

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

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Abstract

This study examined the impact of classroom management strategies on the behavior and academic performance of intermediate pupils at Tomas Claudio Colleges during the School Year 2025–2026. The study employed a descriptive survey research design complemented by documentary analysis. The respondents consisted of 247 intermediate pupils selected through total population sampling. A researcher-made questionnaire was utilized to assess the perceived impact of classroom management strategies on pupils' behavior in terms of emotional regulation, self-efficacy, and social skills, while documentary analysis of pupils' average grades was conducted to determine their academic performance. Descriptive and inferential statistical tools were used in analyzing the data. Findings revealed that most respondents were female, first- or second-born, belonged to families with two children, had a monthly family income of ₱50,000 and above, had parents who were predominantly college graduates, and whose parents were mostly government employees. Classroom management strategies were perceived to have a high impact on pupils' emotional regulation, self-efficacy, and social skills. Significant differences in these perceived impacts were found when respondents were grouped according to monthly family income, parents' educational attainment, and parents' occupation, while no significant differences were observed based on sex, sibling position, and family size. The respondents obtained a Very Satisfactory level of academic performance. Furthermore, a significant positive relationship was established between classroom management strategies and pupils' behavior and academic performance. The study concluded that effective classroom management strategies contribute to the development of positive behavioral outcomes and improved academic achievement among intermediate pupils. It is recommended that school administrators and teachers strengthen evidence-based classroom management practices through continuous professional development, foster home-school collaboration, integrate activities that enhance emotional regulation, self-efficacy, and social skills, implement the proposed action plan, and conduct further studies incorporating additional variables to broaden the findings.

Keywords: Classroom Management Strategies, Behavior, Academic Performance, Emotional Regulation, Self-Efficacy, Social Skills, Intermediate Pupils

1. Introduction

Classroom management is one of the most essential components of effective teaching because it creates an environment where learners can actively participate, develop positive behaviors, and achieve academic success. Beyond maintaining discipline, classroom management encompasses the establishment of routines, behavioral expectations, teacher-student relationships, instructional organization, and strategies that promote a safe, supportive, and engaging learning environment. Effective classroom management enables teachers to maximize instructional time while fostering learners' emotional, social, and cognitive development. In the elementary years, particularly among intermediate pupils, these strategies are especially important because learners are developing self-regulation, confidence, responsibility, and interpersonal skills that directly influence their academic performance.

Recent educational research emphasizes that classroom management extends beyond controlling student behavior and has become an integral factor in promoting holistic learner development. In a Philippine study, Catayas and Hussien (2024) found that effective classroom management practices, including classroom routines, discipline, time management, and physical classroom organization, significantly contributed to learners' academic performance and created favorable learning conditions. Learners who perceived their teachers as effective classroom managers also demonstrated satisfactory to very satisfactory academic achievement.

Similarly, Liu, Jiang, and Zhu (2024) reported that classroom management strategies positively influence students' academic achievement through the creation of a positive classroom environment. Their findings revealed that teacher-student relationships, instructional management, classroom organization, and appropriate reinforcement foster classroom climates that encourage motivation, engagement, and improved academic outcomes. The study further emphasized that classroom environment partially mediates the relationship between classroom management and student achievement.

Behavioral development has likewise emerged as a major outcome of effective classroom management. Paterez and Marcia (2025) demonstrated that classroom management strategies, particularly positive reinforcement, clear classroom rules, conflict resolution, parental involvement, and social-emotional learning activities, significantly enhanced learners' Good Manners and Right Conduct (GMRC) performance. These findings suggest that classroom management plays a crucial role in shaping learners' behavioral competencies beyond academic learning.

Current literature also highlights emotional regulation as an important behavioral outcome associated with classroom management. Emotional regulation enables learners to recognize, manage, and appropriately express emotions, allowing them to remain engaged during instruction and cope effectively with classroom challenges. Research by Romero-Moreno et al. showed that emotional regulation significantly predicts academic performance, while academic self-efficacy serves as an important mediator between emotional regulation and learning achievement. Learners who regulate their emotions effectively tend to perform better academically because they demonstrate greater persistence, motivation, and resilience.

Another important behavioral component is self-efficacy, which refers to learners' beliefs in their ability to accomplish academic tasks successfully. A comprehensive meta-analysis by Duan, Bissaker, and Xu (2024) found that effective classroom management is strongly associated with teachers' classroom management self-efficacy, classroom climate, student achievement, and positive teacher-student interactions. Their findings indicate that supportive classroom environments contribute to learners' confidence, participation, and academic success.

Social skills likewise benefit from effective classroom management practices. Emotional regulation and positive classroom interactions enable pupils to cooperate with peers, resolve conflicts appropriately, and communicate effectively during collaborative learning activities. Recent evidence indicates that children's emotional regulation significantly contributes to school adjustment, social competence, and academic achievement, reinforcing the importance of classroom environments that intentionally nurture positive social behaviors.

Moreover, international evidence consistently demonstrates that effective classroom management improves academic outcomes among learners. A study conducted in India by Zubair and Qazi (2024) revealed that classroom rules, discipline, reward systems, and effective instructional management significantly predict students' academic achievement. The findings affirm that well-managed classrooms promote greater learner engagement, improved study habits, and higher academic performance.

Collectively, these studies establish that classroom management strategies contribute to learners' behavioral development through emotional regulation, self-efficacy, and social skills while simultaneously improving academic achievement. However, despite the growing body of international and local literature, most previous studies have primarily focused either on academic achievement alone or on general classroom management practices. Few studies have simultaneously examined the influence of classroom management strategies on multiple behavioral dimensions—particularly emotional regulation, self-efficacy, and social skills—and their relationship with the academic performance of intermediate pupils in the Philippine basic education setting. Furthermore, limited studies have explored whether pupils' demographic characteristics influence their perceptions of these classroom management strategies.

Existing literature demonstrates the positive effects of classroom management on either learners' academic achievement or specific behavioral outcomes. However, there remains limited empirical evidence integrating emotional regulation, self-efficacy, social skills, and academic performance within a single framework among intermediate pupils in Philippine private elementary schools. Moreover, studies involving intermediate learners in Tomas Claudio Colleges remain scarce. This gap highlights the need to investigate how classroom management strategies influence both behavioral development and academic performance while considering selected demographic variables. Addressing this gap will provide evidence-based insights that may guide teachers and school administrators in strengthening classroom management practices that foster both positive behavior and improved academic achievement among intermediate pupils.

2. Material and methods

2.1 Research Design

This study employed a descriptive survey research design complemented by documentary analysis to determine the impact of classroom management strategies on the behavior and academic performance of intermediate pupils. The descriptive survey was used to gather data on pupils' perceptions of classroom management strategies in terms of emotional regulation, self-efficacy, and social skills through a researcher-made questionnaire, while documentary analysis was utilized to obtain the respondents' average grades as the basis for determining their level of academic performance.

2.2 Locale of the Study

The study was conducted at Tomas Claudio Colleges, Morong, Rizal, during the School Year 2025–2026. The institution was selected because it offers complete elementary education and served as the setting where the target respondents were enrolled.

2.3 Respondents of the Study

The respondents of the study were 247 intermediate pupils enrolled at Tomas Claudio Colleges during the School Year 2025–2026. They served as the primary source of information regarding the perceived impact of classroom management strategies on their behavior, while their academic performance was determined through their recorded average grades.

2.4 Sample and Sampling Procedure

The study employed total population sampling, wherein all 247 intermediate pupils were included as respondents. Since the population was manageable, every eligible pupil was given the opportunity to participate, ensuring complete representation of the target population.

2.5 Research Instrument

The primary instrument used in the study was a researcher-made questionnaire composed of two parts: the first part gathered the respondents' demographic profile, while the second part measured the perceived impact of classroom management strategies on pupils' behavior in terms of emotional regulation, self-efficacy, and social skills using a five-point Likert scale. The instrument underwent content validation by experts and was pilot-tested to establish its reliability before its administration.

2.6 Data Gathering Procedure

After securing approval from the school authorities, the researcher administered the validated questionnaire to the respondents and explained the purpose of the study while ensuring voluntary participation and confidentiality of responses. Upon retrieval of the accomplished questionnaires, documentary analysis was conducted by obtaining the respondents' average grades from school records with the permission of the appropriate school officials.

2.7 Data Analysis Techniques

The collected data were analyzed using appropriate descriptive and inferential statistical tools. Frequency, percentage, weighted mean, and standard deviation were used to describe the respondents' profile and determine the extent of the impact of classroom management strategies, while t-test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation Coefficient (Pearson r) were employed to determine significant differences and relationships at the 0.05 level of significance.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities and participating manufacturing companies. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As shown in the table, out of 247 students involved in the study, in terms of age, 45.3 % are 10-11 years old, 32 % are 8-9 years old and only 22.7% are 12 years old and above. In terms of sex, 51.8% are females and 48.2% are males. In terms of sibling position, 30.0% are first born, 28.3% are second born, 25.9% are third born, and the remaining 15.8% are fourth born and above. With regard to the number of children in the family, some of them (32.8%) belong to families with 2 children, followed by those with 3 children (27.9%), 1 child (23.5%), and 4 children and above (15.8%). As to their monthly family income, the largest group (28.3%) belongs to families earning ₱50,000 and above, followed by those earning ₱40,000-₱49,999 (26.3%), ₱30,000-₱39,999 (21.9%), ₱20,000-₱29,999 (17.4%), and only 6.1% earning below ₱20,000. In terms of parents' educational attainment, most fathers and mothers are college graduates (39.7% and 37.3%, respectively) and college undergraduates (36.4% and 35.6%, respectively). In terms of fathers' occupation, 35.2% are government employees, 26.3% are private company employees, 13.8% are self-employed, 12.2% are unemployed, 8.5% are OFWs, and 4.0% have other occupations. For the mothers' occupation, 29.9% are government employees, 21.9% are

self-employed, 17.8% are private company employees, 14.6% are unemployed, 8.5% have other occupations, and 7.3% are OFWs.

Table 1

Profile of the Respondents in Terms of the Selected Variables

Age	f	%	R			
12 years old and above	56	22.7	3			
10-11 years old	112	45.3	1			
8-9 years old	79	32.0	2			
Total	247	100.0				
Sex	f	%	R			
Male	119	48.2	2			
Female	128	51.8	1			
Total	247	100.0				
Sibling Position						
1 st	74	30.0	1			
2 nd	70	28.3	2			
3 rd	64	25.9	3			
4 th & above	39	15.8	4			
Total	247	100.0				
Number of Children in the Family						
1	58	23.5	3			
2	81	32.8	1			
3	69	27.9	2			
4 & above	39	15.8	4			
Total	247	100.0				
Monthly Family Income						
₱ 50,000 and above	70	28.3	1			
₱ 40,000-₱ 49,999	65	26.3	2			
₱ 30,000-₱ 39,999	54	21.9	3			
₱ 20,000-₱ 29,999	43	17.4	4			
below ₱ 20,000	15	6.1	5			
Total	247	100.0				
Parents' Educational Attainment	Father			Mother		
	F	%	R	f	%	R
College Graduate	98	39.7	1	92	37.3	1
College Undergraduate	90	36.4	2	88	35.6	2
High School Graduate	48	19.4	3	47	19.0	3
High School Undergraduate	11	4.5	4	20	8.1	4
Total	247	100.0		247	100.0	
Parents' Occupation	Father			Mother		
	F	%	R	f	%	R
Government Employee	87	35.2	1	74	29.9	1
Private Company Employee	65	26.3	2	44	17.8	3
OFW	21	8.5	5	18	7.3	6
Self Employed	34	13.8	3	54	21.9	2
Unemployed	30	12.2	4	36	14.6	4
Others	10	4.0	6	21	8.5	5
Total	247	100.0		247	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

Table 2 presents the summary of the perceived effects of classroom management strategies on the behavior of intermediate pupils across the different aspects. The findings reveal a composite weighted mean of 4.13, verbally

interpreted as High Effect, indicating that classroom management strategies positively influence pupils' behavior. Among the three aspects, self-efficacy ranked first (WM = 4.17), followed by emotional regulation (WM = 4.15), while social skills ranked third (WM = 4.06), although all were interpreted as having a High Effect. These results suggest that effective classroom management fosters pupils' confidence in their academic abilities, strengthens their emotional control, and promotes positive social interactions, thereby creating a supportive learning environment conducive to both behavioral and academic development. This finding supports Bennett (2023), who emphasized that effective classroom management strategies enhance student behavior, minimize classroom disruptions, and contribute to improved academic performance and social-emotional development.

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	Overall W $\bar{X}$	Verbal Interpretation	Rank
Emotional Regulation	4.15	High Effect	2
Self -Efficacy	4.17	High Effect	1
Social Skills	4.06	High Effect	3
Composite W$\bar{X}$	4.13	High Effect	

3.3 Significant Difference on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils as Perceived by Themselves With Respect to the Different Aspects Terms of Their Profile

Table 3 presents the results of the F-test on the significant difference in the perceived effects of classroom management strategies on the behavior of intermediate pupils across emotional regulation, self-efficacy, and social skills when grouped according to their profile. The findings show significant differences based on age, monthly family income, fathers' and mothers' educational attainment, and fathers' and mothers' occupation ($p < .05$), leading to the rejection of the null hypothesis for these variables. Conversely, sex, sibling position, and number of children in the family yielded no significant differences ($p > .05$), indicating that pupils perceived the effects of classroom management strategies similarly regardless of these characteristics. These results suggest that pupils' maturity, socioeconomic status, and parental educational and occupational backgrounds influence how they experience classroom management strategies, while gender, birth order, and family size do not. The findings support Dilabayan (2024), who similarly reported that family background variables significantly influence students' perceptions of classroom management strategies, whereas sex, sibling position, and family size do not result in significant differences..

Table 3

Significant Difference on the Extent of Effects of Classroom Management Strategies on the Behavior of Intermediate Pupils as Perceived by Themselves With Respect to the Different Aspects Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Emotional Regulation	7.612	0.006	Rejected	Significant
Self -Efficacy	4.721	0.042	Rejected	Significant
Social Skills	9.732	0.033	Rejected	Significant
Sex				
Emotional Regulation	0.625	0.416	Accepted	Not Significant
Self -Efficacy	1.732	0.143	Accepted	Not Significant
Social Skills	0.742	0.533	Accepted	Not Significant
Sibling Position				
Emotional Regulation	1.012	0.332	Accepted	Not Significant
Self -Efficacy	0.492	0.754	Accepted	Not Significant
Social Skills	0.729	0.585	Accepted	Not Significant
Number of Children in the Family				
Emotional Regulation	0.843	0.422	Accepted	Not Significant
Self -Efficacy	0.187	0.987	Accepted	Not Significant
Social Skills	0.489	0.765	Accepted	Not Significant
Monthly Family Income				
Emotional Regulation	4.898	0.016	Rejected	Significant
Self -Efficacy	6.287	0.009	Rejected	Significant
Social Skills	5.543	0.011	Rejected	Significant

Fathers' Educational Attainment				
Emotional Regulation	6.387	0.007	Rejected	Significant
Self-Efficacy	7.187	0.021	Rejected	Significant
Social Skills	4.898	0.005	Rejected	Significant
Mothers' Educational Attainment				
Emotional Regulation	6.078	0.007	Rejected	Significant
Self-Efficacy	9.394	0.009	Rejected	Significant
Social Skills	7.447	0.046	Rejected	Significant
Fathers' Occupation				
Emotional Regulation	12.094	0.006	Rejected	Significant
Self-Efficacy	8.443	0.012	Rejected	Significant
Social Skills	6.956	0.028	Rejected	Significant
Mothers' Occupation				
Emotional Regulation	10.912	0.001	Rejected	Significant
Self-Efficacy	8.612	0.031	Rejected	Significant
Social Skills	11.717	0.017	Rejected	Significant

3.4 Level of Academic Performance of Intermediate Pupils as Revealed by Their Average Grades

Table 4 presents the academic performance of the intermediate pupils based on their average grades. The results show that most respondents achieved Very Satisfactory (40.1%) and Outstanding (38.0%) ratings, while the remaining 21.9% obtained Satisfactory performance, with no pupil receiving a grade below 80. The overall mean grade of 89.06, interpreted as Very Satisfactory, and the low standard deviation of 0.810 indicate consistently high academic achievement among the respondents. These findings suggest that the pupils demonstrate strong academic engagement and effective learning habits, which may be supported by a well-managed classroom environment that promotes positive behavior, emotional regulation, self-efficacy, and social skills. The results are consistent with the study of Kausar (2024), which emphasized that effective classroom management strategies create an organized and supportive learning environment that enhances students' academic achievement and overall development..

Table 4
Level of Academic Performance of Intermediate Pupils as Revealed by Their Average Grades

Grades	Verbal Interpretation	F	%
90 and above	Outstanding	94	38.0
85 - 89	Very Satisfactory	99	40.1
80 - 84	Satisfactory	54	21.9
75-79	Fairly Satisfactory	-	-
below 75	Did not meet expectations	-	-
Total		247	100
Highest Grade		95	
Lowest Grade		81	
Mean		89.06 – Very Satisfactory	
Standard Deviation		.810	

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

Table 5 presents the results of the correlation analysis between the perceived effects of classroom management strategies on the behavior of intermediate pupils and their academic performance. The findings reveal significant positive relationships across all three behavioral aspects: emotional regulation ($r = 0.795$, $p = 0.012$), self-efficacy ($r = 0.694$, $p = 0.032$), and social skills ($r = 0.842$, $p = 0.001$), leading to the rejection of the null hypothesis. Among the three, social skills exhibited the strongest relationship with academic performance, followed by emotional regulation and self-efficacy. These results indicate that pupils who perceive classroom management strategies as enhancing their emotional control, confidence, and social competence are more likely to attain higher academic achievement. The findings support Tran (2022), who reported that effective classroom management, particularly an authoritative management style, positively influences students' learning motivation and academic achievement, highlighting the important role of classroom management in improving both behavioral and academic outcomes.

Table 5

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

Aspects	r-values	p-values	Ho	Verbal Interpretation
Emotional Regulation	0.795	0.012	Rejected	Significant
Self-Efficacy	0.694	0.032	Rejected	Significant
Social Skills	0.842	0.001	Rejected	Significant

Conclusions & Recommendations

The study concluded that classroom management strategies have a significant positive impact on the behavior and academic performance of intermediate pupils. Effective classroom management promotes pupils' emotional regulation, self-efficacy, and social skills, which are associated with higher academic achievement. Moreover, pupils' age, monthly family income, parents' educational attainment, and parents' occupation significantly influence their perceptions of classroom management strategies, whereas sex, sibling position, and number of children in the family do not. Overall, a well-managed classroom fosters a supportive learning environment that enhances both positive behavior and academic success among intermediate pupils.

Based on the findings, it is recommended that school administrators and teachers continuously strengthen evidence-based classroom management practices through professional development programs and consistent implementation of positive behavioral strategies. Teachers should integrate activities that enhance pupils' emotional regulation, self-efficacy, and social skills while maintaining strong collaboration with parents to reinforce positive behaviors at home and in school. The proposed action plan may be implemented to further improve classroom management practices, and future researchers may conduct similar studies using additional variables, different research settings, or other educational levels to validate and expand the present findings.

Compliance with ethical standards

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