



Effectiveness of Classroom Management Approaches Utilized by Teachers at Isabela National High School

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ABSTRACT

This study examined the relationship between classroom management approaches and their effectiveness in promoting student engagement, discipline, and learning participation among teachers at Isabela National High School. Using a quantitative-correlational design, data were collected from 30 teachers through a structured questionnaire and analyzed using statistical tools such as weighted mean and Pearson correlation. Findings revealed that teachers demonstrated a very high level of implementation of classroom management strategies, particularly preventive and instructional approaches. The level of effectiveness was also rated very high in terms of student engagement and participation, while classroom discipline was rated high. Furthermore, results indicated a significant relationship between classroom management approaches and their effectiveness, confirming that effective management practices contribute to improved student outcomes and a more conducive learning environment.

INTRODUCTION

Classroom management remains a critical component of effective teaching and learning, as it directly influences student engagement, behavior, and academic performance. Teachers who implement structured and adaptive classroom management approaches are more likely to create positive learning environments that support student success. Research has consistently shown that effective classroom management is associated with improved teaching outcomes and sustained academic achievement across different educational settings (Burden, 2020; Egeberg et al., 2020). In addition, studies emphasize that teachers' competence in managing classroom dynamics is closely linked to their instructional effectiveness and ability to foster meaningful learning experiences (Dumaguig & Yango, 2023; Callorina et al., 2024). Thus, classroom management serves as a foundational element in ensuring quality education.

Despite its importance, many teachers continue to face challenges in implementing effective classroom management approaches. Issues such as student behavioral problems, lack of engagement, and inconsistent application of strategies often hinder the teaching-learning process. In some contexts, teachers' varying levels of readiness and self-efficacy also affect how they manage classroom situations, leading to differences in student outcomes (Shah, 2023; Climaco & Barcelona, 2025). Furthermore, studies indicate that ineffective classroom management may contribute to increased student anxiety, reduced participation, and lower academic achievement (Obispo et al., 2021). These persistent challenges highlight the need to closely examine how classroom management approaches are being utilized in actual school settings.

To address these concerns, educational researchers and practitioners emphasize the need for effective, evidence-based classroom management strategies that are responsive to the needs of modern learners. Approaches such as structured routines, positive reinforcement, differentiated instruction, and technology integration have been identified as effective in promoting student engagement and discipline (Marquez & Oropa, 2025; Killen & O'Toole, 2023). Moreover, continuous professional development and teacher training are essential in strengthening educators' classroom management competence and instructional delivery (Hardin & Hardin, 2024). These solutions aim to bridge the gap between theory and practice in classroom management implementation.

In response to these issues, this study proposes to examine the effectiveness of classroom management approaches utilized by teachers at Isabela National High School. Understanding which strategies are commonly applied and how effective they are in real classroom settings is essential for improving teaching practices. This aligns with the need to evaluate teachers' classroom management styles and their impact on student behavior and learning outcomes (Zamayla & Labitad, 2025; Garcia, 2025). Through this investigation, the study seeks to identify strengths and gaps in current practices.

Ultimately, the findings of this study will serve as a basis for developing enhanced classroom management programs and interventions that support teachers' professional growth. By identifying effective approaches and addressing existing challenges, schools can improve classroom environments

and promote better student outcomes. This study contributes to the broader goal of strengthening instructional quality and fostering more effective teaching and learning processes within the school system (Sorbetto et al., 2022; Salio-an et al., 2025).

LITERATURE REVIEW

Classroom Management Approaches and Teaching Practices

Classroom management is widely recognized as a fundamental component of effective teaching, as it directly influences the learning environment and student behavior. According to Burden (2020), classroom management involves the creation of a structured learning community where rules, routines, and expectations are clearly established. In addition, effective management enables teachers to maximize instructional time and minimize disruptions, thereby improving overall learning outcomes.

Moreover, Egeberg et al. (2020) emphasized that teachers' perceptions of effective classroom management vary, but most agree that consistency, clarity, and positive teacher-student relationships are essential. Similarly, Hardin and Hardin (2024) highlighted that modern classroom management models integrate both preventive and responsive strategies to address diverse student needs. Thus, teachers are encouraged to adopt flexible approaches that respond to dynamic classroom conditions.

In the same way, Killen and O'Toole (2023) explained that effective teaching strategies are closely linked with classroom management practices, as instruction cannot be effective without proper student behavior management. Furthermore, they stressed that structured instruction combined with engagement strategies helps maintain student focus and participation. Consequently, classroom management becomes an integral part of instructional success rather than a separate function.

Additionally, Marquez and Oropa (2025) stated that modern classroom environments require adaptive management approaches, especially in increasingly diverse and technology-driven learning contexts. Likewise, teachers who integrate digital tools into their management strategies tend to enhance student engagement and motivation. Therefore, classroom management must evolve alongside educational innovations to remain effective.

Furthermore, Garcia (2025) found that teachers in the Philippines employ varied classroom management approaches depending on their teaching style and classroom context. However, consistency in enforcing rules and building rapport with students remains a common factor among effective teachers. As a result, contextual factors play a significant role in shaping classroom management effectiveness.

Effectiveness of Classroom Management and Its Impact on Learners

Classroom management effectiveness has been consistently linked to student engagement and academic achievement. According to Dumaguing and Yango (2023), teachers' pedagogical competence and classroom management skills significantly influence students' academic performance. In addition,

effective management practices create a structured environment that supports meaningful learning experiences.

Similarly, Obispo et al. (2021) found that classroom management styles affect student-teacher connectedness and student anxiety levels. Specifically, positive and supportive management approaches reduce anxiety and increase student participation. Hence, emotional and behavioral dimensions are both important in evaluating effectiveness.

Moreover, Zamayla and Labitad (2025) emphasized that teachers' classroom management practices directly influence learners' behavior, particularly in maintaining discipline and promoting positive conduct. In contrast, ineffective strategies may lead to disruptions and reduced academic engagement. Therefore, management effectiveness is crucial in shaping classroom behavior.

In addition, Shah (2023) explained that teachers' self-efficacy is strongly associated with their ability to manage classrooms effectively. As teachers gain confidence in their instructional and behavioral strategies, they are more likely to implement consistent and effective classroom management practices. Consequently, professional confidence enhances instructional control and effectiveness.

Finally, Sorbeto et al. (2022) concluded that effective classroom management contributes significantly to teaching efficiency and improved learning outcomes. Likewise, Salio-an et al. (2025) emphasized that contemporary classroom management approaches are essential in fostering engagement and academic success in modern learning environments. Thus, classroom management remains a key determinant of educational quality and student achievement.

Related Studies

The reviewed studies collectively emphasize the importance of classroom management as a critical factor in effective teaching and learning. Burden (2020) explained that classroom management is centered on creating a structured learning environment where rules and routines are consistently implemented; likewise, Egeberg et al. (2020) found that effective management is strongly associated with clear expectations, consistency, and positive teacher-student relationships, thereby reinforcing the idea that structured environments enhance learning effectiveness. In addition, Hardin and Hardin (2024) summarized that modern classroom management models combine preventive and responsive strategies to address diverse learner behaviors, while Killen and O'Toole (2023) emphasized that instructional effectiveness is dependent on the teacher's ability to manage classroom behavior alongside teaching strategies; consequently, both studies highlight that classroom management is inseparable from instructional delivery.

Furthermore, Marquez and Oropa (2025) concluded that adaptive classroom management strategies are necessary in modern learning environments, especially with the integration of technology, and similarly Garcia (2025) found that Filipino teachers employ varied approaches depending on

classroom context, yet consistency in rule enforcement and teacher-student rapport remains essential for effective management.

Moreover, Dumaguing and Yango (2023) reported that teachers' pedagogical competence and classroom management skills significantly contribute to students' academic achievement, while Obispo et al. (2021) emphasized that classroom management styles influence student anxiety and engagement; therefore, both studies confirm that management practices affect both cognitive and emotional aspects of learners.

Additionally, Zamayla and Labitad (2025) summarized that effective classroom management practices directly improve learners' behavior and discipline, whereas Shah (2023) concluded that teachers' self-efficacy plays a vital role in their ability to implement effective classroom management strategies; thus, teacher confidence and behavioral strategies are closely interconnected.

Finally, Sorbeto et al. (2022) found that classroom management enhances teaching efficiency and learning outcomes, and Salio-an et al. (2025) reinforced that contemporary classroom management approaches are essential in promoting student engagement and academic success; consequently, all reviewed studies collectively affirm that effective classroom management is a key determinant of instructional quality and learner achievement.

Synthesis

The reviewed literature and studies consistently establish that classroom management is a vital component of effective teaching and learning. Across various sources, it is evident that well-structured classroom environments, clear rules, and consistent routines significantly contribute to improved student behavior and academic outcomes. Authors such as Burden (2020) and Egeberg et al. (2020) emphasized that effective classroom management fosters a positive learning climate, while Hardin and Hardin (2024) further highlighted the integration of preventive and responsive strategies as essential in addressing diverse classroom situations. These perspectives collectively suggest that classroom management is not a standalone skill but an integral part of overall teaching effectiveness.

Moreover, the literature reveals that classroom management approaches are closely linked with instructional practices. Studies by Killen and O'Toole (2023) and Marquez and Oropa (2025) indicate that effective teaching cannot be achieved without proper management of student behavior and engagement. Similarly, Garcia (2025) emphasized that contextual and adaptive strategies are necessary to address the varying needs of learners. This implies that teachers must employ flexible and dynamic approaches to maintain both discipline and active participation in the classroom.

In addition, several studies highlight the significant impact of classroom management on student-related outcomes such as engagement, discipline, and academic performance. Dumaguing and Yango (2023) and Zamayla and Labitad (2025) found that effective management strategies lead to improved student behavior and achievement. Meanwhile, Obispo et al. (2021) and Shah (2023) pointed out that classroom management also affects students' emotional well-

being and is influenced by teachers' self-efficacy. These findings demonstrate that classroom management plays both a cognitive and affective role in the teaching-learning process.

Furthermore, the synthesis shows that teacher-related factors such as competence, experience, and confidence significantly influence the effectiveness of classroom management practices. Studies consistently suggest that teachers who are well-trained and confident in their abilities are more likely to implement effective strategies that enhance classroom order and learning outcomes. This highlights the importance of continuous professional development and capacity-building programs for teachers.

Overall, the reviewed literature and studies converge on the idea that effective classroom management approaches are essential in promoting a conducive learning environment, improving student engagement and discipline, and enhancing academic performance. However, there remains a need to examine how these approaches are specifically implemented in particular school contexts, such as Isabela National High School. Hence, this study seeks to fill this gap by assessing the effectiveness of classroom management approaches utilized by teachers, thereby providing relevant insights for improving educational practices.

METHODOLOGY

This study employs a quantitative-correlational research design to examine the relationship between teachers' classroom management approaches and their effectiveness in promoting student engagement, discipline, and participation. The research is conducted at Isabela National High School in the Philippines, involving 30 teachers selected through simple random sampling to ensure representativeness. Data are gathered using a structured questionnaire developed by the researcher, consisting of respondent profiles and statements measuring management strategies and effectiveness, rated through a 4-point Likert scale.

The data collection process includes securing permissions from school authorities, distributing questionnaires, and ensuring ethical standards such as voluntary participation, confidentiality, and anonymity. Collected data are analyzed using statistical tools, including frequency and percentage for respondent profiles, weighted mean for assessing management approaches and effectiveness, and Pearson correlation to determine the relationship between variables. These methods allow for systematic analysis and objective interpretation aligned with the study's objectives.

RESEARCH RESULTS AND DISCUSSION

Profile of the Respondents

Table 1. Profile of the Respondents in terms of Age

Age Bracket	Frequency (f)	Percentage (%)
21-30	10	33.33%
31-40	8	26.67%
41-50	7	23.33%
51 and above	5	16.67%
Total	30	100%

The findings indicate that the majority of teacher-respondents belong to the 21-30 age group, followed by those aged 31-40, 41-50, and 51 and above, suggesting that the teaching workforce is predominantly young. This reflects a dynamic and adaptable group of educators who are more likely to embrace innovative teaching strategies and modern classroom management practices.

Despite the dominance of younger teachers, the presence of middle-aged and senior educators ensures a balance of experience, stability, and mentorship within the institution. The diversity in age contributes to a combination of traditional and contemporary teaching approaches, enhancing instructional effectiveness. The lower proportion of older teachers may indicate recent hiring trends or natural retirement, yet their role remains crucial in guiding less experienced educators.

Table 2. Profile of the Respondents in terms of Sex

Sex	Frequency (f)	Percentage (%)
Male	12	40.00%
Female	18	60.00%
Total	30	100%

The data indicate that female teachers comprise the majority (60%), while male teachers account for 40%, reflecting the common trend of female dominance in the teaching profession. This may be influenced by societal perceptions and traits often associated with women, such as empathy and supportiveness, which are beneficial in classroom management and student engagement.

Despite this, the presence of male teachers contributes to diversity in teaching styles and disciplinary approaches, offering complementary perspectives in managing classroom behavior. Overall, the representation of both genders promotes an inclusive learning environment and supports students' social and academic development.

Table 3. Profile of the Respondents in terms of Length of Teaching Experience

Years of Experience	Frequency (f)	Percentage (%)
1-5 years	9	30.00%
6-10 years	8	26.67%
11-15 years	7	23.33%
16 years and above	6	20.00%
Total	30	100%

The data show that most respondents have 1–5 years of teaching experience, followed by those with 6–10, 11–15, and over 16 years, indicating a workforce largely composed of early-career educators. This suggests a growing and adaptable teaching staff that is open to innovation and professional development, although less experienced teachers may face challenges in managing complex classroom situations.

At the same time, more experienced teachers contribute valuable expertise, effective classroom management skills, and mentorship for newer educators. The balanced distribution of experience levels fosters collaboration, enhancing overall teaching quality and supporting the development of effective classroom management practices.

Table 4. Profile of the Respondents in terms of Highest Educational Attainment

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	12	40.00%
With MA Units	10	33.33%
Master's Degree	6	20.00%
Doctorate Degree	2	6.67%
Total	30	100%

The data show that most teachers hold a bachelor's degree, while a significant portion are pursuing or have completed graduate studies, indicating both basic qualification and ongoing professional development. This suggests that many educators are still in the early stages of their careers but are actively engaged in enhancing their knowledge and skills.

Furthermore, teachers with advanced degrees contribute expertise, research-based practices, and leadership within the school, supporting instructional improvement and mentoring. Overall, the findings reflect a strong emphasis on continuous learning and professional growth in the teaching profession.

Extent of Classroom Management Approaches Utilization

Table 5. Mean and Interpretation on the Extent of classroom management approaches utilized by teachers in terms of Preventive Management Strategies

Indicators	Mean	Interpretation
1. Establishes classroom rules clearly	3.50	Very High
2. Maintains routines consistently	3.40	Very High
3. Sets expectations at the start	3.30	Very High
4. Encourages positive behavior	3.45	Very High
5. Uses proactive discipline	3.35	Very High
Composite Mean	3.40	Very High

The findings show that teachers demonstrate a very high level of utilizing preventive management strategies, indicating consistent implementation of classroom rules, routines, and clear expectations. These proactive approaches help prevent behavioral issues, minimize disruptions, and maintain classroom order, contributing to a structured and conducive learning environment.

Moreover, the strong use of preventive strategies reflects effective planning and organization, fostering a positive classroom climate where students feel secure and motivated. These practices also enhance student engagement and participation, supporting improved behavior and academic performance.

Table 6. Mean and Interpretation on the Extent of classroom management approaches utilized by teachers in terms of Instructional Management Strategies

Indicators	Mean	Interpretation
1. Uses varied teaching strategies	3.30	Very High
2. Maintains student attention	3.25	Very High
3. Integrates technology effectively	3.10	High
4. Provides clear instructions	3.35	Very High
5. Engages students in activities	3.28	Very High
Composite Mean	3.26	Very High

The results indicate that teachers demonstrate a very high level of instructional management, effectively organizing lessons, maintaining student attention, and using varied teaching strategies to support learning. This reflects the integration of instruction and classroom management, where well-structured teaching enhances engagement and minimizes disruptive behavior.

Additionally, teachers show the ability to address diverse learning needs through clear instructions and varied methods. However, the slightly lower use of technology suggests an area for improvement, highlighting the need to further integrate digital tools to enhance classroom management and student engagement.

Table 7. Mean and Interpretation on the Extent of classroom management approaches utilized by teachers in terms of Behavioral Management Strategies

Indicators	Mean	Interpretation
1. Reinforces positive behavior	3.32	Very High
2. Applies disciplinary actions fairly	3.20	High
3. Manages disruptions effectively	3.18	High
4. Uses corrective feedback	3.25	Very High
5. Encourages self-discipline	3.22	High
Composite Mean	3.23	High

The findings indicate that teachers demonstrate a high level of behavioral management, effectively using reinforcement, corrective feedback, and fair disciplinary measures to maintain classroom order and promote positive behavior. These strategies also encourage self-discipline among students and reflect a balance between discipline and support.

However, the slightly lower rating compared to other strategies suggests that behavioral management can be more challenging to implement consistently, requiring experience and adaptability. Despite this, teachers remain capable of managing disruptions and guiding students toward improved behavior.

Table 8. Summary on the Extent of classroom management approaches utilized by teachers

Area	Mean	Interpretation
Preventive Strategies	3.40	Very High
Instructional Strategies	3.26	Very High
Behavioral Strategies	3.23	High
Overall Mean	3.30	Very High

The results show that teachers demonstrate a very high overall use of classroom management approaches, with preventive strategies ranking highest, followed by instructional and behavioral strategies. This indicates a strong emphasis on proactive classroom management, where preventive measures serve as the foundation and are supported by other strategies.

The findings highlight that effective classroom management is multi-dimensional, requiring the integration of various approaches. Overall, teachers exhibit strong competence in managing classrooms, contributing to a positive and productive learning environment.

Level of Effectiveness of Classroom Management Approaches

Table 9. Mean and Interpretation on the Level of effectiveness of classroom management approaches utilized by teachers in terms of Student Engagement

Indicators	Mean	Interpretation
1. Students actively participate	3.35	Very High
2. Students show interest	3.30	Very High
3. Students complete tasks	3.28	Very High
4. Students interact positively	3.32	Very High
Composite Mean	3.31	Very High

The findings indicate a very high level of effectiveness of classroom management in terms of student engagement, showing that teachers successfully foster students' interest, attention, and active participation. Students are not only attentive but also actively involved in discussions and collaborative activities, reflecting a highly engaging learning environment.

This suggests that teachers effectively manage classrooms by promoting interaction and participation, not just discipline. Overall, the results highlight that well-implemented classroom management strategies enhance student engagement and support improved academic performance.

Table 10. Mean and Interpretation on the Level of effectiveness of classroom management approaches utilized by teachers in terms of Classroom Discipline

Indicators	Mean	Interpretation
1. Students follow rules	3.25	Very High
2. Minimal disruptions observed	3.20	High
3. Respect is maintained	3.30	Very High
4. Order is consistently present	3.22	High
Composite Mean	3.24	High

The findings indicate a high level of effectiveness of classroom management in terms of discipline, showing that teachers are generally successful in maintaining order, enforcing rules, and promoting appropriate student behavior. However, the slightly lower rating compared to engagement suggests that managing discipline can be more challenging due to occasional disruptions and diverse student behaviors.

The results emphasize the importance of balancing discipline with positive reinforcement, fairness, and consistency to foster respect and cooperation. While preventive and behavioral strategies are effective, there is still a need for improvement in addressing more complex classroom behavioral challenges.

Table 11. Mean and Interpretation on the Level of effectiveness of classroom management approaches utilized by teachers in terms of Learning Participation

Indicators	Mean	Interpretation
1. Students engage in discussions	3.30	Very High
2. Students collaborate actively	3.28	Very High
3. Students complete activities	3.27	Very High
4. Students show initiative	3.25	Very High
Composite Mean	3.28	Very High

The findings reveal a very high level of effectiveness of classroom management in terms of learning participation, indicating that students are actively engaged in activities, discussions, and collaborative tasks. This reflects teachers' success in encouraging active involvement, where students construct knowledge rather than remain passive learners.

The results also show that classroom management strategies are well aligned with instructional practices, creating an organized and engaging environment that sustains student interest. Overall, effective management approaches significantly enhance participation and improve student learning experiences.

Table 12. Summary on the Level of effectiveness of classroom management approaches utilized by teachers

Area	Mean	Interpretation
Student Engagement	3.31	Very High
Classroom Discipline	3.24	High
Learning Participation	3.28	Very High
Overall Mean	3.28	Very High

The findings indicate a very high overall level of effectiveness of classroom management approaches, with student engagement ranking highest, followed by learning participation and classroom discipline. This suggests that teachers successfully create a learning environment that promotes active involvement while maintaining order.

The results also highlight a stronger emphasis on student-centered strategies that prioritize engagement and participation over discipline alone. Overall, teachers demonstrate strong competence in classroom management,

contributing to improved teaching efficiency, positive learning environments, and better student outcomes.

Significant Relationship

Table 13. Significant relationship between the classroom management approaches utilized by teachers and their perceived effectiveness in terms of student engagement, classroom discipline, and learning participation

Variables	r-value	p-value	Interpretation
Classroom Management & Student Engagement	0.68	0.001	Significant
Classroom Management & Classroom Discipline	0.62	0.002	Significant
Classroom Management & Learning Participation	0.70	0.000	Significant

The findings reveal a strong and significant relationship between classroom management approaches and their effectiveness in terms of student engagement, discipline, and participation. This indicates that as the use of management strategies increases, their effectiveness in improving classroom outcomes also improves.

The results confirm that effective classroom management plays a crucial role in shaping student behavior and learning, leading to the rejection of the null hypothesis. Overall, strengthening classroom management practices is essential for enhancing teaching effectiveness and improving student outcomes.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

- Classroom management approaches utilized by teachers at Isabela National High School are highly implemented, particularly in preventive and instructional strategies.
- Teachers are effective in promoting student engagement and participation, which are essential components of successful learning.
- Classroom discipline, while effective, requires continuous improvement to address diverse behavioral challenges.
- Teachers' demographic profile, particularly experience and educational attainment, may influence their classroom management practices.
- There is a strong and significant relationship between classroom management approaches and their effectiveness, indicating that better management practices lead to improved student outcomes.
- Effective classroom management is a critical factor in achieving a conducive learning environment and enhancing teaching effectiveness.
 - Effective classroom management is a critical factor in achieving a conducive learning environment and enhancing teaching effectiveness.

ADVANCED RESEARCH

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Enhancement of Behavioral Management Skills. Teachers should be provided with additional training and workshops focused on managing student behavior, particularly in handling complex and disruptive situations.
2. Continuous Professional Development. The school administration should encourage and support teachers in pursuing graduate studies and attending seminars related to classroom management and instructional strategies.
3. Strengthening Instructional Strategies. Teachers should continuously integrate innovative and technology-based teaching strategies to further enhance student engagement and participation.
4. Mentorship Programs. Experienced teachers should mentor less experienced colleagues to share effective classroom management practices and strategies.
5. Monitoring and Evaluation. School administrators should regularly monitor classroom management practices and provide constructive feedback to ensure continuous improvement.

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