

# The Influence of Classroom Management to the Students' Behavior of Junior High School Students

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## ABSTRACT

This research delved into the exploration of classroom management in the students' behavior of Junior high school students at Lorenzo S. Sarmiento Sr. National. The primary objective of the study was to investigate whether classroom management influenced the students' behavior of junior high school students. Employing a quantitative-correlational design, the study included 308 respondents from the junior high school student population at Lorenzo S. Sarmiento Sr. National High School. The research methodology involved the use of statistical tools such as average weighted mean, Pearson R, and multiple regression analysis. The findings revealed a high level of classroom management among junior high school students, encompassing discipline dimension, teaching and learning dimension, and personal dimension. Furthermore, the results indicated a high level of student behavior, considering class participation, responsibility, and emotional intelligence. Notably, a significant relationship was observed between classroom management and students' behavior. Consequently, the null hypothesis was rejected. It is worth mentioning that the students' behavior perceived all domains of classroom management with high ratings. This research contributed valuable insights into the interconnected dynamics of classroom management, and students' behavior among junior high school students, providing a comprehensive understanding of the factors influencing educational outcomes in this particular context.

Keywords: GAS, Classroom Management, Students' Behavior, Philippines

## INTRODUCTION

In the contemporary world, numerous schools worldwide grappled with severe issues related to students' behavior (Blodgett & Lanigan, 2018). In Thailand, psychologists defined behavior as the way someone conducted themselves (Tangmunkongvoraku et al., 2019). Additionally, disruptive student behavior in secondary schools emerged as a significant problem in Pakistan (Niwaz et al., 2021). Moreover, in China, student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interference with teaching activities, harassing classmates, verbal insults, rudeness to teachers, defiance, and hostility presented challenging issues in everyday classrooms, ranging from occasional occurrences to frequent, mild to severe (Guo et al., 2021).

In the educational context of the Philippines, particularly in Magpet Cotabato, classroom management styles were an integral part of a teacher's success in creating a healthy and productive learning atmosphere that encouraged students to obtain a high-quality education (Jones et al., 2014). In Sorsogon City, the ability of a teacher to organize classrooms and manage the behavior of their students was critical to achieving positive educational outcomes (Emmer & Stough, 2019). Furthermore, in Quezon City, classroom management was clearly associated with students' outcomes. It was found that effective classroom management significantly increased the academic achievement of students and decreased behavioral problems of the students (Korpershoek et al., 2020).

In Region XI, especially in Davao del Sur, a significant number of students failed to complete their education due to truancy, leading to eventual dropouts (Quines & Relacion, 2022). Additionally, in Davao de Oro, an alarming pattern of 50 to 60 disciplinary cases emerged across multiple schools, demanding immediate attention (Maureal & Villajos, 2023). At Lorenzo S. Sarmiento Sr. National High School, challenges with students persistently jumping over the fence, engaging in bullying, and arriving late created a complex set of issues for the school community.

However, the researchers did not come across any study that had been conducted on the influence of classroom management on the behavior of junior high school students in Lorenzo S. Sarmiento Sr. National High School.

It simply demonstrated that the current study made a distinctive contribution and developed new information on classroom management and its influence on the behavior of junior high school students in Lorenzo S. Sarmiento Sr. National High School. The scenario described had motivated the researchers to explore indicators that might have led to students' behavior in junior high school. The researchers were interested in determining if classroom management influenced the behavior of junior high school students at Lorenzo S. Sarmiento Sr. National High School, since this had created awareness among the target beneficiaries of this study, perhaps leading to the establishment of an action plan to enhance school administration and classroom learning.

## Research Objectives

This research was conducted to examine the influence of classroom management and student behavior of junior high school students in Lorenzo S. Sarmiento Sr. National High School. This study especially sought answers to the following objectives:

1. To determine the level of classroom management among junior school students in terms of:
  - 1.1 discipline dimension;
  - 1.2 teaching and learning dimension; and
  - 1.3 personal dimension.
2. To find out the level of students' behavior of junior high school students in terms of:
  - 2.1 class participation;
  - 2.2 responsibility; and
  - 2.3 emotional intelligence.
3. To determine the significant relationship between classroom management and student behavior among junior high school students in Lorenzo S. Sarmiento Sr. National High School.
4. To determine which of the domains of classroom management directly influence student behavior among junior high school students in Lorenzo S. Sarmiento Sr. National High School.

## METHODOLOGY

This study employed a quantitative correlational design, examining connections between variables. Quick data collection from natural settings was advantageous for correlational research, enhancing the validity of generalizing results. Various methods, including surveys, observation, and secondary data, were employed (Bhandari, 2021).

## Population and Sample

Simple random sampling was used in the selection of respondents. In line with Kline's (2005) recommendation for a medium sample size of 100-200 respondents in psychological research, and considering the total population of 1,548 junior high school students at Lorenzo S. Sarmiento Sr. National High School, a sample of 308 respondents was randomly selected. This age group was specifically targeted due to the pivotal developmental stage they represent. Adolescents in junior high school are undergoing significant psychological and social changes, forming their identities, and becoming increasingly influenced by their environment. This period is crucial for shaping attitudes and behaviors as they navigate through adolescence.

## Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

**Mean.** This statistical tool was used to determine the classroom management and students' behavior among junior high students at Lorenzo S. Sarmiento Sr. National High School.

**Pearson (r).** This statistical tool was used to determine the significance of the relationship between classroom management and students' behavior among junior high students at Lorenzo S. Sarmiento Sr. National High School.

**Multiple Regression Analysis.** This statistical tool was used to determine the influence of classroom management and students' behavior among junior high students at Lorenzo S. Sarmiento Sr. National High School.

## RESULTS

### Level of Classroom Management

Shown in Table 1 are the mean scores for the indicators of classroom management among junior high school

students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.93 and described as high with a standard deviation of 0.78. The high level could be attributed to the high rating given by the respondents in all indicators.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.96 or high for discipline dimension with standard deviation of 0.76; 3.95 or high for teaching-learning dimension with standard deviation of 0.72; and 3.89 or high for personal dimension with standard deviation of 0.78.

Table 1. Level of Classroom Management

Indicator	Mean	SD	Descriptive level
Discipline dimension	3.96	0.76	High
Teaching-learning dimension	3.95	0.72	High
Personal dimension	3.89	0.78	High
Overall	3.93	0.64	High

### Level of Students' Behavior

Shown in table 2 are the mean score for the indicators of student's behavior among Junior High School Students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.90 and described as high with a standard deviation of 0.81. The high level could be attributed to the high rating given by the respondents' responses to the students' behavior among junior high school students are evident in terms of classroom participation, responsibility and emotional intelligence.

The cited overall mean score was the result gathered from the following computed mean scores from highest to lowest: 3.94, or very high, for classroom participation with a standard deviation of 0.75; 3.91, or high, for responsibility with a standard deviation of 0.80; and 3.86, or high, for emotional intelligence with a standard deviation of 0.89.

Table 2. Level of Students' Behavior

Indicator	Mean	SD	Descriptive level
Teacher active support towards students	4.51	0.55	Very High
Classroom social climate	4.53	0.50	Very high
Teacher co-operation	4.46	0.53	Very high
Overall	4.50	0.53	Very high

### Significance on the Relationship between Classroom Management and Students' Behavior

The results revealed that Classroom Management versus Students Behavior this result was due to an R-value of 0.408, which was greater than the 0.001 level of critical value. Hence, this led to the decision that the null hypothesis, which stated that there was a significant relationship between classroom management and student behavior among junior high school students of Lorenzo S, Sarmiento Sr. National High School.

### Multiple Regression Analysis on the Influence of the Classroom Management on the Students' Behavior

Using the Multiple Regression Analysis, the findings indicated that classroom management significantly affected students' behavior, as evidenced by an F-ratio of 20.433 and a corresponding p-value of <.001, which was below the conventional significance level of 0.05.

This suggested that the implementation of classroom management practices indeed influenced the behavior of junior high school students at Lorenzo S. Sarmiento Sr. National High School. The R-squared value of 0.168 indicated that approximately 16.8% of the variance in students' behavior could be attributed to classroom management, while the remaining 83.2% may have been influenced by other factors not addressed in the study.

## DISCUSSIONS

### Level of Classroom Management

The findings regarding classroom management at Lorenzo S. Sarmiento Sr. National High School indicated a

high level of effectiveness. This underscored the significant role of classroom management in shaping student behavior within the junior high school setting. Throughout our research, we discovered the paramount importance of establishing clear routines and rules within the classroom. These structured routines provided students with a sense of predictability and understanding of expectations throughout the school day. However, while classroom management strategies often focused on addressing common classroom situations, there was a lack of theoretical frameworks explaining how experiential knowledge influenced teachers' awareness and ability to manage classrooms effectively (Blatchford et al., 2019).

### **Level of Students' Behavior**

The respondent's level of student behavior at Lorenzo S. Sarmiento Sr. National High School was assessed as very high, indicating highly positive behavior among junior high school students. This underscores the significance of student behavior as a crucial aspect to measure and understand students' engagement within schools and classrooms, as it can significantly impact the learning environment. This observation aligns with the findings of Brown (2018), who emphasized the role of school policies and disciplinary measures in modifying students' behavior, highlighting the ongoing concern surrounding understanding students' behavior in educational contexts (Melvin et al., 2019).

### **Significance on the Relationship between Classroom Management and Students' Behavior**

The present study unveiled a significant relationship between classroom management and student behavior among junior high school students at Lorenzo S. Sarmiento Sr. National High School. This indicated that classroom management exerted influence on the behavior of junior high school students, as evidenced by the data. This finding reinforced the central tenet of this study, which was rooted in Bandura's Social Learning Theory (1977), emphasizing the pivotal role of environmental factors in shaping behavior. Additionally, it aligned with the proposition of Maslow (1908), advocating for effective classroom management to address not only external reinforcement but also students' intrinsic motivation and higher-order needs.

### **Multiple Regression Analysis on the Influence of the Classroom Management on the Students' Behavior**

Analysis using multiple regression revealed a significant impact of classroom management on students' behavior. Only 83.2% of the variation in students' behavior among junior high school students at Lorenzo S. Sarmiento Sr. National High School was explained by classroom management. The overall result suggested that classroom management significantly predicted students' behavior in junior high school. Therefore, the hypothesis regarding classroom management and students' behavior in junior high school was rejected.

This finding corroborated Wong's (2009) assertion that classroom management was a critical aspect of effective teaching, encompassing various dimensions of discipline. Additionally, from the perspective of Marzano et al. (2003), a supportive and respectful teacher-student dynamic was noted to foster a sense of belonging, thereby reducing the likelihood of behavioral issues.

## **CONCLUSION**

Conclusions were drawn based on the results of the study. The study concluded that the level of classroom management among junior high students in Lorenzo S. Sarmiento Sr. National High School was high, as were its indicators, namely the discipline dimension, the teaching-learning dimension, and the personal dimension. Furthermore, the overall level of students' behavior among junior high school students in Lorenzo S. Sarmiento Sr. National High School was high in all four domains, namely classroom participation, responsibility, and emotional intelligence. Moreover, the findings opposed the theoretical assumption that there is a significant relationship between classroom management and students' behavior among junior high school students.

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