



Teachers' Classroom Management Strategies and their Relationship to Students' Academic Achievement in a Rural Philippine Secondary School

Article History:	
Initial submission:	23 January 2026
First decision:	28 January 2026
Revision received:	10 March 2026
Accepted for publication:	15 March 2026
Online release:	19 March 2026

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Abstract

Classroom management plays a pivotal role in shaping instructional quality and student academic achievement, yet empirical evidence remains limited regarding how specific classroom management dimensions relate to learning outcomes in rural secondary school contexts. This study examined teachers' classroom management strategies and their relationship with students' academic achievement at San Miguel Rural Development High School in Catanduanes, Philippines, during the 2025–2026 academic year. Employing a descriptive–comparative–correlational research design, the study involved 288 students selected through stratified random sampling from Grades 7 to 12. Data were collected using a validated researcher-developed questionnaire capturing students' perceptions of classroom management across four dimensions' classroom physical condition, discipline, routines, and time management while academic achievement was measured using students' General Weighted Average from official school records. Findings indicate that students consistently perceived teachers' classroom management strategies as highly implemented, with classroom routines and time management emerging as the most salient dimensions. Overall academic performance ranged from Very Good to Excellent, with a substantial proportion of students attaining Very Good achievement levels and a notable segment achieving Excellent performance. Comparative analyses revealed no significant differences in classroom management perceptions by sex, while selected differences emerged by age and family income, particularly in routines, discipline, and time management. Correlational analyses demonstrated strong to very strong positive relationships between all classroom management dimensions and academic achievement, highlighting routines and time management as key contributors to learning outcomes. The study underscores that effective classroom management particularly consistent routines and efficient use of instructional time serves as a foundational mechanism through which teaching practices translate into academic success in rural secondary schools. Based on these findings, an evidence-based action plan was developed to strengthen responsive, equitable, and developmentally appropriate classroom management practices. The study contributes localized empirical evidence to inform instructional improvement and school-based interventions aimed at sustaining student achievement in resource-constrained rural settings.

Keywords: classroom management, academic achievement, student perceptions, rural secondary schools



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INTRODUCTION

Classroom management remains a foundational element of effective teaching because it directly shapes the learning environment where academic engagement and achievement occur (Putra et al., 2025). Empirical evidence indicates that well-managed classrooms characterized by clear

expectations, structured routines, and effective behavioral strategies are associated with improved student academic outcomes, motivation, and classroom climate (Safiullah et al., 2023; Flores, 2025). Moreover, positive teacher–student interactions and proactive instructional time management have been shown to promote supportive learning climates that reduce disruptions and enhance student

focus (Liu et al., 2025). In secondary education, where cognitive demands increase and learner diversity becomes more pronounced, effective classroom management strategies are especially critical for sustaining student attention, behavioural engagement, and academic persistence (Putra et al., 2025; Flores, 2025). Despite this recognition, the literature often treats classroom management as a general construct, with limited empirical attention to how specific management dimensions uniquely contribute to academic performance (Chow, 2024).

Although existing studies have established links between classroom management and student outcomes, several gaps remain. First, much of the research has been conducted in urban or well-resourced environments, leaving rural secondary schools underrepresented (Paynandos & Doronio, 2025; Flores, 2025). Rural schools frequently face limited physical resources, diverse learner needs, and socioeconomic constraints, conditions that can intensify classroom management challenges and shape how instructional practices are experienced (Paynandos & Doronio, 2025). As a result, findings from urban contexts may not adequately reflect the realities of rural classrooms, underscoring the need for context-sensitive research. Second, many prior studies rely on teachers' self-reports of management practices, which may be subject to bias, whereas fewer studies foreground students' perceptions of classroom management despite evidence that learners' perspectives are more proximally related to engagement and academic behaviours (Liu et al., 2025; Flores, 2025). Understanding classroom management from students' views provides richer insights into how strategies are enacted and experienced in daily instruction.

Third, while classroom management is often examined as a global construct, limited research disaggregates it into specific dimensions such as physical environment, discipline, routines, and time management in relation to academic achievement (Safiullah et al., 2023; Santander & Nabos, 2024). This lack of

dimensional analysis constrains educators' ability to identify which components most strongly influence learning outcomes and should be prioritized in professional development. Finally, demographic factors such as age, sex, and family income are frequently treated as background variables rather than analytically examined moderators of students' perceptions of classroom management, even though such characteristics can meaningfully shape learners' experiences and responses, particularly in rural settings (Putra et al., 2025; Chow, 2024).

The present study primarily addresses these gaps by examining the relationship between teachers' classroom management strategies and students' academic achievement within a rural Philippine secondary school, using students' perceptions as the central lens of analysis. Specifically, it disaggregates classroom management into multiple dimensions and investigates their associations with academic performance while accounting for learner demographic characteristics. By situating the research within San Miguel Rural Development High School, this study provides localized, context-responsive evidence that reflects the instructional challenges and opportunities unique to rural educational settings. Ultimately, the study seeks to move beyond simple documentation of associations by generating practical insights to inform evidence-based interventions and policy initiatives aimed at strengthening classroom management and supporting improved student achievement in rural secondary schools.

Statement of the Problem. Classroom management is a critical determinant of instructional quality and students' academic achievement, as it shapes the organization of the learning environment, classroom discipline, instructional routines, and effective use of time. Although its influence on student engagement and learning outcomes is well acknowledged, empirical evidence remains limited on how specific classroom management strategies are associated with students' academic achievement in rural secondary school

contexts, where resource limitations and learner diversity may intensify instructional challenges. In San Miguel Rural Development High School, there is a need to systematically examine students' perceptions of teachers' classroom management strategies across multiple dimensions and determine how these perceptions relate to academic performance while accounting for learner demographic characteristics. Addressing this gap is essential for generating context-responsive, evidence-based insights that can inform targeted interventions aimed at strengthening teaching effectiveness and improving student achievement in rural secondary schools.

In view of these considerations, this study sought to examine teachers' classroom management strategies and students' academic achievement in San Miguel Rural Development High School. Specifically, the study aimed to answer the following research questions:

1. What is the demographic profile of the student respondents in terms of:
 - 1.1 age;
 - 1.2 sex; and,
 - 1.3 monthly family income?
2. How do students perceive teachers' classroom management strategies at SMRDHS in terms of the following dimensions:
 - 2.1 classroom physical condition;
 - 2.2 classroom discipline;
 - 2.3 management of classroom routines; and,
 - 2.4 time management?
3. What is the level of academic performance of students at San Miguel Rural Development High School as measured by their General Weighted Average (GWA)?
4. Is there a significant difference in students' perceptions of teachers' classroom management strategies when respondents are grouped according to their demographic profile variables?

5. Is there a significant relationship between teachers' classroom management strategies and students' academic achievement?
6. What evidence-based action plan can be proposed to enhance teachers' classroom management strategies and support improved student academic achievement?

Null Hypotheses. The following null hypotheses were formulated and tested at a 0.05 significance level:

Ho₁: There is no significant difference in students' perceptions of teachers' classroom management strategies when respondents are grouped according to their demographic profile variables, including age, sex, and monthly family income.

Ho₂: There is no significant relationship between teachers' classroom management strategies and students' academic achievement.

Theoretical and Conceptual Framework. Classroom management theory is widely recognized as a critical determinant of student engagement and academic achievement, particularly in resource-limited rural educational contexts. Emmer and Sabornie (2016) highlight that the effective organization of physical space, classroom routines, discipline, and instructional time enhances learning opportunities and minimizes behavioral disruptions. Complementing this perspective, Self-Determination Theory posits that meeting students' psychological needs for autonomy, competence, and relatedness fosters intrinsic motivation and promotes academic success (Ryan & Deci, 2017). Integrating these frameworks, the study conceptualizes teachers' classroom management strategies as multidimensional practices that influence students' perceptions, engagement, and academic performance. Figure 1 presents the conceptual paradigm, showing the associative relationship between classroom management strategies and students' achievement.

These are moderated by student demographic variables such as age, sex, and monthly family income. The framework emphasizes that classroom management dimension physical condition, discipline, routines, and time management are examined in relation to academic outcomes without implying causality. Findings from descriptive, comparative, and correlational analyses are synthesized to guide the development of an evidence-based action plan, providing practical strategies for improving teaching effectiveness and learning outcomes in rural secondary schools.

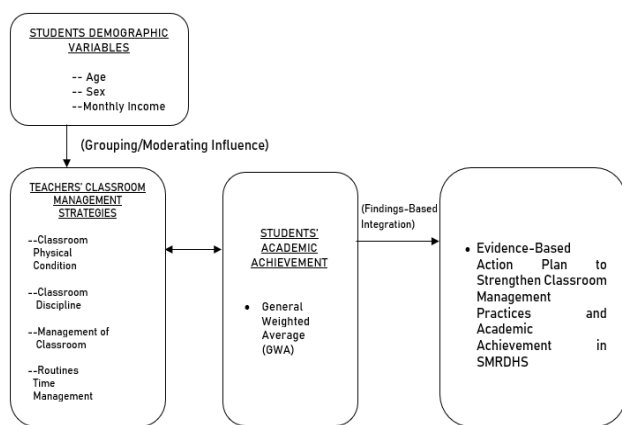


Figure 1
Conceptual Paradigm of the Study.

LITERATURE REVIEW

Effective classroom management is widely acknowledged as a cornerstone of teaching quality, influencing not only instructional efficiency but also students' engagement, learning behaviours, and overall academic achievement (Putra et al., 2025; Nisar et al., 2019). Understanding the complex interplay between teacher practices, classroom organization, and student perceptions is particularly critical in rural secondary schools, where resource limitations and learner diversity can intensify instructional challenges. The following review synthesizes existing research on classroom management, its multi-dimensional nature, student perceptions, demographic influences, and contextual gaps.

Importance of Classroom Management. Classroom management is widely recognized

as a foundational aspect of teaching effectiveness that directly impacts student outcomes. Well-managed classrooms are associated with higher student engagement, reduced disruptions, and improved academic achievement (Putra et al., 2025). Teacher practices, such as establishing clear expectations, maintaining discipline, organizing instructional routines, and managing time effectively, create learning environments conducive to student success (Nisar et al., 2019; Rahayu et al., 2025). Meta-analytic evidence further confirms that effective classroom management is among the strongest predictors of academic achievement across educational levels (Putra et al., 2025; Nisar et al., 2019). In rural contexts, Cordial, Valledor, and Bermudo (2025) demonstrated that structured instructional strategies, specifically through the Rapid Mathematics Assessment (RMA), significantly enhanced learners' competence, highlighting the link between systematic management practices and improved academic performance.

Multi-Dimensional Nature of Classroom Management. Empirical studies conceptualize classroom management as multi-dimensional, encompassing organizational strategies, teacher-student interactions, behavioural expectations, and time management routines (Liu et al., 2024). Organizational clarity and structured routines increase learning time and reduce off-task behaviour, thereby improving academic outcomes (Kausar et al., 2024; Liu et al., 2024). Similarly, positive teacher-student relationships enhance students' motivation, emotional engagement, and cognitive development (Liu et al., 2024; Hussain et al., 2021). Cordial, Villegas, and Bermudo (2026) emphasized that students' perceptions of reading recovery strategies directly influenced engagement and learning gains, underscoring the significance of learner feedback in evaluating instructional effectiveness. Research also indicates that integrating behavioural and instructional management strategies produces more consistent gains than approaches focusing solely on discipline (Liu et al., 2024; Hussain et al., 2021).

Classroom Management in Rural Contexts.

Despite extensive research, most studies on classroom management are conducted in urban or general settings, leaving rural secondary schools under-examined (Guo et al., 2022; Paynandos & Doronio, 2025). Rural classrooms often face unique challenges, including teacher shortages, large class sizes, and limited instructional resources, which may diminish the effectiveness of standard management strategies (Guo et al., 2022). While research establishes links between classroom management and academic outcomes, few studies explore these relationships from students' perspectives in rural settings (Liu et al., 2024; Hussain et al., 2021). Cordial, Evangelista, and Bermudo (2025) highlighted that teachers' technological integration and instructional readiness significantly affect classroom interactions, emphasizing the role of teacher competencies in rural educational contexts.

Students' Perceptions of Classroom Management.

Students' perceptions are critical for understanding the impact of classroom management on academic performance. Liu et al. (2024) found that students' perceptions of organizational structures and teacher-student relationships positively influenced achievement, with the classroom environment serving as a partial mediator. Meta-analytic reviews also support the general importance of classroom management but rarely disaggregate results by specific dimensions such as physical classroom conditions or time management (Putra et al., 2025). Cordial, Amaranto, and Bermudo (2025) observed that teacher awareness and adherence to professional and ethical standards directly influenced instructional quality, highlighting how teacher conduct affects learners' experiences. Collectively, these findings suggest that students' perspectives provide essential insights for designing context-sensitive, effective classroom interventions.

Influence of Demographic Factors. Learner demographics, including age, sex, and socio-economic background, can shape both

perceptions of classroom management and academic outcomes (Liu et al., 2024). Without considering these factors, research may overlook variations in student experiences and engagement. This consideration is particularly important in rural settings, where socio-economic disparities may be more pronounced (Guo et al., 2022). Cordial et al. (2025) further reported that socio-demographic factors moderated the effectiveness of mathematics interventions, emphasizing the need for nuanced analyses that account for learner diversity.

Gaps in the Literature. Several critical gaps remain in the current literature. First, limited studies examine students' perceptions of discrete classroom management dimensions—physical conditions, discipline, routines, and time management—in rural secondary schools. Second, few investigations link these perceptions to objectively measured academic performance. Third, the influence of demographic characteristics on these relationships remains underexplored. Addressing these gaps is essential for generating context-specific insights that guide evidence-based interventions, improve teaching effectiveness, and enhance academic achievement in under-researched rural settings.

The present study responds directly to these gaps by exploring students' perceptions of teachers' classroom management strategies across multiple dimensions and determining their association with academic achievement at San Miguel Rural Development High School. By incorporating demographic analysis, this research provides nuanced, evidence-based insights to inform targeted interventions, contributing to improved instructional quality and student outcomes in rural secondary school contexts.

METHODS

Research Design. This study employed a descriptive-correlational research design to examine students' perceptions of teachers'

classroom management strategies and their academic achievement in San Miguel Rural Development High School. The descriptive component systematically documented student demographic profiles, perceptions of classroom management, and academic performance without manipulating variables (Creswell & Creswell, 2018). Comparative analyses were conducted to identify differences across demographic groups, while correlational analyses assessed the relationships between classroom management strategies and student achievement (Fraenkel et al., 2019). This design is appropriate for rural educational contexts, allowing data-driven insights to inform evidence-based interventions while addressing ethical and logistical constraints (Cohen et al., 2018).

Population, Samples and Sampling Technique.

The population of the study comprised all 1,029 students enrolled in Grades 7 to 12, constituting the complete group to which the study findings are intended to be generalized. To obtain a manageable yet statistically reliable subset, a sample of 288 respondents was determined using Slovin's formula with a 5% margin of error, a widely applied approach in educational and social science survey research to balance precision and feasibility (Taherdoost, 2016). To ensure adequate representation of students across all grade levels, stratified random sampling was employed, wherein the population was divided into strata corresponding to each grade level and respondents were randomly selected proportionate to their population size. This probability-based technique minimizes sampling bias, enhances representativeness, and strengthens the external validity of the study findings within the school context (Creswell & Creswell, 2018).

Instrumentation. A researcher-developed questionnaire was employed to gather the primary data of the study. The instrument consisted of three sections: Part I captured the respondents' demographic profile, Part II assessed teachers' classroom management strategies as perceived by learners, and Part III

measured students' academic achievement. To establish content validity, the instrument underwent expert review by a five-member panel with backgrounds in educational research and classroom instruction, and their recommendations were incorporated to enhance clarity and relevance, consistent with best practices in instrument development (Creswell & Creswell, 2018). The revised questionnaire was pilot-tested among 30 respondents, yielding a Cronbach's alpha coefficient of 0.897, indicating excellent internal consistency and reliability (DeVellis, 2017). Classroom management strategies were rated using a four-point Likert scale to ensure response discrimination, while academic achievement was evaluated using the Department of Education's standardized grading scale, supporting construct validity and comparability across educational contexts (Department of Education [DepEd], 2015).

Data Source. Primary data were obtained from randomly selected students at San Miguel Rural Development High School during the 2025–2026 academic year. Students served as the main source of perceptual data regarding teachers' classroom management strategies across four dimensions: classroom physical condition, discipline, routines, and time management. Academic achievement data were derived from students' official General Weighted Average (GWA) records, consistent with national classroom assessment policies under DepEd Order No. 8, s. 2015 (Department of Education, 2015). Utilizing both perceptual survey data and institutional academic records strengthened the study's methodological rigor through data triangulation within a quantitative framework (Creswell & Creswell, 2018; Cohen et al., 2018). This approach aligns with prior empirical investigations linking classroom management practices to measurable student performance outcomes (Liu et al., 2024; Jamba & Norbu, 2023).

Data Collection. Data collection followed established quantitative research procedures for descriptive-comparative-correlational designs (Fraenkel et al., 2019; Creswell &

Creswell, 2018). A stratified random sampling technique was employed to ensure proportional representation of students from Grades 7 to 12, enhancing sample representativeness (Taherdoost, 2016). Students completed a researcher-developed questionnaire validated in accordance with scale development principles (DeVellis, 2017), capturing their perceptions of teachers' classroom management strategies. Prior to administration, necessary permissions were secured from school authorities, and ethical standards including voluntary participation and confidentiality were observed. Students' GWA data were subsequently retrieved from official school records with administrative approval. The systematic and structured data collection process ensured reliability, comparability, and suitability for inferential statistical analyses examining group differences and correlational relationships.

Data Analysis. Data were analyzed using appropriate descriptive and inferential statistical techniques to address the study objectives. Frequency counts and percentages were employed to describe respondents' demographic profiles, while weighted means were computed to determine the extent of teachers' classroom management strategies and students' academic achievement. To examine differences in classroom management strategies across demographic variables, independent samples *t*-tests and one-way ANOVA (*F*-tests) were applied, ensuring robust group comparisons (Fraenkel et al., 2019). Pearson's product-moment correlation coefficient (*r*) was used to assess the relationship between classroom management strategies and academic achievement, allowing the determination of the strength and direction of association between variables (Cohen et al., 2018). All analyses were conducted using MegaStat, ensuring accuracy, consistency, and adherence to accepted quantitative research standards (Creswell & Creswell, 2018).

Ethical Considerations. Ethical principles were rigorously upheld throughout the study to safeguard participants' rights, welfare, and

academic information. Prior to data collection, formal approval was secured from school authorities, and because the respondents were minors, written informed consent was obtained from parents or guardians alongside student assent, clearly emphasizing voluntary participation, anonymity, confidentiality, and the right to withdraw at any time without penalty or academic consequence (Creswell & Creswell, 2018). To ensure privacy, respondents were assigned identification codes, and no personally identifiable information was included in the dataset or report. Special ethical safeguards were implemented to protect the outsourced academic grades (General Weighted Average) obtained from official school records: access to grade data was limited strictly to the researchers upon administrative authorization; grades were encoded, aggregated, and analyzed statistically to prevent identification of individual students; and individual academic results were neither disclosed to teachers nor used for evaluative or administrative purposes beyond the scope of the research. All electronic files were stored in password-protected devices, and any printed materials were kept in secured storage accessible only to the researchers. Consistent with established research ethics standards, all data will be retained only for a limited verification period and will be permanently deleted and securely disposed of after publication to prevent unauthorized access, secondary use, or misuse (Cohen et al., 2018; Fraenkel et al., 2019).

RESULTS

This section presents a detailed analysis and interpretation of the study findings, organized according to the research questions. It examines the demographic profile of the student respondents, their perceptions of teachers' classroom management strategies, and the students' academic performance. Further, it explores differences in perceptions based on demographic variables and investigates the relationship between classroom management strategies and academic achievement. Finally, the discussion provides evidence-based recommendations

aimed at enhancing classroom management practices and supporting improved student learning outcomes. The interpretations are anchored in relevant literature and educational theory to contextualize the findings within broader pedagogical and school improvement frameworks.

Demographic Profile of Student Respondents.

The demographic characteristics of the 288 student respondents are summarized in Table 1, providing essential context for understanding the study sample. As shown in Table 1, the majority of respondents (64.24%) were aged 13–15 years, indicating that early adolescents comprise the largest segment of the population, while only a small proportion (4.51%) were 19 years and older. The nearly equal distribution of male (51.39%) and female (48.61%) respondents reflects a balanced gender representation, strengthening the applicability of the findings across sexes.

Table 1
Profile of the Respondents (n = 288)

Profile	Frequency (n)	Percentage (%)
Age		
13–15 years	185	64.24
16–18 years	90	31.25
19 years and older	13	4.51
Total	288	100.00
Sex		
Male	148	51.39
Female	140	48.61
Total	288	100.00
Monthly Family Income (PHP)		
1,000–9,999	115	39.93
10,000–19,999	76	26.39
20,000–29,999	47	16.32
30,000–39,999	28	9.72
40,000–49,999	8	2.78
50,000 and above	14	4.86
Total	288	100.00

*Note. Income values are expressed in Philippine Peso (PHP).

In terms of socioeconomic background, Table 1 further indicates that a substantial share of students (39.93%) came from households with a monthly income of PHP 1,000–9,999, underscoring the predominance of lower-

income families in the sample. These demographic and socioeconomic conditions are crucial in interpreting patterns of student engagement and school-related involvement. The concentration of younger learners from economically constrained households may help explain why school-related involvement ranks highest, as schools serve as vital sources of structure, support, and opportunities for participation and learning.

Students’ Perceptions of Teachers’ Classroom Management Strategies.

The results presented in Table 2 indicate that learners consistently perceive their teachers as effectively implementing classroom management strategies, as reflected in the overall weighted mean of 3.44, interpreted as Always. This suggests that classroom order, structure, and predictability are firmly embedded in daily instruction. Among the indicators, care of routines ranked highest (WM = 3.50), highlighting that students most strongly experience clear and consistent classroom procedures. This implies that established routines function as a foundation for student security and engagement, allowing learners to focus on academic tasks rather than behavioral uncertainty.

Table 2
Classroom Management Strategies of Teachers as Perceived by Learners

Variable	Weighted Mean (WM)	Verbal Interpretation	Rank
Care of Routines	3.50	Always	1
Classroom Discipline	3.48	Always	2
Time Management	3.42	Always	3
Classroom Physical Environment	3.36	Always	4
Overall Weighted Mean	3.44	Always	—

*Legnd: 3.25–4.00 Always; 2.50–3.24 = Sometimes; 1.75–2.49 = Rarely; 1.00–1.74 = Never.

High ratings for classroom discipline and time management further indicate that teachers sustain orderly learning environments while optimizing instructional time, thereby supporting sustained attention and productivity. Although ranked lowest, the classroom physical environment still obtained a high rating, suggesting adequacy rather than

constraint. Overall, the predominance of routine-based practices in Table 2 explains why school-related involvement ranks highest, as structured environments promote participation, responsibility, and a sense of belonging.

Academic Performance of Students. The academic performance of students, presented in Table 3, reflects a generally high level of achievement among the respondents. More than half of the students attained “Excellent” academic standing, while a substantial proportion achieved “Very Good” performance, indicating that the majority consistently meet or exceed expected learning standards. This distribution suggests that students possess strong foundational knowledge and are able to demonstrate mastery across subject areas. The very small percentage of learners in the “Good” category implies limited incidence of academic difficulty, pointing to effective instructional practices and support mechanisms within the school.

Table 3
Distribution of Academic Achievement of Students in SMRDHS (n = 288)

General Average (Grade Range)	Frequency (n)	Percentage (%)
90–100	162	56.25
80–89	121	42.01
75–79	5	1.74
Total	288	100.00

**Note: Academic achievement levels are based on students’ general averages obtained from official school records. For descriptive purposes, grade ranges were categorized as follows: 90–100 = Excellent, 80–89 = Very Good, and 75–79 = Good.*

Rather than merely reflecting high grades, these results signify a learning environment that promotes sustained academic engagement, goal orientation, and performance consistency. The concentration of high achievers may also be associated with structured classroom practices, clear expectations, and strong school-related involvement that reinforce positive study habits. Overall, the findings in Table 3 suggest that the school provides conditions conducive to academic success, with most students

performing at both cognitive competence and effective institutional support systems.

Differences in Students’ Perceptions of Classroom Management Strategies by Demographic Variables. The results presented in Table 4 examine whether students’ perceptions of teachers’ classroom management strategies differ across demographic variables. Overall, the findings suggest that classroom management practices are largely experienced uniformly by learners, regardless of age, sex, or family income. Sex did not yield significant differences across all dimensions, indicating that male and female students perceive classroom management strategies in similar ways. Age-related differences emerged only in care of routines, suggesting that students at different developmental stages vary in their sensitivity to classroom procedures and daily structures.

Table 4
Differences in Learners’ Assessment of Teachers’ Classroom Management Strategies by Profile Variables (n = 288)

Profile Variable	Classroom Physical Condition	Classroom Discipline	Care of Routines	Time Management
Age	F = 1.23, p = .300 X	F = 0.05, p = .822 X	F = 7.20, p = .028 ✓	F = 0.78, p = .402 X
Sex	t = 0.00, p = 1.000 X	t = 0.00, p = 1.000 X	t = 0.00, p = 1.000 X	t = 0.00, p = 1.000 X
Monthly Family Income	F = 1.81, p = .149 X	F = 4.72, p = .004 ✓	F = 2.23, p = .084 X	F = 4.34, p = .006 ✓

Note: ✓ = significant at $\alpha = .05$; X = not significant. Significant ANOVA results were subjected to post hoc multiple comparisons (reported in Supplementary Tables).

This implies that routines may become more salient as students mature and develop greater awareness of organizational consistency. Differences by monthly family income were observed in classroom discipline and time management, indicating that students’ socioeconomic backgrounds may shape how they interpret order, fairness, and efficient use of instructional time. These findings highlight that while classroom management strategies are generally consistent, certain dimensions resonate differently depending on students’ age and socioeconomic context. Overall, Table 4 underscores the importance of responsive classroom practices that consider learners’ developmental and socioeconomic diversity

while maintaining equitable learning environments.

Relationship Between Classroom Management Strategies and Academic Achievement. The results presented in Table 5 demonstrate a strong and statistically significant relationship between teachers' classroom management strategies and students' academic achievement. All dimensions of classroom management exhibit positive correlations, indicating that as the quality of management practices improves, students' academic performance likewise increases. Notably, management of classroom routines and time management show very strong relationships with academic achievement, suggesting that consistent procedures and efficient use of instructional time are critical drivers of learning outcomes.

Table 5
Pearson r Test Analysis between Teachers' Classroom Management Strategies and Students' Academic Achievement

Classroom Management Strategy	Statistical Test	Pearson's <i>r</i>	<i>p</i> -value ($\alpha = .05$)	Decision on H_0	Interpretation
Classroom Physical Condition	Pearson's <i>r</i>	0.76	.022	Reject H_0	Strong positive and significant relationship
Classroom Discipline	Pearson's <i>r</i>	0.75	.023	Reject H_0	Strong positive and significant relationship
Management of Classroom Routines	Pearson's <i>r</i>	0.80	.007	Reject H_0	Very strong positive and significant relationship
Time Management	Pearson's <i>r</i>	0.83	.016	Reject H_0	Very strong positive and significant relationship

**Note: Correlation was computed using Pearson's *r*. $p < .05$ indicates statistical significance.*

These findings imply that when students clearly understand expectations and experience well-paced lessons, they are better able to sustain focus, complete tasks, and achieve higher academic results. Similarly, strong associations with classroom discipline and physical condition highlight the importance of orderly and supportive learning environments in promoting academic success. Rather than merely reflecting statistical significance, the results in Table 5 emphasize that effective classroom management serves as a foundational mechanism through which teaching quality translates into measurable academic gains, reinforcing the role of

structured, well-managed classrooms in enhancing student learning and performance.

Proposed Evidence-Based Action Plan to Strengthen Classroom Management Practices and Academic Achievement in SMRDHS

Rationale. The proposed action plan is grounded in the study findings, which revealed consistently high implementation of classroom management strategies and a strong to very strong relationship between these strategies and students' academic achievement. The dominance of classroom routines and time management underscores their critical role in sustaining academic engagement and performance. However, significant differences in learners' perceptions based on age and socioeconomic background indicate the need for more responsive and inclusive classroom management practices. Given that a large proportion of students come from lower-income households and are in early adolescence, strengthening structured, equitable, and developmentally appropriate classroom environments is essential. This plan aims to institutionalize effective practices, address identified disparities, and sustain high academic outcomes through targeted professional development, instructional support, and monitoring mechanisms.

Objectives. Below are the objectives of the proposed study, aiming to advance equitable, responsive classroom management for achievement in SMRDHS:

1. Sustain and further strengthen classroom routines and time management practices, given their very strong association with academic achievement.
2. Enhance teachers' capacity to implement age-responsive classroom routines aligned with students' developmental needs.
3. Improve equity-oriented classroom discipline and time management strategies responsive to students' socioeconomic contexts.

4. Optimize classroom physical conditions to support orderly, engaging, and learner-centered environments.
5. Establish continuous monitoring and feedback systems to sustain effective classroom management practices.

For a detailed description of the proposed action plan, please see Table 6.

characterized by heightened sensitivity to structure, consistency, and adult guidance (Hussain et al., 2021). For learners from economically constrained backgrounds, schools often serve not only as instructional spaces but also as stable environments that provide emotional security, social belonging, and academic direction (Guo et al., 2022). These explain why school-related involvement and responsiveness to classroom management strategies were notably high.

Table 6
Matrix of Proposed Action Plan to Strengthen Classroom Management Practices and Academic Achievement in SMRDHS.

Key Focus Area	Objective	Proposed Action	Persons Responsible	Time Frame	Success Indicators
Classroom Routines	Strengthen consistency and clarity of classroom procedures	Conduct in-service training on routine-based instructional design and transition management	School Heads, Master Teachers	Quarterly	Improved classroom observation ratings; sustained high learner perception scores
Time Management	Maximize instructional time and lesson pacing	Implement lesson pacing guides and time-on-task monitoring tools	Teachers, Department Heads	Per semester	Reduced transition time; improved academic performance
Classroom Discipline	Promote equitable and inclusive discipline practices	Develop and implement positive discipline frameworks responsive to socioeconomic diversity	Guidance Counselors, Teachers	School year	Decrease in classroom disruptions; improved learner engagement
Classroom Physical Environment	Enhance learning-conducive classroom settings	Provide resource support and minor classroom improvements	School Administration	Annual	Improved classroom condition ratings
Monitoring and Evaluation	Sustain effective practices	Institutionalize learner feedback, peer coaching, and classroom observation cycles	School Heads, Supervisors	Continuous	Consistent implementation of best practices; sustained academic gains

DISCUSSION

This study examined students' perceptions of teachers' classroom management strategies and their relationship to academic achievement in a rural secondary school context. Anchored on learner demographics, perceptual data, and objective academic records, the findings provide nuanced insights into how structured classroom practices function as a central mechanism for promoting student learning and engagement.

The demographic profile revealed that most respondents were early adolescents aged 13–15 and came predominantly from low-income households. This composition is particularly important when interpreting school-related involvement and classroom dynamics. Early adolescence is a developmental stage

Consistent with prior studies, structured school environments tend to mitigate the effects of socioeconomic disadvantage by offering predictable routines and supportive relationships that foster engagement and persistence (Putra et al., 2025).

Learners' consistently high ratings of classroom management strategies indicate that teachers have successfully embedded order, clarity, and predictability into daily instruction. The highest-rated dimension care of routines suggests that students strongly value consistent procedures, transitions, and expectations. This finding aligns with empirical evidence that structured routines reduce cognitive load and minimize behavioral uncertainty, allowing learners to allocate more attention to academic tasks (Kausar et al., 2024; Liu et al., 2024). Routines function as invisible

scaffolds that stabilize the learning environment, particularly in classrooms with diverse learner needs.

High ratings for classroom discipline and time management further support the notion that effective classroom management extends beyond behavior control. Positive and consistent discipline practices promote fairness and psychological safety, while efficient time management maximizes instructional opportunities and reduces off-task behavior (Nisar et al., 2019). These dimensions reflect what Liu et al. (2024) describe as the integration of organizational and relational management strategies, which jointly enhance student engagement and motivation. Although the classroom physical environment ranked lowest among the dimensions, its continued high rating suggests that physical conditions were sufficient to support learning, even if they were not perceived as the primary driver of engagement. The academic performance data revealed that the majority of students achieved Excellent or Very Good levels, with only a small fraction falling into the Good category. Rather than merely indicating high grades, this distribution reflects a learning environment that promotes sustained engagement, mastery-oriented behaviors, and consistent academic effort. Research consistently demonstrates that effective classroom management contributes indirectly to achievement by increasing time on task, improving classroom climate, and reinforcing positive learning behaviors (Putra et al., 2025; Rahayu et al., 2025).

The concentration of high-performing students may also be attributed to the strong alignment between instructional structure and learner needs. Clear expectations, predictable routines, and well-managed instructional time help students develop effective study habits and goal-setting behaviors, which are particularly beneficial in rural contexts where external academic support may be limited (Guo et al., 2022). These findings reinforce Cordial, Valledor, and Bermudo's (2025) assertion that systematic instructional structures are

instrumental in enhancing learner competence in resource-constrained settings.

While classroom management strategies were generally perceived uniformly, significant differences emerged in specific dimensions based on age and socioeconomic background. Age-related differences in care of routines suggest that as students mature, they become more attuned to organizational consistency and procedural clarity. Older learners may increasingly recognize the role of routines in supporting autonomy, responsibility, and academic efficiency (Hussain et al., 2021). This finding highlights the importance of adapting classroom routines to developmental stages than adopting a one-size-fits-all approach.

Socioeconomic differences in perceptions of classroom discipline and time management further underscore the influence of learners' backgrounds on how classroom practices are experienced. Students from lower-income households may be more sensitive to fairness, structure, and efficient use of time, as these factors directly affect their ability to succeed academically within limited support systems (Guo et al., 2022). These results echo findings by Cordial et al. (2025), who noted that socio-demographic variables can moderate the effectiveness of instructional interventions, reinforcing the need for equity-oriented classroom management practices.

The strongest contribution of this study lies in the demonstrated strong to very strong correlations between classroom management strategies and academic achievement. The particularly high associations for classroom routines and time management confirm that these dimensions are critical drivers of learning outcomes. Consistent routines clarify expectations and reduce disruptions, while effective time management ensures that instructional goals are met without unnecessary loss of learning time (Putra et al., 2025; Liu et al., 2024).

These findings support theoretical models that position classroom management as a

foundational mechanism through which instructional quality translates into academic success. Rather than operating independently, management practices shape the conditions under which teaching and learning occur (Nisar et al., 2019). The significant relationships observed for classroom discipline and physical conditions further emphasize that orderly, supportive, and well-organized environments are essential for sustaining academic engagement and achievement.

Despite its contributions, this study should be interpreted within several limitations that inform future scholarly directions. First, the use of a descriptive–correlational design limits the ability to establish causal relationships between classroom management strategies and academic achievement. Although strong associations were observed, the directionality and explanatory mechanisms underlying these relationships warrant further investigation through longitudinal or experimental approaches. Second, reliance on self-reported perceptual data introduces the possibility of response bias and social desirability effects, which may have influenced students' evaluations of teachers' practices. While academic performance was drawn from objective school records, the perceptual measures remain inherently subjective. Third, the study was confined to a single rural secondary school, thereby limiting the generalizability of findings to other contexts, such as urban schools or institutions with differing demographic and resource profiles.

These constraints provide meaningful directions for future research. Subsequent studies may employ longitudinal, quasi-experimental, or mixed-methods designs to clarify causal pathways and examine how sustained improvements in routines, discipline, and time management influence academic outcomes over time. Incorporating classroom observations, teacher interviews, and student focus groups may yield deeper insight into the processes linking management practices and learner engagement. Expanding the scope across multiple schools and regions would

strengthen external validity and enable contextual comparisons. Future investigations may also explore mediating and moderating variables such as instructional quality, teacher experience, leadership support, and student motivation to develop a more comprehensive and generalizable framework for enhancing classroom effectiveness.

Author contributions. Daniel P. Manlangit: Conceptualization, Resources, Data curation, Writing–original draft, Validation, Project administration | Johnmar F. Cordial: Writing–Review & editing, Methodology, Software | Pedrito Jose V. Bermudo: Formal analysis, Investigation, Supervision.

Conflict of interest. The authors declare no conflict of interest.

Funding source. This research received no external funding.

Artificial intelligence use. AI-assisted language editing was performed using ChatGPT; authors reviewed and approved all content.

Ethics approval statement. This study involved human respondents; however, formal ethical approval was not sought from the authors' institution. The authors affirm that participation was voluntary, informed consent was obtained, and confidentiality of responses was strictly maintained. No procedures were undertaken that posed risk or harm to the participants.

Data availability statement. All data supporting the findings of this study are included within the manuscript and its supplementary materials.

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