

Classroom Management Practices of Teachers and Their Effects on the Academic Performance and Learning Behavior of Pupils in Public Schools in Rodriguez, Rizal, Philippines: Basis for a Conceptual Model

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Abstract

Classroom management is a cornerstone of effective teaching, shaping the learning environment and influencing pupils' academic performance and behavior. In the Philippine public school context, teachers face challenges such as overcrowded classrooms, diverse learner needs, and limited resources. This study examined the classroom management practices of teachers in Rodriguez, Rizal, and their effects on pupils' academic performance and learning behavior, with the goal of crafting a conceptual model for improvement.

Employing descriptive-evaluative, comparative, and correlational designs, the study surveyed 661 public elementary school teachers from Grades 1 to 6. Data were collected through validated questionnaires and analyzed using statistical tools, including Pearson correlation, at a 0.05 level of significance.

Findings revealed significant differences in classroom management practices and pupils' learning behaviors when grouped according to teacher profile variables. A moderate but significant relationship was found between classroom management practices and academic performance ($r = 0.637$, $p < 0.05$), as well as between classroom management practices and learning behaviors. Academic performance and learning behaviors were also significantly correlated ($r = 0.537$, $p < 0.05$).

Effective classroom management practices positively influence pupils' academic performance and learning behaviors. Teachers are encouraged to adopt systematic routines, clear rules, and structured environments to minimize disruptions, maximize instructional time, and foster engagement. The study recommends a conceptual model to guide teachers in enhancing classroom management and improving learner outcomes.

Keywords: *Classroom management, academic performance, learning behavior, public elementary schools, Rodriguez Rizal, conceptual model*



Introduction

Classroom management is a vital component of effective teaching, directly influencing pupils' academic performance and learning behaviors. In the Philippines, public school teachers face challenges such as overcrowded classrooms, diverse learner needs, and limited resources. This study assessed the classroom management practices of public elementary school teachers in Rodriguez, Rizal, and determined their effects on pupils' academic performance and learning behavior. It further identified problems encountered and proposed a conceptual model to enhance classroom management and student outcomes.

Methods

The study employed descriptive-evaluative, comparative, and correlational designs. A total of 661 public elementary school teachers from Grades 1 to 6 participated. Data were gathered through validated questionnaires and analyzed using statistical tools, including Pearson correlation, at a 0.05 level of significance. Ethical considerations were observed through informed consent and confidentiality of responses.

Results

Findings revealed significant differences in classroom management practices and pupils' learning behaviors when grouped according to teacher profile variables. A moderate but significant relationship was found between classroom management practices and academic performance ($r = 0.637$, $p < 0.05$), as well as between classroom management practices and learning behaviors. Academic performance and learning behaviors were also significantly correlated ($r = 0.537$, $p < 0.05$). Problems encountered included overcrowded classrooms, diverse learner needs, lack of resources, and inconsistent discipline policies.

Discussion

Effective classroom management practices—structured routines, clear rules, and positive teacher-student relationships—enhance pupils' motivation, participation, and study habits. Teachers who adopt systematic strategies minimize disruptions, maximize instructional time, and foster engagement. The study provides empirical evidence linking classroom management to both academic performance and learning behavior, reinforcing the need for professional development in this area.

Conclusion

Classroom management practices significantly affect pupils' academic performance and learning behaviors. Teachers are encouraged to adopt structured routines and evidence-based strategies to foster engagement and achievement. The conceptual model crafted from this study serves as a guide for enhancing classroom management and addressing diverse learner needs in public schools.