

Research Article

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

The investigation studied the management practices of teachers in the public elementary schools and its effects on the academic performance and learning behavior of students from Grade 1 to 6 in Rodriguez, Rizal, Philippines. There were 661 respondents, composed of teachers who participated in the research. The methodological framework in which the study was conducted utilized descriptive-evaluative, descriptive-comparative, and descriptive-correlational research designs. The results showed that there were significant differences among all variables concerning the teachers' assessment of pupils' learning behavior and classroom management practices. Also, there was a significant relationship found between classroom management practices and pupils' academic performance at a Pearson correlation coefficient (r) of 0.637, showing a moderate relationship. In the same way, there is also a strong relationship that exists between classroom management and learning behaviors of pupils. The analysis indicated a strong moderate relationship between academic performance and learning behavior, with a Pearson correlation coefficient (r) value of 0.537 and p -value of 0.000. From the findings, the researcher suggested that the teachers at the public elementary schools improve their practice of organized and systematic classroom routines. Developing classroom routine procedures before the start of the new academic year will prevent distractions and maximize teaching time while dealing with any class-related problem.

Keywords:

Introduction

Classroom management is a fundamental aspect of effective teaching that encompasses the procedures, strategies, and instructional practices employed by teachers to create and

maintain a learning environment that supports students' academic, social, and emotional development. According to the UNESCO International Institute for Educational Planning (IIEP, 2018), effective classroom management is

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essential in establishing safe, orderly, and inclusive learning environments that promote quality education. Beyond maintaining order, classroom management influences students' engagement, participation, and interactions with teachers and peers, making it a critical component of successful teaching and learning.

A growing body of literature highlights the significant role of classroom management in shaping student outcomes. Effective classroom management creates a positive and structured learning environment that minimizes disruptions, maximizes instructional time, and promotes active student engagement. As emphasized by Koepke (2023), classroom management sets the foundation for instruction and significantly influences student participation and learning. Similarly, Safiullah, Nadeem, and Asma (2023) noted that establishing clear expectations, fostering positive teacher-student relationships, and maintaining an organized classroom environment contribute to improved academic achievement and overall learner development.

Previous studies have consistently demonstrated the relationship between effective classroom management and student academic performance. Moreno (2020) found that practices such as establishing classroom routines, fostering positive relationships, and creating a structured learning environment were significantly associated with improved student achievement. Likewise, Putra and Yanto (2025) argued that classroom management serves as a conceptual foundation that enables teachers to implement instructional strategies effectively and achieve desired learning outcomes. These findings suggest that well-managed classrooms provide conditions that facilitate both academic success and positive learning behaviors.

Within the Philippine educational context, classroom management is guided by the Philippine Professional Standards for Teachers (PPST), particularly in the domains of learning environment, promotion of purposive learning, and responsiveness to learner diversity. Teachers are expected to create learning experiences that actively engage students through

meaningful, collaborative, and hands-on activities. Empirical evidence indicates that effective classroom management practices positively influence learners' academic performance and classroom engagement (Santander & Nabos, 2024). Furthermore, the establishment of clear expectations and consistent school standards contributes to improved academic outcomes among learners (Jayme & Tantiado, 2025).

Despite these positive outcomes, several challenges continue to affect classroom management in Philippine schools. Common student behavioral concerns such as absenteeism, tardiness, and inappropriate use of mobile devices remain prevalent and are influenced by factors including parental involvement, peer relationships, and adaptations to various learning modalities (Dela Cruz & Dela Cruz, 2022). Moreover, teachers frequently encounter contextual challenges such as overcrowded classrooms, limited instructional resources, insufficient professional development opportunities, and increasingly diverse learner needs. These conditions often hinder teachers' ability to provide individualized support and maintain an optimal learning environment (Acosta & Cañedo, 2025).

Students' learning behaviors—including focus and interest, motivation, participation in classroom activities, completion of assignments, study habits, and attentiveness—are closely linked to the quality of classroom management and instructional practices. Research suggests that positive and inclusive classroom environments foster desirable learning behaviors that contribute to improved academic performance (Calingin & Fernal, 2025). Consequently, understanding the relationship among classroom management practices, learning behaviors, and academic achievement remains an important area of educational research.

Although numerous studies have examined classroom management and student outcomes, there remains a limited body of research investigating the combined relationship among teachers' classroom management practices, pupils' learning behaviors, and academic performance in elementary schools within Rodriguez, Rizal, Philippines. As an elementary

school teacher, the researcher has observed variations in pupils' learning behaviors that appear to influence their academic performance. These observations underscore the need for further investigation into how classroom management practices contribute to learners' behavioral and academic outcomes. Therefore, this study seeks to address this gap by examining the relationship among teachers' classroom management practices, pupils' learning behaviors, and academic performance. The findings are expected to provide valuable insights for developing a conceptual model that may enhance classroom management practices and support improved learning behaviors and academic achievement among elementary school pupils.

Purpose of the Study

The study assessed the classroom management practices of teachers and their effects on the academic performance and learning behavior of pupils in Grade 1 to Grade 6 in public schools in Rodriguez, Rizal, Philippines. Specifically, the following questions were answered:

1. What are the classroom management practices of the respondents in terms of:
 - 1.1 classroom routines,
 - 1.2 maintaining discipline,
 - 1.3 rules and expectations, and
 - 1.4 decision making?
2. What is the assessment of the respondents on the learning behavior of the pupils in terms of:
 - 2.1 focus and interest,
 - 2.2 motivation,
 - 2.3 participation in class activity,
 - 2.4 assignments, and
 - 2.5 study habits?
3. What is the academic performance of the pupils based on their General Weighted Average (GWA) for the first and second grading period in the school year 2025-2026?
4. What were the problems encountered by the respondents in their classroom management practices?
5. What were the problems encountered by the respondents in the learning behavior of the pupils?

6. Is there a significant relationship between classroom management practices, academic performance, and learning behaviors of the pupils?

7. Based on the results of the study, what conceptual model may be crafted for the enhancement of teachers' classroom management and academic performance and learning behavior of the pupils?

Literature Review

Classroom management is a critical component of effective teaching and learning. It encompasses the strategies, practices, and procedures employed by teachers to create and maintain a learning environment that promotes student engagement, positive behavior, and academic success. According to UNESCO IIEP (2018), effective classroom management contributes significantly to the provision of quality education by establishing safe, organized, and inclusive learning environments. Over time, the concept of classroom management has evolved from a teacher-centered approach focused primarily on discipline and control to a more student-centered approach that emphasizes participation, collaboration, engagement, and learner well-being (Schrole, 2024). As such, classroom management is now recognized as an essential factor in supporting both academic achievement and holistic learner development.

One important dimension of classroom management is the implementation of proactive management practices. These practices include establishing classroom routines, setting clear expectations, maintaining discipline, and making appropriate instructional decisions. Research suggests that structured classroom routines help reduce confusion, maximize instructional time, and promote positive learning behaviors among students (Lopez-Pelcastre, 2023). Similarly, the establishment of clear rules and expectations encourages respect, responsibility, and active participation while minimizing disruptive behaviors (Alojacin & Tantiado, 2023). Effective classroom management also requires teachers to make informed decisions in response to students' needs and classroom situations. Teachers continually

assess learning conditions, student progress, and behavioral concerns to ensure that classroom activities remain productive and supportive of learning goals (Alonzo et al., 2023). Studies by Pido and Baguio (2025) and Jayuma and Baguio (2025) further emphasized that effective decision-making is closely associated with successful classroom management and teacher commitment.

Another significant aspect of classroom management is the involvement of parents and other stakeholders in supporting student learning and behavior. Research indicates that parental involvement contributes positively to students' academic achievement, motivation, and classroom behavior. When parents actively participate in their children's education, learners tend to demonstrate greater responsibility in completing assignments, maintaining positive study habits, and adhering to classroom expectations (Deysolong, 2023; Gou et al., 2024; Avila, 2025). This collaborative approach strengthens the partnership between home and school, creating a support system that reinforces positive learning behaviors and academic success.

Classroom management also plays a vital role in shaping students' learning behaviors. Learning behavior refers to students' focus and interest, motivation, participation, attentiveness, study habits, and completion of academic tasks. Studies have shown that a positive classroom environment enhances students' focus and interest in learning activities (Wahdi, 2024). Likewise, motivation has been identified as a key factor influencing student engagement and participation in classroom activities (Rone et al., 2023). Classroom activities that encourage interaction, collaboration, and meaningful learning experiences further promote enthusiasm and active participation among learners (Madera et al., 2025). According to Swargiary (2023), students who actively participate in classroom activities are more likely to develop critical thinking skills and achieve better academic outcomes. Furthermore, effective study habits and attentiveness contribute significantly to academic achievement despite the influence of external learning

conditions (Padilla, 2022; Grumal et al., 2024). The strategic use of technology and supportive learning environments can also enhance students' attention and engagement during classroom instruction (Roque et al., 2025; Falcon et al., 2025).

The relationship between classroom management and academic performance has been widely explored in educational research. Academic performance, commonly measured through grades, assessments, and demonstrated competencies, is influenced by various factors, including the quality of instruction and classroom management practices. Moreno (2020) found that effective classroom management strategies, such as maintaining clear routines and fostering positive teacher-student relationships, contribute significantly to improved student achievement. Similarly, Putra and Yanto (2024) argued that classroom management serves as a foundation for effective instruction and the attainment of educational objectives. Within the Philippine educational system, academic performance is commonly assessed through learners' General Average, which reflects their overall academic achievement. Studies have consistently reported positive relationships among effective classroom management, positive learning behaviors, and academic success (DepEd Order No. 10, s. 2024; Jayme & Tantiado, 2025).

Despite the recognized benefits of classroom management, teachers continue to encounter several challenges that affect the implementation of effective practices. Existing literature identifies overcrowded classrooms, limited instructional resources, behavioral concerns, and inadequate professional development opportunities as common barriers to successful classroom management (Unal & Unal, 2023). In addition, inconsistent enforcement of classroom rules and varying learner needs often make classroom management more complex and demanding (Acosta & Cañedo, 2025; Lumbantobing et al., 2020). These challenges may limit teachers' ability to provide individualized support and maintain optimal learning environments, thereby affecting both student behavior and academic performance.

Overall, the literature suggests that effective classroom management is closely associated with positive learning behaviors and improved academic achievement. Proactive management strategies, supportive classroom environments, informed decision-making, and parental involvement contribute significantly to creating conditions that foster student success. While numerous studies have examined the relationship between classroom management and academic performance, fewer studies have explored the combined relationship among classroom management practices, pupils' learning behaviors, and academic

achievement, particularly in elementary schools in Rodriguez, Rizal. This gap in the literature highlights the need for further investigation to provide a more comprehensive understanding of how classroom management influences both behavioral and academic outcomes among elementary learners.

Results and Discussions

Table 1 below describes the classroom management practices of the public elementary school teachers according to classroom routines.

Table I

Classroom Management Practices in Terms of Classroom Routines

Classrooms Routines	Weighted Mean	Standard Deviation	Qualitative Description
1. Arranges the students in their appropriate seating arrangements.	3.61	0.63	Strongly Agree
2. Utilizes a differentiated approach to delegation based on each pupil's motivation and capacity	3.53	0.62	Strongly Agree
3. Instruct the pupils concerning the task in every lesson.	3.72	0.53	Strongly Agree
4. Assigns work in the implementation of the lesson in class.	3.66	0.55	Strongly Agree
5. Outlines the reason for the task and why the task is being delegated to the pupils.	3.69	0.52	Strongly Agree
6. Considers the pupils' skill and experiences in giving task and performances.	3.66	0.53	Strongly Agree

7. Entrusts duties to pupils in maintaining the classroom orderliness.	3.52	0.64	Strongly Agree
8. Assigns tasks to pupils with specific time arrangements.	3.56	0.64	Strongly Agree
9. Appoints learner who will lead each group during performances or group activity.	3.55	0.72	Strongly Agree
10. Explains the task assigned to the learners and the options available with the pros and cons of each.	3.63	0.58	Strongly Agree
Average	3.61	0.60	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 3.25-3.49 Agree, 3.50-4.00 Strongly Agree

The findings indicate that teachers consistently implement classroom routines as part of their classroom management practices. Providing clear instructions regarding classroom tasks emerged as the most practiced strategy, suggesting that teachers prioritize clarity and structure to guide pupils in completing activities. Clear instructions help minimize confusion, promote independence, and ensure that learners understand their responsibilities.

Meanwhile, entrusting classroom duties to pupils obtained the lowest assessment

among the indicators. This creates an organized classroom environment where the learners feel motivated enough to learn. These results confirm the findings of Lopez-Pelcastre (2023), who claims that good classroom procedures can facilitate classroom management by minimizing distractions, maximizing instructional time, and making the students behave positively.

Table 2 below highlights the classroom management practices of the public elementary school teachers according to rules and expectations.

Table 2
Classroom Management Practices in Terms of Rules and Expectations

Maintaining Discipline	Weighted Mean	Standard Deviation	Qualitative Description
The teacher...	3.65	0.53	Strongly Agree
1.Asks learners what is the Problem and of-fers solution			
2. Uses good problem-solving principles and techniques in his or her discipline.	3.51	0.64	Strongly Agree
3. Helps learners identify their own problem solving errors is part of helping them develop effective problem solving skills	3.55	0.64	Strongly Agree
4. Explains principles in your discipline for as-sessing a situation and making sense of the given information	3.57	0.62	Strongly Agree
5. Demonstrates a problem solution by sys-tematically explaining each step and its ra-tionale.	3.57	0.60	Strongly Agree
6. Guides the learner on how they would ap-proach solving the problem in real life situa-tions.	3.63	0.58	Strongly Agree
7. Teaches the learner to solve the problem by posing questions at key points in the process.	3.54	0.64	Strongly Agree
8. Allows the learners to collaborate with one another to solve a problem prior delivering the solution to the entire class.	3.61	0.59	Strongly Agree
9. Thinks of multiple solution paths.	3.56	0.64	Strongly Agree
10. Organizes knowledge about the problems.	3.55	0.62	Strongly Agree
Average	3.57	0.61	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, .50-2.49 Disagree, 32.50-3.49 Agree, 3.50-4.00 Strongly Agree

The results reveal that teachers demonstrate effective discipline practices by guiding pupils in addressing classroom concerns and encouraging appropriate problem-solving behaviors. The strongest indicator reflects teachers' tendency to recognize pupils' concerns and provide appropriate solutions. This implies that teachers employ a supportive rather than purely corrective approach to discipline, allowing pupils to participate in resolving classroom issues. The indicator receiving the lowest

assessment relates to the use of problem-solving principles and techniques within the discipline process. This may suggest that while teachers are capable of addressing immediate classroom concerns, there remains an opportunity to further strengthen systematic problem-solving approaches that encourage pupils to analyze situations. These results confirm the results of Zhelyazkova and Teneva (2020). Moreover, the findings highlight teachers'

commitment to fostering learners' problem-solving and critical-thinking skills.

elementary school teachers according to rules and expectations.

Table 3 below highlights the classroom management practices of the public

Table 3
Classroom Management Practices in Terms of Rules and Expectations

Rules and Expectations	Weighted Mean	Standard Deviation	Qualitative Description
<i>The teacher...</i>	3.63	0.59	Strongly Agree
1. Sets goals that are S.M.A.R.T. for learners.			
2. Tracks progress toward the development of learners' skills.	3.63	0.58	Strongly Agree
3. Reads body language to understand learners who are struggling.	3.59	0.55	Strongly Agree
4. Creates a list of skills for learners that you would like to further develop.	3.57	0.60	Strongly Agree
5. Measures the development skills for learners, as well as a timeline of how long you can expect to realistically complete each one.	3.57	0.60	Strongly Agree
6. Monitors learners' progress toward the development of certain skills.	3.70	0.51	Strongly Agree
7. Tracks progress toward learning goals and find new opportunities to improve	3.67	0.50	Strongly Agree
8. Finds unique ways to develop learners' classroom skills can also help with developing creative skills.	3.58	0.57	Strongly Agree
9. Allows working in a collaborative way to improve learners' skills.	3.63	0.59	Strongly Agree
10. Supports learners as they progress through their learning.	3.66	0.55	Strongly Agree
Average	3.62	0.56	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 3.25-3.49 Agree, 3.50-4.00 Strongly Agree

The findings show that teachers effectively establish and monitor expectations that guide pupils' learning progress. The strongest practice involves monitoring pupils' development toward skill improvement, indicating that teachers actively observe learner progress and adjust their support based on pupils' needs. The comparatively lower-rated indicator concerning establishing realistic timelines for skill development suggests that teachers may encounter challenges in balancing individual learner progress with classroom demands. Since teachers handle pupils with varying

abilities and learning paces, creating individualized timelines may require additional planning and monitoring. Moreover, the results demonstrate that teachers are determined to help learners to accomplish their goals and improve their academic performance. These findings support the findings of the study conducted by Alojacin and Tantiado (2023).

Table 4 below highlights the classroom management practices of the public elementary school teachers according to decision making.

Table 4
Classroom Management Practices in Terms of Decision Making

Decision Making	Weighted Mean	Standard Deviation	Qualitative Description
1. Organizes time schedules or class program to accomplish lessons of learners.	3.66	0.53	Strongly Agree
2. Sets priorities and organizes the day around the most important tasks in class.	3.62	0.56	Strongly Agree
3. Select work and assign a timer for it.	3.47	0.64	Agree
4. Write down and divide your work in that planner along with the proper day and date.	3.48	0.66	Agree
5. Allows clearly understanding to end learning goal and what exactly the need to prioritize to accomplish it.	3.64	0.58	Strongly Agree
6. Creates routines in class for the learners to get right down to the day's tasks.	3.57	0.57	Strongly Agree
7. Sets time limits to all tasks at class. learning.	3.49	0.66	Agree
8. Practices having boundaries to manage time well and ultimately accomplish learning goals.	3.51	0.62	Strongly Agree
9. Keeps to do documents at hand that are most important	3.57	0.54	Strongly Agree
10. Allocates time for personal health space to be able to function well as a teacher.	3.53	0.57	Strongly Agree
Average	3.56	0.59	Strongly Agree

Legend: 1.00-1.49 Strongly

Disagree, 1.50-2.49 Disagree, 32.50-3.49 Agree, 3.50-4.00 Strongly Agree

The results indicate that teachers demonstrate effective decision-making practices, particularly in organizing schedules and

prioritizing learning activities. This suggests that teachers recognize the importance of proper time allocation and lesson organization

in ensuring that instructional objectives are achieved. However, indicators related to assigning specific time limits and dividing tasks according to schedules received relatively lower assessments. According to Alonzo et al. (2023), teachers make numerous decisions during classroom instruction, and experienced teachers use prior teaching experiences to guide their choices and respond effectively to

students' needs. Overall, the findings show that teachers' decision-making practices are guided by flexibility and responsiveness. Effective classroom decisions allow teachers to maintain classroom order while ensuring that learning goals remain achievable.

Table 5 describes the assessment of the respondents on the learning behavior of the pupils according to focus and interest.

Table 5
Learning Behavior of the Pupils in Terms of Focus and Interest

Focus and Interest	Weighted Mean	Standard Deviation	Qualitative description
1. Tells what they think or feel about the lesson learned.	3.80	0.40	Strongly Agree
2. Writes a journal to record observations or lessons at school.	3.64	0.56	Strongly Agree
3. Performs actions repeatedly for educational purposes.	3.78	0.41	Strongly Agree
4. Answers the given questions by the teacher about the lessons.	3.76	0.43	Strongly Agree
5. Talks to teachers or classmates about what they observed.	3.76	0.43	Strongly Agree
6. Participates to the lessons in class.	3.85	0.36	Strongly Agree
7. Devotes time to produce output regarding what has been observed.	3.79	0.44	Strongly Agree
8. Explains the procedure of what they had learned.	3.76	0.43	Strongly Agree
9. Performs the lesson they acquire at school	3.83	0.37	Strongly Agree
10. Pays attention to the behavior of classmates or people around.	3.85	0.36	Strongly Agree
Average	3.78	0.42	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 2.50-3.49 Agree, 3.50-4.00 Strongly Agree

The findings indicate that pupils demonstrate positive focus and interest during classroom activities. Active participation and attentiveness emerged as strong behaviors, suggesting that interactive learning experiences help sustain pupils' engagement. Meanwhile, discussing observations with teachers or

classmates received the lowest assessment, indicating that some pupils may need further encouragement in expressing ideas and participating in academic discussions. These findings are consistent with Wahdi (2024), who stressed that a positive learning environment makes pupils more interested and focused on

the lesson. Good classroom management, positive interaction of teachers, and right teaching methods increase learner engagement.

Table 6 describes the assessment of the respondents on the learning behavior of the pupils according to motivation.

Table 6
Learning Behavior of the Pupils in Terms of Motivation

Motivation	Weighted Mean	Standard Deviation	Qualitative Description
The learners..	3.82	0.38	Strongly Agree
1. Makes eye contact and sit or stand close enough to listen to teachers.			
2. Study hard to get good grades.	3.86	0.35	Strongly Agree
3. Like it when classmates congratulate them because they get good grades	3.78	0.50	Strongly Agree
4. Obtains all opportunity to learn from the situations in class	3.78	0.44	Strongly Agree
5. Learn to change things to be better	3.81	0.40	Strongly Agree
6. Learn how to engage in proper discussion regarding lessons at school.	3.79	0.44	Strongly Agree
7. Study better when they like what the teacher explains.	3.79	0.40	Strongly Agree
8. Prefer to think for themselves and take responsibility for their actions.	3.83	0.47	Strongly Agree
9. Do their homeworks because they want to be better students.	3.82	0.42	Strongly Agree
10. Show willingness to do schoolwork because they like to solve problems.	3.69	0.63	Strongly Agree
Average	3.80	0.43	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 3.25-3.49 Agree, 3.50-4.00 Strongly Agree

The results show that pupils demonstrate strong motivation toward their academic responsibilities. Their willingness to study for better academic outcomes suggests that they recognize the value of effort and perseverance in learning. This finding are supported by the works of Rone et al. (2023) where it was noted that motivation is one of the key factors in the

learning process and that the teachers should be able to motivate their learners for better engagement and performance.

Table 7 describes the assessment of the respondents on the learning behavior of the pupils according to participation in class activity.

Table 7*Learning Behavior of the Pupils in Terms of Participation in Class Activity*

Participation In Class Activity	Weighted Mean	Standard Deviation	Qualitative Description
The Learners..	3.86	0.35	Strongly Agree
1.Collaborates with classmates during group activity.			
2. Tells the problems they encountered during group works to the teacher.	3.79	0.47	Strongly Agree
3. 3. Follows the rubrics used by the teacher in doing outputs.	3.83	0.37	Strongly Agree
4. 4. Embraces feedback given by classmates/groupmates during group work.	3.86	0.35	Strongly Agree
5. Asks questions that can be read and answered by peers.	3.84	0.36	Strongly Agree
6. Talks about his or her perspective in doing group projects or group works.	3.81	0.43	Strongly Agree
7. Uses what they've learned to solve classes of problems during group activity.	3.82	0.38	Strongly Agree
8. Volunteers to do parts of the activity given by the teacher when in a group activity.	3.76	0.43	Strongly Agree
9. Follows guidelines to solve their problems as a team.	3.82	0.38	Strongly Agree
10. receives clear and fair guidelines for how the team project will be graded	3.81	0.39	Strongly Agree
	3.82	0.39	Strongly Agree
Average			Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 32.50-3.49 Agree, 3.50-4.00 Strongly Agree

The findings reveal that pupils demonstrate positive participation behaviors during classroom activities. Collaboration with classmates and acceptance of feedback emerged as strong indicators, suggesting that pupils are developing cooperation, communication, and teamwork skills through group-based learning experiences. The behavior involving volunteering for assigned parts during group activities received a relatively lower assessment. This may indicate that some pupils may hesitate to take active leadership roles or may need

additional support in building confidence when participating in collaborative tasks.

The findings indicate that teachers observed pupils' positive collaborative behaviors, including accepting feedback, working with peers, and following group activity guidelines. This suggests that pupils are developing teamwork, communication, and cooperation skills at an early age, which are essential for effective learning and future leadership. These findings are supported by Swargiary (2023), who emphasized that active learning behaviors, such as participation, asking questions, and

collaboration, are associated with improved academic performance. Engaging learners in group activities encourages deeper understanding, problem-solving skills, and active involvement in the learning process.

Table 8 describes the assessment of the respondents on the learning behavior of the pupils according to assignments.

Table 8
Learning Behavior of the Pupils in Terms of Assignments

Assignments	Weighted Mean	Standard Deviation	Qualitative Description
The learners	3.82	0.38	Strongly Agree
1. Receives coaching from teachers and peers.			
2.Helps improve the current situation in learning at school	3.84	0.37	Strongly Agree
3. Submits all assignments on time.	3.70	0.46	Strongly Agree
4. Gives full attention in doing assignments	3.71	0.46	Strongly Agree
5. Practices good use of learning resources in doing assignments	3.71	0.46	Strongly Agree
6. Acknowledges the assignments given by the teachers	3.76	0.43	Strongly Agree
7. Processes the information after each assignment	3.73	0.44	Strongly Agree
8. Asks open and closed questions.	3.71	0.46	Strongly Agree
9. Listens to the teachers about the progress and direction of their work at school	3.74	0.44	Strongly Agree
10. Accepts feedback from teachers regarding assignments.	3.78	0.42	Strongly Agree
Average	3.75	0.43	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 32.50-3.49 Agree, 3.50-4.00 Strongly Agree

The findings indicate that pupils generally demonstrate responsible behaviors in completing academic assignments. The strongest behavior reflects pupils' perception that assignments contribute to improving their learning. This suggests that pupils recognize assignments as meaningful learning activities rather

than merely additional requirements. The behavior related to submitting assignments on time received the lowest assessment among the indicators. This may indicate that some pupils experience difficulties with time management, organization, or balancing different academic responsibilities. Teachers may address

this concern by providing clear instructions, realistic deadlines, and consistent monitoring of learners' progress. These findings are supported by Deysolong (2023), who emphasized that meaningful, engaging, and appropriately challenging assignments contribute to effective learning. Properly designed assignments help

reinforce lessons, develop independent learning skills, and address learners' needs while maintaining a balanced workload.

Table 9 describes the respondents on the learning behavior of the pupils according to study habits.

Table 9
Learning Behavior of the Pupils in Terms of Study Habits

Study Habits	Weighted Mean	Standard Deviation	Qualitative Description
The Learners..	3.85	0.36	Strongly Agree
1. Applies the lesson learned in class in their day to day activities.			
2. Performs repetitive activities for practice.	3.80	0.40	Strongly Agree
3. Grasps the lesson from the instructions given to them.	3.85	0.36	Strongly Agree
4. Exhibits high level of understanding regarding the different domains of learning.	3.81	0.43	Strongly Agree
5. Demonstrates grade-level skills and knowledge	3.80	0.43	Strongly Agree
6. Learns at their own pace as they master skills and progress toward learning goals.	3.75	0.46	Strongly Agree
7. Focuses on the skills needed to understand concepts.	3.77	0.42	Strongly Agree
8. takes on practical learning experiences to connect home activities to school-based learning	3.72	0.48	Strongly Agree
9. Works on improving their skills by practicing the lessons given by the teachers.	3.78	0.41	Strongly Agree
10. Employs common example during lessons that occur in their daily lives.	3.79	0.40	Strongly Agree
Average	3.79	0.42	Strongly Agree

Legend: 1.00-1.49 Strongly Disagree, 1.50-2.49 Disagree, 32.50-3.49 Agree, 3.50-4.00 Strongly Agree

The findings show that pupils demonstrate positive study habits, particularly in understanding lessons and applying classroom

learning to daily situations. This indicates that pupils are not only acquiring knowledge but are also beginning to connect learning

concepts with practical experiences. The behavior involving connecting home activities with school-based learning

The findings indicate that teachers observed pupils' strong understanding and application of lessons. This suggests that learners are able to comprehend instructions, develop necessary skills, and connect classroom learning to real-life situations through continuous practice and guidance from teachers. These findings are supported by Padilla (2022), who

emphasized the importance of study habits and learning behaviors in achieving academic success. Effective learning practices, along with proper teacher supervision and support, help pupils improve their skills, understanding, and overall academic performance.

Table 10 describes the academic performance of the pupils based on their general weighted average (GWA) for the first and second grading period in the school year 2025-2026.

Table 10

Academic Performance of the Pupils Based on their General Weighted Average (GWA) for the First and Second Grading Period in the School Year 2025-2026

Grading Period.	Average	Standard Deviation	Qualitative Description
First Grading Period	82.51	1.17	Satisfactory
Second Grading Period	82.72	1.10	Satisfactory

Legend: Below 75 Did Not Meet Expectation, 76-79 Fairly Satisfactory, 80-84 Satisfactory, 85-89 Very Satisfactory, 89-100 Outstanding

The findings reveal that pupils demonstrated satisfactory academic performance during both grading periods, with a slight improvement observed in the second grading period. This improvement suggests that pupils may have benefited from continuous exposure to classroom routines, teacher guidance, and learning activities throughout the school year. The gradual increase in academic performance indicates that effective classroom management

practices may contribute to creating conditions that support learning achievement. These findings are supported by Putra and Yanto (2024), who emphasized that student achievement is influenced by teachers' competence, instructional strategies, and the quality of learning experiences provided.

Table 11 describes the problems encountered by the respondents in their classroom management practices.

Table 11
Problems Encountered in Classroom Management Practices

Problems in Classroom Management	Weighted Mean	Standard Deviation	Qualitative Description
1. Fostering a positive learning environment.	2.89	0.80	A Moderate Problem
2. Overcrowded classrooms and a lack of classroom organization	3.00	0.73	A Moderate Problem
3. Managing large classes	3.12	0.72	A Moderate Problem
4. Managing time constraints, and dealing with teacher burnout.	2.83	0.83	Qualitative Description
5. Lack of engaging, well-prepared lessons leading to downtime.	2.60	0.82	A Moderate Problem
6. Inadequate parental engagement and support for, and reinforcement of, classroom rules.	2.94	0.77	A Moderate Problem
7. Being accountable for a number of roles other than quality teaching.	2.72	0.80	A Moderate Problem
8. Addressing diverse learning needs	2.66	0.81	A Moderate Problem
9. Minimal trainings in enhancing student engagement	2.55	0.75	A Moderate Problem
10. Inappropriate technology or lack of technological resources	2.44	0.68	Least of a Problem
Average	2.77	0.77	A Moderate Problem

Legend: 1.00-1.49 Not a Problem, 1.50-2.49 Least of a Problem, 2.50-3.49 A Moderate Problem, 3.50-4.00 A Great Problem

The findings indicate that managing large classes is the most challenging concern experienced by teachers. This reflects the realities faced by many public elementary school teachers, where large student populations and diverse learner needs make classroom management more complex. In public schools in

Rodriguez, Rizal, teachers are often required to attend to learners with varying abilities, behaviors, and learning needs within limited instructional time. Large class sizes may affect teachers' ability to provide individualized attention, monitor pupils' progress, and immediately respond to behavioral concerns. Maintaining classroom organization becomes more

Demanding when teachers must balance lesson delivery with managing numerous learners simultaneously. This highlights the importance of strengthening classroom organization strategies, differentiated instruction, and institutional support for teachers handling large classes. Meanwhile, the concern related to limited technological resources was perceived as less problematic compared with other classroom management challenges. These findings are supported by Unal and Unal (2023), who identified overcrowded classrooms, limited

resources, insufficient training, and diverse learner needs as common classroom management challenges among teachers. Similarly, Lumbantobing, Silalahi, and Tampubolon (2020) emphasized that large class sizes and differences in learners' needs require adaptive teaching strategies to sustain effective classroom management.

Table 12 describes the problems encountered by the respondents in the learning behavior of the pupils.

Table 12

Problems Encountered by the Respondents in the Learning Behavior of the Pupils

Problems in Learning Behavior	Weighted Mean	Standard Deviation	Qualitative Description
1. Inattention and disengagement of learners	2.93	0.89	A Moderate Problem
2. Not enough activities that focus on lowering the case of misdemeanors in school.	2.29	0.80	Least of a Problem
3. Minimal trainings in handling difficult learners.	2.72	0.96	A Moderate Problem
4. Underlying Learning/Emotional Needs:	2.79	0.94	A Moderate Problem
5. Lack of participation among learners.	2.86	0.92	A Moderate Problem
6. Unsupportive parents regarding the behavior of learners at school.	2.58	1.05	A Moderate Problem
7. Difficulty in following classroom procedures	2.44	0.91	Least of a Problem
8. Poor study habits.	2.36	0.90	Least of a Problem
9. Lack of reinforcement provided by family at home for new skills in increasing appropriate learning behavior	2.22	0.78	Least of a Problem
10. Lack of Learning Materials	2.07	0.60	Least of a Problem
Average	2.53	0.57	A Moderate Problem

Legend: 1.00-1.49 Not a Problem, 1.50-2.49 Least of a Problem, 32.50-3.49 A Moderate Problem, 3.50-4.00 A Great Problem

The results show that learner inattention and disengagement are among the most common behavioral concerns encountered by teachers. This suggests that maintaining pupils' focus and sustained participation remains a challenge, particularly when learners have different levels of motivation, learning readiness, and personal circumstances. Pupils' disengagement may be influenced by several factors, including individual learning differences, emotional concerns, home environments, and classroom experiences. These findings are

supported by Lumbantobing, Silalahi, and Tampubolon (2020), who identified inattentiveness, behavioral concerns, and failure to follow instructions as common classroom management challenges among teachers. Similarly, Malingin et al. (2024) and Acosta and Cañedo (2025) emphasized that learner engagement, consistent classroom procedures, and effective management strategies.

Table 13 describes the respondents in the learning behavior of the pupils.

Table 13

Significant Relationship Between Classroom Management Practices, Academic Performance, and Learning Behaviors of the Pupils.

Variable	Person r	Qualitative Description	P-Value
Classroom Management Practices and Academic Performance	0.637	Moderate Relationship	0.000 Significant
Classroom Management Practices and Learning Behaviors of the Pupils	0.537	Moderate Relationship	0.000 Significant
Academic Performance and Learning Behaviors of the Pupils	0.573	Moderate Relationship	0.000 Significant

Legend: 0 No Relationship, ± 0.01 - ± 0.20 Negligible Relationship, ± 0.21 - ± 0.40 Low Relationship, ± 0.41 - ± 0.70 Moderate Relationship, ± 0.71 - ± 0.90 High Relationship, ± 0.91 - ± 0.99 Very High Relationship, ± 1.00 Perfect Relationship, *Significant at $P < 0.05$

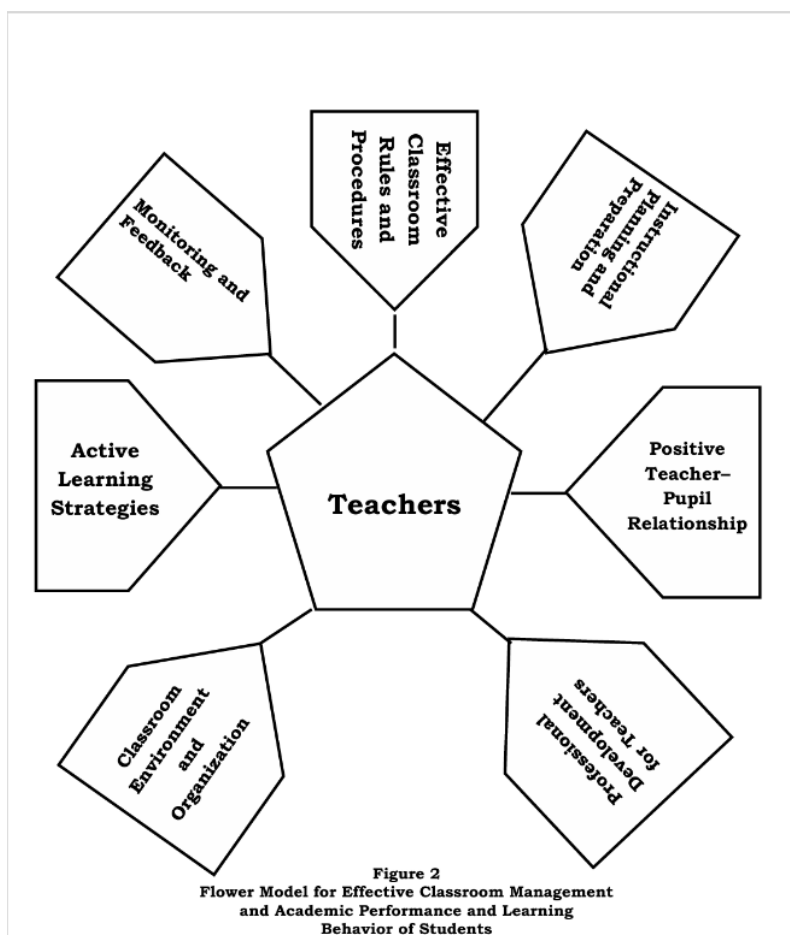
The findings demonstrate that classroom management practices are significantly associated with pupils' academic performance and learning behaviors. This indicates that effective classroom management contributes to creating learning environments where pupils are more likely to participate actively, demonstrate positive behaviors, and achieve better academic outcomes. The relationship between classroom management and learning behaviors suggests that organized routines, clear expectations, and supportive teacher practices influence how pupils engage with classroom activities. These findings are supported by Catayas and

Hussien (2024), who emphasized that effective classroom management strategies, including proper discipline, classroom organization, and time management, contribute to maintaining a positive learning environment. Although their study found no significant relationship between specific classroom management strategies and academic performance, it highlighted the importance of teachers' efforts in creating conditions that support pupil learning and development.

Table 14 presents the framework developed based on the results of the study.

Table 14

Conceptual Model Crafted for the Enhancement of Teachers' Classroom Management and Academic Performance and Learning Behavior of the Pupils.



The proposed model illustrates the relationship among teachers' classroom management practices, pupils' learning behaviors, and academic performance. It was developed based on the findings of the study, emphasizing the role of effective classroom practices in creating a supportive learning environment and improving learner outcomes. The foundation represents essential classroom management practices, including classroom routines, maintaining discipline, establishing rules and expectations, and decision-making, which provide structure and stability in the classroom. The supporting components highlight instructional planning, positive teacher-pupil relationships, active learning strategies, classroom organization, monitoring and feedback, and professional development that promote pupil

engagement and growth. The center represents the desired outcomes of effective classroom management, particularly positive learning behaviors and improved academic performance. The model also acknowledges classroom challenges, such as managing large classes and addressing diverse learner needs, emphasizing the importance of continuous improvement and collaboration among teachers and stakeholders. Overall, it presents classroom management as an interconnected process that strengthens teaching practices and supports better learning outcomes.

Conclusions and Recommendations

Based on the findings of the study, public elementary school teachers demonstrate effective classroom management practices in terms

of classroom routines, maintaining discipline, rules and expectations, and decision-making. These practices contributed to the establishment of organized learning environments that supported pupils' positive learning behaviors and academic performance. The results further revealed that pupils generally demonstrated favorable learning behaviors in terms of focus and interest, motivation, participation, assignments, and study habits, while their academic performance showed improvement across grading periods. Despite these positive outcomes, teachers continue to encounter challenges, particularly in managing large classes, while learner-related concerns such as inattention and disengagement remain areas requiring continuous support. The significant relationships found among classroom management practices, academic performance, and learning behaviors emphasize the important role of effective classroom strategies in promoting better learner outcomes. Based on the identified practices, challenges, and relationships among variables, the researcher developed the 3D Flower Model for Effective Classroom Management and Academic Performance and Learning Behavior of Pupils. The model integrates key elements identified from the findings, including classroom organization, discipline, instructional planning, teacher-pupil relationships, active learning strategies, monitoring and feedback, and professional development. It serves as a framework for strengthening classroom management practices and supporting improved academic and behavioral outcomes among pupils. In line with these findings, teachers are encouraged to continuously enhance their classroom management competencies through professional development programs, learner-centered approaches, structured routines, and positive discipline strategies. School administrators are encouraged to provide resources, mentoring, and training opportunities that address classroom management challenges, particularly in handling large classes. Parents and other stakeholders are encouraged to strengthen collaboration with teachers to support pupils' academic development and learning behaviors. Future

researchers may further examine the effectiveness of the proposed conceptual model in different educational settings.

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