.131	1.998
Number of relevant trainings or seminars attended	1.457	0.758	0.217
Specialization	0.670	0.883	0.745
Rank			

*Significant @0.05 level of significance

Relationship between the classroom management styles, Extent of Practices of Classroom Management of Public Junior High School Teachers and the academic performance of learners

These results suggest that there is no significant link between the level of classroom control used by teachers and their students' academic achievement in this study. This might mean that other factors, like personal grit among students beyond the specific strategies and their application, play a bigger role in student success.

The study hypothesized that there is no significant relationship between teachers' classroom management styles and learners' performance.

Table 6 shows that teachers classroom management styles and teachers' extent of practicing of classroom management did not relate to learners' performance. The null hypothesis therefore is accepted.

Jones, V., & Jones, L. (2013) examines different classroom management styles and their effects on student behavior and performance. They highlight that while management styles are important, their direct impact on academic performance can differ. The authors note that various styles, such as authoritative, democratic, and permissive, can influence how students behave and engage in class. However, the specific outcomes related to academic success may depend on a range of other factors, including the teacher's ability to adapt their style to the needs of their students and the overall classroom environment.

Similarly, Emmer & Sabornie (2015) talk about how different classroom management techniques affect how students behave and do in school. They point out that while these techniques do affect student behavior, there might be a complicated link between these management methods and academic success, influenced by other factors. These factors might include how flexible the teacher is, the classroom environment, and each student's needs and background. The authors say that to fully understand how classroom management affects academic achievement, we need to look at these extra factors and see how they mix with management techniques.

Table 6. Correlation between the classroom management styles, Extent of Practices of Classroom Management of Public Junior High School Teachers and the performance of learners

Variables	Value of r	P-value	Statistical Inference
Teachers' Classroom management styles	0.055	0.071	Not Significant

Teachers' Extent of practicing of Classroom Management	-0.052	0.090	Not Significant

CONCLUSIONS

The Secondary School Teachers mostly employ authoritative and non-interventionist classroom management style. Personal and Discipline dimensions are always practiced. Academically, their learners are performing very satisfactorily.

Classroom management styles and extent of practices do not directly relate to academic performance of Junior High School learners.

RECOMMENDATIONS

In light of the findings from this study, several key actions are suggested to address the identified issues and enhance the effectiveness of the strategies involved. These recommendations aim to improve current practices and provide a framework for future initiatives:

1. ***Teachers*** may learn classroom management techniques and soliciting their input on the teaching practices that work best for them would be beneficial. Actively discussing learning preferences with teachers might result in a more customized and encouraging learning environment.
2. ***Students*** may advise to practice classroom etiquettes. To improve behaviors inside the room, the study advised to set rules among themselves (students) to have a common understanding and to avoid conflicts.
3. ***Future researchers*** may investigate more variables, such as particular teaching pedagogies or student engagement tactics, that may impact the efficacy of classroom management practices. To obtain a more comprehensive picture of the factors influencing academic success, future research should also look at other variables like the school environment or the socioeconomic position of the students.

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