

Effects of Classroom Management Strategies on the Behavior and Academic Performance of Intermediate Pupils

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Abstract

This study examined the effects of classroom management strategies on the behavior and academic performance of intermediate pupils in public elementary schools in District II-A, City Schools Division Office of Antipolo during the School Year 2025–2026. Specifically, it focused on strategies such as establishing clear expectations, positive reinforcement and motivation, consistency and fairness, and monitoring and intervention. A descriptive survey research design and documentary analysis were employed. The respondents included 195 intermediate teachers and 380 pupils selected through simple random sampling using Slovin's formula. Data were gathered through a researcher-made questionnaire-checklist, while pupils' academic performance was based on their average grades in the first and second quarters. Findings revealed that both teachers and pupils perceived classroom management strategies to have a high effect on pupil behavior. However, a significant difference existed between their perceptions across all strategy areas. Teachers' perceptions differed significantly when grouped according to civil status, educational attainment, position, length of service, and training, but not by age and sex. Among pupils, only fathers' occupation showed a significant difference in perception. The pupils' academic performance was generally very satisfactory. Furthermore, a significant relationship was found between classroom management strategies—particularly establishing clear expectations and monitoring and intervention—and academic performance, while no significant relationship was observed for positive reinforcement and consistency and fairness. The study concluded that classroom management strategies significantly influence both behavior and academic performance, although perceptions vary between teachers and pupils. It is recommended that teachers strengthen consistency and fairness, apply positive reinforcement cautiously, and prioritize non-punitive approaches. Implementation of the proposed action plan and further studies involving additional variables are also suggested.

Keywords: Classroom Management Strategies, Pupil Behavior, Academic Performance, Intermediate Pupils, Descriptive Survey, Educational Management

1. Introduction

Education serves as the foundation for shaping individuals and transmitting culture, values, and knowledge across generations. It also consists of the organized delivery of learning processes that aid in developing competencies, equipping individuals to become informed, skilled, and responsible members of society. Furthermore, education fosters critical thinking, ethical reasoning, and essential life skills necessary for addressing everyday challenges, advancing in careers, and engaging in lifelong learning. In the Philippine context, the importance of education is reinforced by constitutional mandates. As stated in Article XIV, Section 3(2) of the 1987 Constitution of the Republic of the Philippines, education shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes, and develop moral character, personal discipline, and critical thinking.

Aligned with this mandate, classroom management strategies play a crucial role in achieving these educational goals. Effective classroom management creates a structured and supportive learning environment that promotes discipline, engagement, and positive behavior among pupils. These strategies, which include establishing clear expectations, applying positive reinforcement, maintaining consistency and fairness, and implementing effective monitoring and intervention, contribute significantly to learners' academic success and behavioral development. For intermediate pupils, who are in a critical stage of social, emotional, and cognitive development, proper classroom management is essential in fostering responsibility, respect, and positive attitudes toward learning.

Moreover, the Department of Education, through DepEd Order No. 10, s. 2024, also known as the "Policy Guidelines in Implementing the MATATAG Curriculum," emphasizes the role of teachers as facilitators of holistic development. Teachers are expected to uphold inclusive, equitable, and learner-centered environments while promoting discipline and accountability. This policy underscores that classroom management is not only about maintaining order but also about nurturing values and guiding learners toward becoming productive and responsible citizens.

Despite these expectations, current classroom realities reveal challenges in implementing effective classroom management strategies. Studies such as Lundahl (2025) highlight that clear expectations and consistent management contribute to improved student engagement and academic performance. Similarly, Ismail (2023) and Owusu et al. (2021) emphasize the positive impact of reinforcement strategies on student behavior and achievement. However, other studies like Mwangare et al. (2021) and Nsiah (2024) point out that ineffective management practices, such as poor monitoring and limited behavior modification knowledge, can negatively affect students' academic outcomes. Local studies also reveal that teacher demographics, training, and experience influence the effectiveness of classroom management (Trivette, 2021; Magdato, 2025).

In addition, classroom management strategies such as clear expectations, positive reinforcement, and monitoring are consistently identified as effective in shaping student behavior (Kumari, 2024; Fano et al., 2024). However, gaps remain in understanding how these strategies are applied in specific local contexts, particularly among intermediate pupils in Philippine public schools. While numerous studies have examined classroom management in general, most are conducted in foreign settings, secondary levels, or limited contexts, leaving a gap in localized evidence focusing on intermediate learners in the Philippine educational system.

Furthermore, there is limited research that simultaneously examines both the behavioral and academic outcomes of classroom management strategies, particularly in relation to how teachers and pupils differ in their perceptions of these strategies. Existing literature also lacks sufficient focus on how demographic factors of teachers and pupils influence their perceptions and how these, in turn, relate to academic performance.

In response to these gaps, the researcher conducted this study to determine the effects of classroom management strategies on the behavior and academic performance of intermediate pupils in selected public elementary schools. This study aims to provide localized evidence that will contribute to improving classroom practices and enhancing both student behavior and academic outcomes.

2. Material and methods

2.1 Research Design

The study applied the descriptive research method, employing a researcher-made questionnaire checklist to collect the necessary data.

2.2 Locale of the Study

The study was conducted in public elementary schools in district II-A, City schools Division Office of Antipolo. These schools include Dalig Elementary School, Kaila Elementary School, Knights of Columbus Elementary School, Juan Sumulong Elementary School, Lores Elementary School and Nazarene Ville Elementary School. These schools offer complete elementary education from kindergarten level to grade six level

2.3 Respondents of the Study

The study considered two groups of respondents. The first group included the total population of 195 teachers of the intermediate level in public elementary schools in District II-A, City Schools Division Office of Antipolo.. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service trainings attended. The second group of respondents included 380 intermediate pupils in the said schools. The sample size was determined using the Slovin's formula. They were chosen utilizing simple random sampling technique. They were described in terms of age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation and monthly family income.

2.4 Sample and Sampling Procedure

This study utilized two groups of respondents drawn from public elementary schools in District II-A, City Schools Division Office of Antipolo. The first group consisted of the total population of 195 intermediate-level teachers, who were included in the study through complete enumeration. The second group was composed of 380 intermediate pupils, whose sample size was determined using Slovin's formula to ensure adequacy and representativeness. The pupils were selected through a simple random sampling technique, wherein each pupil had an equal chance of being chosen, thereby minimizing bias and ensuring fairness in the selection process. This procedure allowed the researcher to gather reliable and representative data from both teachers and pupils to assess the effects of classroom management strategies on pupil behavior and academic performance.

2.5 Research Instrument

This study utilized a researcher-made questionnaire-checklist to gather the necessary data. The instrument consisted of two parts: the first part focused on the profile of the respondents, including teachers' age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, as well as pupils' age, sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. The second part measured the extent of the effects of classroom management strategies on the behavior of intermediate pupils in terms of establishing clear expectations, positive reinforcement and motivation, consistency and fairness, and monitoring and intervention, with each aspect containing 10 items for a total of 40 items. A five-point Likert scale was used to interpret responses, ranging from "Always (Very High Effect)" to "Never (Very Low Effect)." In addition, documentary analysis was employed to determine pupils' academic performance using their average grades in the first and second quarters, interpreted through a grading scale from Outstanding to Did Not Meet Expectations. The instrument was content-validated by experts in education and research, including the thesis adviser, statistician, principal, master teacher, dean of graduate studies, and other professors. Their comments and suggestions were incorporated to ensure the validity and reliability of the instrument prior to its administration to the respondents.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument, permission to conduct the study was obtained from the office of the Schools Division Superintendent. The questionnaire-checklist was administered to the respondents. Gathering of the needed information was guided by the Data Privacy Act of 2012. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). Data were analyzed and interpreted based on the sub problems. Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. It was also subjected to anti plagiarism test. After finalization, hard bound copies were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

The study employed various statistical tools to analyze and interpret the data: frequency, percentage, and rank distribution were used to describe the profile of the respondents; weighted mean was applied to determine the extent of effects of classroom management strategies on the behavior of intermediate pupils; independent t-test was used to identify significant differences between the perceptions of the two groups; one-way analysis of variance (ANOVA) was utilized to examine differences in perceptions based on respondent profiles; frequency, percentage, mean, and standard deviation were used to assess the pupils' academic performance based on their quarterly grades; and correlation analysis was applied to determine the relationship between classroom management strategies and pupils' academic performance.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

3.1 Profile of the Two Groups of Respondents in Terms of the Selected Variables

As shown in the table, out of 195 teacher-respondents, in terms of age, 41% are 31-40 years old while 26.2% are 21-30 years old. The remaining percentage are 41 years old and above. In terms of sex, most of them are females with 63.6%. Majority of them are married with 67.7%. As to their educational attainment, 37.4% have MA units, 28.7% have Masters' degree 25.6 % Bachelors' degree and the rest have Doctoral units with 8.2%. With regards to their position title, 27.7% are Teacher III, 22.6% are Teacher II and 19.5% are Teacher I. The rest have position title of Teacher IV, Teacher V and Master Teacher. As regard to their position title, 48.7% have been teaching for 1-10 years while 34.9% have been teaching below 1 year. The rest have been teaching for 11 years and more. With regard to their in-service trainings attended, most of the teacher-respondents have attended in-service trainings in the division level with 45.1%.

Table 1.1
Frequency, Percentage and Rank Distribution of the Teacher-Respondents

in Terms of the Selected Variables

Profile	f	%	Rank
Age			
51 years old and above	16	8.2	4
41-50 years old	48	24.6	3
31-40 years old	80	41.0	1
21-30 years old	51	26.2	2
Total	195	100.0	
Sex			
Male	71	36.4	2
Female	124	63.6	1
Total	195	100.0	
Civil Status			
Single	59	30.3	2
Married	132	67.7	1
Widow/widower	4	2.1	3
Total	195	100.0	
Educational Attainment			
MA with Doctorate Units	16	8.2	4
Master's Degree	56	28.7	2
With MA Units	73	37.4	1
Bachelor's Degree	50	25.6	3
Total	195	100.0	
Position Title			
Master Teacher I	10	5.1	6
Teacher V	26	13.3	4
Teacher IV	23	11.8	5
Teacher III	54	27.7	1
Teacher II	44	22.6	2
Teacher 1	38	19.5	3
Total	195	100.0	
Length of Service			
21 years and above	14	7.2	4
11 years -20 years	18	9.2	3
1-10 years	95	48.7	1
Below 1 year	68	34.9	2
Total	195	100.0	
In-Service Training Attended			
International	4	2.1	6
National	20	10.3	4
Regional	19	9.7	5
Division	88	45.1	1
District	32	16.4	2.5
School	32	16.4	2.5
Total	195	100.0	

As reflected in the table 1.2 below, most of the pupil-respondents are 11 years old with 65.6%. Majority of them are females with 58.7%. As to their sibling position, most of them are second born child with 61.8%. In terms of number of children in the family, majority belongs to families with two children with 57.1%. With regard to the parents' educational attainment, most of the parents are college undergraduates and college graduates. As to the parents' occupation, most of the parents are employed in private companies and government agencies. With regard to their monthly family income, 38.2% have monthly family income of Php 10000 – Php 14999 and 32.9% have monthly family income below Php 10,000. The remaining percentage have monthly family income of P15000 and above.

Table 1.2
*Frequency, Percentage and Rank Distribution of the Pupil-Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank			
Age						
13 years old and above	15	3.9	3			
12 years old	116	30.5	2			
11 years old	249	65.6	1			
Total	380	100.0				
Sex						
Male	157	41.3	2			
Female	223	58.7	1			
Total	380	100.0				
Sibling Position						
1 st	35	9.2	4			
2 nd	235	61.8	1			
3 rd	61	16.1	2			
4 th and above	49	12.9	3			
Total	380	100.0				
Number of Children in the Family						
1	131	34.5	2			
2	217	57.1	1			
3	32	8.4	3			
Total	380	100.0				
Parent's Educational Attainment	Father			Mother		
College Graduate	95	25.0	2	111	29.2	2
College Undergraduate	155	40.8	1	124	32.7	1
High School Graduate	88	23.2	3	89	23.4	3
High School Undergraduate	42	11.0	4	56	14.7	4
Total	380	100.0		380	100.0	
Parent's Occupation	Father			Mother		
Government Employee	104	27.4	2	121	31.9	1
Private Company employee	115	30.3	1	95	25.0	2
Self Employed	72	18.9	3	86	22.6	3
OFW	31	8.1	5	29	7.6	5
Unemployed	58	15.3	4	49	12.9	4
Total	380	100.0		380	100.0	
Monthly Family Income						
Php 20000 and above	10			2.6		
Php 15000 - Php 19999	100			26.3		
Php 10000 – Php 14999	145			38.2		
Below Php 10,000	125			32.9		
Total	380			100.0		

3.2 Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils as Perceived by Themselves with Respect to the Different Aspects

As depicted in the table, as perceived by the teacher-respondents, the composite weighted mean obtained is 4.15 interpreted High Effect. Three aspects are interpreted High Effect with first in rank is the aspect “Establishing Clear Expectations” with an overall weighted mean of 4.48. Last in rank is “Consistency and Fairness” with an overall weighted mean of 3.43 interpreted Moderate Effect. For the pupil-respondents, all aspects are interpreted High Effect with a composite weighted mean of 3.84. It could be deduced from the results that as perceived by teachers and pupils, classroom management strategies have high effect on the behavior of intermediate pupils. This means that teachers’ strategies in managing the classroom influence the behavior of pupils in the classroom.

Findings imply that classroom management strategies are crucial for creating a safe, organized, and productive learning environment that maximizes academic engagement. By establishing clear routines and expectations, these strategies reduce behavioral issues, foster positive social-emotional growth, and reduce teacher stress. Effective management directly boosts student achievement by minimizing disruptions and allowing more time for instruction. This is aligned with the statements of Bennett (2023) that effective classroom management strategies significantly improve student behavior by creating a structured, respectful, and engaging learning environment, leading to better academic performance, reduced disruption, and enhanced social-emotional growth. Key strategies include establishing clear expectations, building strong teacher-student relationships, using positive reinforcement, and organizing the physical space to support focus and collaboration.

Table 2

Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils as Perceived by Themselves with Respect to the Different Aspects

Aspects	Teachers			Pupils		
	WX	VI	Rank	WX	VI	Rank
Establishing Clear Expectations	4.48	High Effect	1	3.5 1	High Effect	4
Positive Reinforcement and Motivation	4.36	High Effect	2	3.9 6	High Effect	2
Consistency and Fairness	3.43	Moderate Effect	4	4.0 4	High Effect	1
Monitoring and Intervention	4.34	High Effect	3	3.6 2	High Effect	3
Composite WX	4.15	High Effect		3.8 4	High Effect	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils with Respect to the Different Aspects

The table depicts that on the significant difference between the perception of the two group of respondents on the on the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects, the t-test results show probability values less than .05. Hence, the null hypothesis is rejected. Findings reveal that there is a significant difference between the perception of the two groups of respondents on the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects. This means that teachers' views regarding their classroom management strategies employed differ from what the pupils felt and observed.

Findings imply that teachers believe that effective classroom management is essential for creating a safe, orderly, and engaging learning environment that maximizes academic achievement and student focus. By implementing proactive strategies such as clear expectations and routines teachers minimize disruptions, reduce stress, build positive relationships, and enhance overall instructional effectiveness.

This relates with the findings of the study of Owusu et al. (2021), which revealed that both teachers and students most commonly recognized positive relationships and reinforcement as frequently used management strategies.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Establishing Clear Expectations	14.449	.000	Rejected	Significant
Positive Reinforcement and Motivation	7.514	.000	Rejected	Significant
Consistency and Fairness	7.211	.000	Rejected	Significant
Monitoring and Intervention	12.652	.000	Rejected	Significant

3.4 Significant Difference on the Perception of the Two Groups of respondents on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils with Respect to Different Aspects in Terms of Their Profile

The table 4.1. shows that with respect to the different aspects in terms of age and sex, the F-test shows probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the perception of the teacher-respondents on the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects in terms of the cited variables. On the other hand, in terms of the other variables, the null hypothesis is rejected since all the probability values in all aspects are less than .05.

Findings revealed that age and sex of teachers are not significant on their perceptions regarding the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects. On the other hand, civil status, educational attainment, length of service, position title and in-service trainings attended are significant on their perceptions.

Findings imply that teachers who have different civil status, level of education and length of experience have different classroom management strategies. Likewise, their position title and in-service trainings attended are contributory on their perceptions.

This is in connection with the findings of the study of Andrin (2021) which revealed that there is a significant correlation between teachers' age and years of experience with their classroom management practices, and notable differences were found across ten classroom management dimensions. It is also similar with the findings of Nsiah (2024) which found that there is no significant gender difference in the use of behavior modification strategies in classroom management..

Table 4.1

Significant Difference on the Perception of the Teacher-Respondents on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-value	Ho	VI
Age				
Establishing Clear Expectations	1.719	.164	Accepted	Not Significant
Positive Reinforcement and Motivation	2.208	.089	Accepted	Not Significant
Consistency and Fairness	1.992	.065	Accepted	Not Significant
Monitoring and Intervention	.793	.499	Accepted	Not Significant
Sex				
Establishing Clear Expectations	1.249	.265	Accepted	Not Significant
Positive Reinforcement and Motivation	.163	.687	Accepted	Not Significant
Consistency and Fairness	1.061	.326	Accepted	Not Significant
Monitoring and Intervention	1.285	.258	Accepted	Not Significant
Civil Status				
Establishing Clear Expectations	8.931	.000	Rejected	Significant
Positive Reinforcement and Motivation	10.189	.000	Rejected	Significant
Consistency and Fairness	9.030	.000	Rejected	Significant
Monitoring and Intervention	6.588	.002	Rejected	Significant
Educational Attainment				
Establishing Clear Expectations	2.935	.004	Rejected	Significant
Positive Reinforcement and Motivation	3.779	.000	Rejected	Significant
Consistency and Fairness	5.165	.023	Rejected	Significant
Monitoring and Intervention	2.230	.027	Rejected	Significant
Position Title				
Establishing Clear Expectations	6.397	.000	Rejected	Significant
Positive Reinforcement and Motivation	3.950	.009	Rejected	Significant
Consistency and Fairness	9.955	.000	Rejected	Significant
Monitoring and Intervention	6.089	.001	Rejected	Significant
Length of Service				
Establishing Clear Expectations	8.147	.000	Rejected	Significant
Positive Reinforcement and Motivation	12.120	.000	Rejected	Significant
Consistency and Fairness	2.525	.042	Rejected	Significant
Monitoring and Intervention	7.174	.000	Rejected	Significant

In-service Trainings Attended				
Establishing Clear Expectations	5.182	.008	Rejected	Significant
Positive Reinforcement and Motivation	3.933	.002	Rejected	Significant
Consistency and Fairness	6.223	.000	Rejected	Significant
Monitoring and Intervention	7.449	.009	Rejected	Significant

As reflected in the table 4.2 below, with respect to the different aspects in terms of fathers' occupation and monthly family income, the F-test result shows probability values less than .05. This rejects the null hypothesis stating that there is no significant difference on the perception of the pupil-respondents on the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects in terms of the cited variables. On the other hand, in terms of the other variables, the null hypothesis is accepted since all the probability values in all aspects are greater than .05.

Results indicate that there is a significant difference on the perception of the pupil-respondents on the extent of effects of classroom management strategies on the behavior of intermediate pupils with respect to the different aspects in terms of their fathers' occupation and monthly family income. On the other hand, in terms of the other variables, their perceptions differ significantly.

Findings imply that pupils' age, sex, sibling position, number of children in the family, parents' educational attainment and mother's occupation are not influential on their perceptions regarding the effects of classroom management strategies on their behavior. On the contrary, fathers' occupation and monthly family income are contributory on their perceptions.

This is in relation with the findings of the study of Alegado (2023) that students' perceptions of the teacher's classroom management strategies in terms of managing the learning environment and individual differences as influenced by varied learning groups are merely Satisfactory. The children believed that the teachers' classroom management tactics had a "significant impact" on their health, maturation, thinking and learning styles, and interpersonal interactions.

Table 4.2

Significant Difference on the Perception of the Pupil-Respondents on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-value	Ho	VI
Age				
Establishing Clear Expectations	1.199	.303	Accepted	Not Significant
Positive Reinforcement and Motivation	.468	.627	Accepted	Not Significant
Consistency and Fairness	.446	.641	Accepted	Not Significant
Monitoring and Intervention	.040	.961	Accepted	Not Significant
Sex				
Establishing Clear Expectations	.025	.874	Accepted	Not Significant
Positive Reinforcement and Motivation	.058	.809	Accepted	Not Significant
Consistency and Fairness	.736	.391	Accepted	Not Significant
Monitoring and Intervention	.020	.888	Accepted	Not Significant
Sibling Position				
Establishing Clear Expectations	1.861	.537	Accepted	Not Significant
Positive Reinforcement and Motivation	.675	.568	Accepted	Not Significant
Consistency and Fairness	1.097	.350	Accepted	Not Significant
Monitoring and Intervention	.085	.968	Accepted	Not Significant
Number of Children in the Family				
Establishing Clear Expectations	1.855	.158	Accepted	Not Significant
Positive Reinforcement and Motivation	1.638	.196	Accepted	Not Significant
Consistency and Fairness	.356	.701	Accepted	Not Significant
Monitoring and Intervention	.993	.371	Accepted	Not Significant
Father's Educational Attainment				
Establishing Clear Expectations	.829	.478	Accepted	Not Significant
Positive Reinforcement and Motivation	.409	.747	Accepted	Not Significant
Consistency and Fairness	1.184	.316	Accepted	Not Significant
Monitoring and Intervention	.791	.500	Accepted	Not Significant
Mother's Educational Attainment				
Establishing Clear Expectations	.398	.672	Accepted	Not Significant
Positive Reinforcement and Motivation	.706	.494	Accepted	Not Significant
Consistency and Fairness	2.566	.078	Accepted	Not Significant
Monitoring and Intervention	.864	.422	Accepted	Not Significant
Father's Occupation				
Establishing Clear Expectations	4.509	.001	Rejected	Significant
Positive Reinforcement and Motivation	5.577	.000	Rejected	Significant
Consistency and Fairness	3.450	.009	Rejected	Significant
Monitoring and Intervention	7.671	.013	Rejected	Significant
Mother's Occupation				
Establishing Clear Expectations	1.772	.552	Accepted	Not Significant

Positive Reinforcement and Motivation	.984	.436	Accepted	Not Significant
Consistency and Fairness	1.092	.366	Accepted	Not Significant
Monitoring and Intervention	.831	.546	Accepted	Not Significant
Monthly Family Income				
Establishing Clear Expectations	3.891	.001	Rejected	Significant
Positive Reinforcement and Motivation	7.238	.004	Rejected	Significant
Consistency and Fairness	2.204	.042	Rejected	Significant
Monitoring and Intervention	8.230	.007	Rejected	Significant

3.5. Level of Academic Performance of Intermediate Pupils as Revealed by Their Average Grade in the First and Second Quarters

As shown in the table, out of 380 pupils, 52.8% obtained average grades of 85-89 interpreted Very Satisfactory. Meanwhile, 26 % obtained Satisfactory performance with average grades of 80-84. Furthermore, 15.1% have Outstanding performance and only 6.1% have Fairly Satisfactory performance. The mean grade is 85.96 interpreted Very Satisfactory. The standard deviation is 3.809 which indicates that the grades of the pupils are less dispersed.

Results reveal that majority of the pupils is performing Very Satisfactory in their studies. However, there are some pupils who need more guidance and efforts to achieve better learning outcomes.

Findings imply that many pupils have develop good study habits to achieve better in their classroom activities. Likewise, effective classroom management is essential for student learning, directly boosting academic achievement by creating a structured, positive, and safe environment that maximizes instructional time. It reduces disruptions, fosters high student engagement, and strengthens teacher-student relationships, allowing for consistent academic focus.

This is supported by the findings of the study of Magdato (2025), that effective classroom management supports better academic performance among pupils. Pupils demonstrated a very satisfactory academic performance, and a significant relationship was found between teachers' classroom management practices and pupils' academic outcomes.

Table 5

Level of Academic Performance of Intermediate Pupils as Revealed by Their Average Grade in the First and Second Quarters

Average Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	57	15.1	3
85 – 89	Very Satisfactory	201	52.8	1
80 – 84	Satisfactory	99	26.0	2
75 – 79	Fairly Satisfactory	23	6.1	4
Below 75	Did Not Meet Expectations	-	-	-
Total		380	100.0	
Highest Rating			92	
Lowest Rating			75	
Mean			85.96 (VS)	
Std. Deviation			3.809	

3.6. Significant Relationship on the Perceived Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils and their Level of Academic Performance

The table reflects that with respect to "Establishing Clear Expectations" and "Monitoring and Intervention", the test of relationship shows probability values less than .05. This rejects the null hypothesis stating that there is no significant relationship on the perceived extent of effects of classroom management strategies on the behavior and level of academic performance of intermediate pupils. On the other hand, with respect to "Positive Reinforcement and Motivation" and "Consistency and Fairness" the null hypothesis is accepted since the probability values are greater than .05.

Results indicate that establishing clear expectations and monitoring and intervention as classroom management strategies are correlated to the level of academic performance of intermediate pupils. On the other hand, positive reinforcement and motivation and consistency and fairness are not significantly related to the pupils' academic performance.

Findings imply that establishing clear, high, and consistent expectations for student performance is a cornerstone of effective classroom management that directly boosts academic achievement and fosters a positive learning environment. It reduces anxiety and behavioral issues, increases student engagement and accountability, and provides a clear roadmap for

success. Furthermore, monitoring and intervening in student performance is critical for enhancing academic achievement, allowing educators to identify learning gaps early and provide tailored support. Consistent tracking enables data-driven, individualized instruction and ensures that, especially for at-risk learners, interventions are effective and timely.

This conforms with the study of Niazi (2024) that effective classroom management is a base to lead high quality learning environment to assist student engagement that grow academic achievement. The impact of classroom management techniques on students' effective learning has significant relationship towards the development of active body of knowledge and result suggested authentication about these practices that support student success.

Table 6

Significant Relationship on the Perceived Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils and their Level of Academic Performance

Aspects	r-value	p-value	Decision	Verbal Interpretation
Establishing Clear Expectations	.813	.028	Rejected	Significant
Positive Reinforcement and Motivation	.077	.137	Accepted	Not Significant
Consistency and Fairness	.025	.632	Accepted	Not Significant
Monitoring and Intervention	.76probability 3	.025	Rejected	Significant

4. Conclusion & Recommendations

Based on the findings, it can be concluded that teachers and pupils differ in their perceptions regarding the extent of effects of classroom management strategies on pupil behavior, particularly in areas such as establishing clear expectations, positive reinforcement and motivation, consistency and fairness, and monitoring and intervention. The perceptions of teachers are also influenced by their civil status, educational attainment, position, length of service, and in-service trainings attended, while pupils' family background—specifically fathers' occupation and monthly family income—also plays a role in shaping these perceptions. Furthermore, the academic performance of intermediate pupils is affected by classroom management strategies, especially in terms of establishing clear expectations and monitoring and intervention.

In light of these conclusions, it is recommended that teachers emphasize consistency and fairness in their classroom management practices to enhance pupil behavior. The use of positive reinforcement and motivation should be applied appropriately to avoid misuse, while minimizing the use of punishment to prevent negative effects on academic performance. School administrators are encouraged to strengthen classroom observation, mentoring, and coaching programs, providing timely feedback and technical assistance to teachers. The implementation of the proposed action plan is also recommended, along with the conduct of similar studies that consider other relevant variables for further validation and improvement.

Compliance with ethical standards

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