

Classroom Management Approaches of Secondary Teachers in Relation to the Learners' Academic Performance: A Basis for An Action Plan

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Abstract

This study assessed the classroom management approaches of secondary teachers in Tuao Vocational and Technical School, Tuao East, Cagayan, in relation to learners' academic performance as a basis for an action plan. Utilizing a descriptive-correlational design, data were gathered from 112 teachers through a survey questionnaire. Findings revealed that the teachers were predominantly experienced, female, married, and held Master's degrees. They consistently employed effective classroom management approaches, particularly in teaching and learning, interaction, and the psychosocial environment, as indicated by mean scores interpreted as "Always." Learners' academic

performance was "Very Satisfactory." Statistical analysis using Chi-square showed a significant relationship only between civil status and the psychosocial and social classroom environment dimension. Pearson r correlation indicated no significant relationship between classroom management approaches and learners' academic performance. Key issues identified included an overloaded subject curriculum and large class sizes. Consequently, an action plan titled "Project PRAISE" was proposed to systematically address these challenges and enhance classroom management practices for the School Year 2024-2025.

Keywords: *Classroom Management, Academic Performance, Secondary Teachers, Descriptive-Correlational, Action Plan, Philippines*

INTRODUCTION

Effective classroom management is a cornerstone of a successful educational system. It encompasses a wide array of strategies and techniques that teachers employ to create a structured, respectful, and engaging learning environment. These approaches are not merely about maintaining discipline but are integral to fostering positive teacher-student interactions, facilitating effective teaching and learning processes, and nurturing a supportive psychosocial climate. The significance of classroom management is universally acknowledged, as it directly influences the quality of instruction and, ultimately, student outcomes.

In the Philippine context, particularly in public secondary schools, teachers face multifaceted challenges that test their classroom management skills. Issues such as large class sizes, diverse student learning levels within a single classroom, limited resources, and demanding curriculum requirements can impede the creation of an ideal learning atmosphere. The ability of teachers to navigate these complexities is crucial in ensuring that the educational goals of the K to 12 curriculum are met and that learners achieve their full academic potential.

This study is anchored on the premise that the approaches teachers use to manage their classrooms are pivotal to learners' academic performance. While teachers at Tuao Vocational and Technical School and its annexes are presumed to be competent professionals, a systematic assessment of their classroom management practices in relation to student achievement is necessary. Understanding the specific dimensions of their management styles—ranging from discipline and teaching methodologies to the cultivation of a positive social environment—can provide valuable insights. Furthermore, examining how these approaches correlate with teacher profiles and student grades can identify strengths to be celebrated and areas needing intervention.

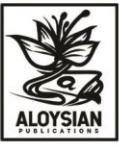
Therefore, this research was conceived to bridge the gap between practice and outcome by empirically investigating the classroom management approaches of secondary teachers in Tuao East District and their relationship to the learners' academic performance. The findings of this study serve as a critical foundation for developing a targeted and evidence-based action plan. By addressing the identified issues and concerns, such as curriculum overload and infrastructural limitations, the proposed plan, "Project PRAISE," aims to empower teachers, enhance classroom dynamics, and foster an environment where both teachers and learners can thrive.

Statement of the Problem

This study aimed to assess the classroom management approaches of secondary teachers of Tuao Vocational and Technical School, Tuao East, Cagayan in relation to the learners' academic performance, as a basis for an action plan for the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil Status
 - 1.4 Plantilla Position
 - 1.5 Highest Educational Attainment
 - 1.6 Length of Service
 - 1.7 Number of Relevant Trainings Attended
2. What is the extent of classroom management approaches employed by the respondents along the following dimensions:
 - 2.1 Discipline
 - 2.2 Teaching and Learning
 - 2.3 Interaction during Lesson
 - 2.4 Personal
 - 2.5 Psychosocial and Social Classroom Environment
3. What is the academic performance of the learners as reflected in their general weighted average for the school year 2023-2024?



4. Is there a significant relationship on the extent of classroom management approaches employed by the respondents and their profile variables?
5. Is there a significant relationship on the extent of classroom management approaches employed by the respondents and the academic performance of the learners?
6. What are the issues and concerns encountered by the respondents in classroom management approaches?
7. What action plan can be proposed to address the issues and concerns encountered by the respondents in classroom management approaches?

Hypotheses

This study was guided by the following hypotheses that:

- there is no significant relationship between the extent of classroom management approaches employed by the respondents and their profile variables; and
- there is no significant relationship between the extent of classroom management approaches employed by the respondents and the academic performance of the learners.

Scope and Delimitation of the Study

This study was confined to the assessment of classroom management approaches employed by the secondary teachers of Tuao Vocational and Technical School, Tuao East District, along the dimensions of discipline, teaching and learning, interaction during lessons, and the personal, psychosocial, and social classroom environment. It was limited to determining the relationship between the classroom management approaches employed by the respondents, their profile variables, and the academic performance of the learners.

The respondents of the study were composed of forty-six (46) junior and senior high school teachers from Tuao Vocational and Technical School-Main, thirty-three (33) from Tuao Vocational and Technical School-Culung Annex, twenty-three (23) from Tuao Vocational and Technical School-Malummin Annex, and ten (10) from Tuao Vocational and Technical School-Pata Annex, totaling one hundred twelve (112) respondents. The respondents were chosen using the total enumeration technique. A survey questionnaire was used to gather the data needed for the study.

Research Design

Since this study aimed to determine the relationship between secondary teachers' classroom management approaches and learners' academic performance in the four public secondary high schools in Tuao East District for the school year 2024–2025, the descriptive correlational research design was employed. This design was suitable for the study as it correlated the extent of classroom management approaches employed by the respondents, their profile variables, and the academic performance of the learners.

Respondents of the Study

The research study was conducted at Tuao East District. The respondents consisted of forty-six (46) junior and senior high school teachers from Tuao Vocational and Technical School-Main, thirty-three (33) from Tuao Vocational and Technical School-Culung Annex, twenty-three (23) from Tuao Vocational and Technical School-Malummin Annex, and ten (10) from Tuao Vocational and Technical School-Pata Annex, totaling one hundred twelve (112) respondents.

The respondents were selected using the total enumeration technique, which involves including the entire population of interest in the study rather than selecting a sample. This method ensures that every

member of the population has an equal chance of being included, eliminating sampling bias and providing comprehensive insights into the population characteristics or phenomenon under study. The table below shows the distribution of the respondents.

Table 1. Distribution of Respondents by School

School	Number of Respondents
Tuao Vocational and Technical School-Main	46
Tuao Vocational and Technical School-Culung Annex	33
Tuao Vocational and Technical School-Malummin Annex	23
Tuao Vocational and Technical School-Pata Annex	10
Total	112

Data Gathering Tools

This study adopted the survey questionnaire developed by Sunday-Piaro (2018) from his study titled "Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State." The questionnaire consisted of the following parts: Part I addressed the faculty members' demographic profile, including age, sex, civil status, plantilla position, highest educational attainment, length of service, and number of related trainings attended.

Part II focused on classroom management approaches along the following dimensions: discipline, teaching and learning, interaction during lessons, personal and psychosocial factors, and the social classroom environment. These dimensions contained twenty (20), ten (10), ten (10), ten (10), and ten (10) items respectively, totaling sixty (60) items related to classroom management approaches. The respondents were asked how often they used the indicated techniques in the questionnaire to manage their classrooms.

Data Gathering Procedures

The researcher followed a systematic process in conducting this study. The data gathering was personally undertaken by the researcher. A letter requesting permission to conduct the study was prepared and addressed to the Public Schools District Supervisor and the school heads of the schools involved in the study. Upon receiving approval, the researcher personally administered the distribution of the questionnaire. The questionnaires were both distributed and retrieved by the researcher. The content of the questionnaires was clearly explained to the respondents, and their responses were treated with the utmost confidentiality.

The objectives of the study were clearly communicated to the respondents, and any private information they voluntarily disclosed was handled with the highest level of care, in accordance with the Data Privacy Act.

Furthermore, the researcher sought clearance from the Institutional Review Board (IRB) of the University of Cagayan Valley to ensure that the study adhered to ethical guidelines and protected the rights and welfare of all respondents involved.

Statistical Tools

The gathered data were carefully tabulated, analyzed, and interpreted with the following statistical tools. Frequency and percentage were used to describe the profile of the respondents. Another, weighted mean was used to analyze the extent of classroom management approaches employed by the respondents along discipline, teaching and learning, interaction during lesson, personal, psychosocial and social classroom environment.

Moreover, documentary analysis was used to analyze the academic performance of the learners as reflected in their general weighted average for the school year 2023-2024.

Furthermore, Chi-square was used to determine the significant relationship between the extent of classroom management approaches employed by the respondents and their profile variables.

Pearson r was as well used to determine the significant relationship between the extent of classroom management approaches employed by the respondents and the academic performance of the learners.

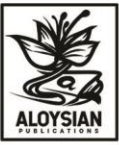
Finally, mean and rank were used to analyze the issues and concerns encountered by the respondents in classroom management approaches.

The following scale was used to analyze the classroom management approaches as assessed by the respondents:

Numerical Value	Mean Range	Descriptive Interpretation
4	3.66-4.00	Always
3	2.34-3.00	Often
2	1.67-2.33	Sometimes
1	1.00-1.66	Rarely

Summary of Findings

This study assessed the classroom management approaches of secondary teachers at Tuao Vocational and Technical School in relation to learners' academic performance, serving as a basis for an action plan. The research employed a descriptive-correlational design and collected data from 112 teachers using a survey questionnaire. The findings revealed that the respondent teachers were predominantly established professionals, characterized as experienced, educated, and committed. They demonstrated a high level of competence in classroom management, consistently employing effective approaches, particularly in the dimensions of teaching and learning, interaction during lessons, and the personal, psychological, and social classroom environment, with mean scores interpreted as "Always." Consequently, the learners' academic performance for the school year was reflected in a "Very Satisfactory" General Weighted Average.



Analysis of the relationship between variables indicated that classroom management approaches are largely universal, showing no significant relationship with most teacher profile variables. The sole exception was a significant relationship found between civil status and the psychosocial and social classroom environment dimension. Furthermore, and perhaps most notably, the study concluded that while classroom management is fundamentally important, the statistical analysis revealed no significant relationship between the extent of the management approaches employed and the learners' academic performance. This suggests that academic success is influenced by a broader range of factors beyond classroom management alone. The study also identified key issues faced by teachers, with an "overloaded subject curriculum" ranking as the primary concern. In response to these findings, the researcher developed a proposed action plan titled "Project PRAISE," which is recommended for implementation to systematically address the identified challenges and further support teachers in their roles.

Conclusions

The findings of this study led the researcher to conclude that the respondents were established, experienced, educated, and committed professionals in the education sector.

Furthermore, the respondents demonstrated competence in classroom management, prioritizing teaching and learning, interaction during lessons, as well as the personal, psychological, and social classroom environment. As a result, learners performed well academically.

Moreover, classroom management approaches were found to be applicable universally, regardless of individual demographic profiles, except for civil status.

Finally, although classroom management approaches were important, they did not significantly contribute to academic performance.

Recommendations

The conclusions drawn from this study suggest the following recommendations for future directions:

- The school may provide opportunities and offer specialized training for respondents to continue refining their classroom management skills, focusing on innovative teaching methods and strategies.
- School heads may encourage educators to continue implementing effective teaching practices and strategies that might contribute to the learners' not only very satisfactory but also an outstanding academic performance.
- Curriculum planners may want to create a universal classroom management framework that outlines the classroom's best practices regardless of demographic profiles.
- Educators may consider a broader range of factors to support learner success.
- Future researchers may conduct parallel studies in the same context but with different respondents.

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