

Classroom Management Practices of Teachers, Learning Engagement, and Academic Achievement of Pupils

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ABSTRACT

This study determined the relationship between classroom management practices, learning engagement, and academic achievement among Grade 4 to 6 pupils in one of the schools in Negros Island Region during the School Year 2025–2026. Using a descriptive-correlational research design, the study involved 133 pupil-respondents selected through stratified random sampling from a total population of 200 learners. Data were gathered through a researcher-made questionnaire that assessed classroom management practices in terms of setting classroom rules, maintaining a conducive learning environment, building positive relationships, imposing disciplinary actions, and motivating learning behavior. The study also evaluated pupils' learning engagement in terms of behavioral, affective, and cognitive engagement, as well as their academic achievement based on their general average. Findings revealed that teachers manifested a high level of classroom management practices, while pupils demonstrated favorable levels of learning engagement and academic achievement. Significant relationships were found between classroom management practices, learning engagement, and academic achievement, indicating that effective classroom management positively influences pupils' participation, motivation, and academic performance.

Keywords: Classroom Management Practices, Learning Engagement, Academic Achievement, Elementary Pupils, Grade 4–6 Learners.

INTRODUCTION

Classroom management is an essential component of effective teaching because it creates an organized, supportive, and productive environment where meaningful learning can take place. It involves establishing clear expectations, maintaining consistent routines, managing learner behavior, maximizing instructional time, and fostering positive teacher–pupil relationships. When effectively implemented, classroom management can encourage active participation, sustain learners' attention, and promote positive behavior, which may contribute to improved learning experiences and academic outcomes. In the Philippine context, these practices are particularly important amid continuing concerns regarding learner engagement and the attainment of expected learning competencies. Studies have shown that effective classroom management helps create conducive learning environments, minimize disruptive behavior, and support learner engagement and academic performance (Alojacin & Tantiado, 2023; Cambaya & Paglinawan, 2024; Erdem & Kaya, 2023; Lacre & Valle, 2024; Larson et al., 2020; Reeve et al., 2025).

Despite the recognized importance of classroom management, a research gap remains in the existing literature. While previous studies have examined classroom management in relation to learner engagement or academic achievement, limited research has simultaneously investigated the relationship among classroom management practices, learning engagement, and academic achievement, particularly among elementary pupils (Alojacin & Tantiado, 2023; Erdem & Kaya, 2023; Lacre & Valle, 2024). This gap is significant because classroom management may influence academic achievement not only through the organization of the learning environment but also by fostering learners' behavioral, cognitive, and emotional engagement (Cambaya & Paglinawan, 2024; Reeve et al., 2025). Moreover, limited localized evidence exists on how these variables are interconnected within

specific public elementary school contexts, where learner characteristics, classroom conditions, and educational challenges may differ from those reported in other settings. Thus, a contextualized investigation is necessary to provide evidence that reflects the actual experiences and needs of pupils and teachers in the selected school setting.

In response to this gap, the present study examines the relationship among classroom management practices, learning engagement, and academic achievement of elementary pupils. The findings may provide evidence to guide teachers in improving classroom practices and help school administrators and educational stakeholders develop interventions that promote learner engagement and academic achievement. Ultimately, the study seeks to contribute to evidence-based efforts to create supportive learning environments and improve educational outcomes.

METHODOLOGY

This study employed a quantitative, descriptive–correlational research design to determine the relationship between classroom management practices, learning engagement, and academic achievement among Grade 4–6 pupils. The respondents were 133 Grade 4–6 pupils from one of the schools in the Negros Island Region during the School Year 2025–2026. The respondents were selected from a total population of 200 pupils using stratified random sampling to ensure proportional representation from each grade level. The sample size was determined using Yamane's formula with a 5% margin of error.

Data were gathered using a researcher-made questionnaire composed of two main parts. Part I measured classroom management practices and consisted of 50 items categorized into five dimensions: setting classroom rules, maintaining a conducive learning environment, building positive relationships, imposing disciplinary actions, and motivating learning behavior. Part II measured pupils' learning engagement and consisted of 30 items covering behavioral engagement, affective engagement, and cognitive engagement. Both parts utilized a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The indicators for classroom management practices were anchored on the framework of Marzano, Marzano, and Pickering (2003) and the principles of Wong and Wong (2009), while the learning engagement indicators were based on the multidimensional framework of Fredricks, Blumenfeld, and Paris (2004). Academic achievement was determined using the pupils' general average obtained from official school records rather than through the questionnaire.

The research instrument underwent content validation by a panel of five experts composed of three school principals and two master teachers. Using Lawshe's Content Validity Ratio (CVR), all questionnaire items obtained a CVR of 1.00, indicating excellent content validity. Reliability was established through a pilot test involving 30 Grade 4–6 public elementary school pupils who were not included in the actual study. The Classroom Management Practices scale obtained a Cronbach's alpha coefficient of 0.961, while the Learning Engagement scale obtained a Cronbach's alpha coefficient of 0.937, indicating excellent internal consistency.

For data collection, the researcher first secured a letter of approval from the Schools Division Superintendent before conducting the study. Upon obtaining permission from the school administrators, the researcher personally administered the questionnaires to the respondents and retrieved them immediately after completion. Prior to the administration of the instrument, the objectives and significance of the study were clearly explained to the respondents. The study was conducted without disrupting regular classroom activities. After retrieval, the completed questionnaires were systematically organized, encoded, tabulated, and subjected to appropriate statistical analyses. All information gathered from the respondents was treated with strict confidentiality and used solely for the purposes of the study.

The collected data were systematically organized, tabulated, and analyzed to answer the research questions of the study. Mean was utilized to determine the levels of classroom management practices, learning engagement, and academic achievement. Spearman's Rank-Order Correlation Coefficient was employed to determine the significant relationship between classroom management practices and learning engagement, classroom management practices and academic achievement, and learning engagement and academic achievement. The findings served as the basis for strengthening classroom management practices and enhancing learners' engagement and academic performance.

RESULTS AND DISCUSSIONS

Level of Classroom Management Practices of Teachers

Table 2. Level of Classroom Management Practices of Teachers as a Whole and in terms of Setting of Classroom Rules, Maintain of Conducive Learning Environment, Build a Positive Relationship, Impose a Disciplinary Action, and Motivates of Learning Behavior.

Statements	Mean	SD	Interpretation
Setting of Classroom Rules	4.58	0.37	Very High
1. The classroom rules were clearly explained at the beginning of the school year. (<i>Ang mga patakaran sa klasrum ginpaathag sang maayo sa pagsugod sang tuig.</i>)	4.84	0.52	Very High
2. The classroom rules are easy to understand. (<i>Ang mga patakaran sa klasrum mahapos intindihon.</i>)	4.53	0.78	Very High
3. The teacher clearly explains what we are expected to do. (<i>Maathag nga ginasaysay sang maestra kon ano ang dapat namon himuon.</i>)	4.74	0.48	Very High
4. The teacher shows us how to follow the rules. (<i>Ginapakita sang maestra kon paano sundon ang mga patakaran.</i>)	4.80	0.42	Very High
The teacher makes sure that everyone follows the classroom rules. (<i>Ginasiguro sang maestra nga ang tanan nagasunod sa mga patakaran sa klasrum.</i>)			
5. The rules are posted where we can easily see them. (<i>Ang mga patakaran nakapaskil sa lugar nga makit-an namon.</i>)	4.74	0.55	Very High
6. My parents/guardian know the classroom rules. (<i>Ang akon mga ginikanan/guardian nakahibalo sang mga patakaran sa klasrum.</i>)	4.38	0.77	Very High
7. The rules help make our classroom happy and safe. (<i>Ang mga patakaran nagabulig para mangin malipayon kag malayo sa peligro ang amon klasrum.</i>)	4.25	0.76	Very High
8. I understand what will happen if someone breaks a rule. (<i>Nahangpan ko kon ano ang matabo kon may maglapas sa patakaran.</i>)	4.70	0.66	Very High
9. The teacher is fair in giving consequences when rules are broken. (<i>Patas ang maestra sa paghatag sang konsekwensya kon maglapas sa patakaran.</i>)	4.31	0.87	Very High
10. The classroom rules were clearly explained at the beginning of the school year. (<i>Ang mga patakaran sa klasrum ginpaathag sang maayo sa pagsugod sang tuig.</i>)	4.53	0.77	Very High
Maintain a Conducive Learning Environment	4.57	0.41	Very High
11. The classroom is arranged so that it is easy for us to move around. (<i>Maayo ang plastada sang klasrum para mahapos kami makahulag.</i>)	4.69	0.61	Very High
12. Our classroom is clean. (<i>Matinlo ang amon klasrum.</i>)	4.51	0.65	Very High
13. It is easy for us to get the materials we need. (<i>Mahapos namon makuha ang mga kagamitan nga amon kinahanglan.</i>)	4.36	0.78	Very High
14. There is good lighting and fresh air inside the classroom. (<i>May maayo nga kasanag kag presko nga hangin sa sulod sang klasrum.</i>)	4.54	0.82	Very High
15. I show respect to my classmates. (<i>Nagapakita ako sang pagtahod sa akon mga klasmeyt.</i>)	4.59	0.81	Very High
16. I feel comfortable sharing my ideas in class. (<i>Komportable ako magpaambit sang akon mga ideya sa klase.</i>)	4.41	0.73	Very High
17. The teacher treats everyone fairly. (<i>Patas ang pagtratar sang maestra sa tanan.</i>)	4.56	0.72	Very High
18. The teacher has clear routines that we follow every day. (<i>May maathag nga pagsulundan ang maestra nga ginasunod namon adlaw-adlaw.</i>)	4.63	0.66	Very High

19. The lessons and activities are interesting and engaging. (<i>Ang mga leksyon kag aktibidad makawiwili kag makagalanyat.</i>)	4.75	0.54	Very High
20. The teacher makes sure that students behave well. (<i>Ginasiguro sang maestra nga maayo ang pamatasan sang mga estudyante.</i>)	4.68	0.58	Very High
Build a Positive Relationship	4.64	0.41	Very High
21. The teacher talks to me respectfully. (<i>Ang maestra naga-istorya sa akon sa matinahuron nga paagi.</i>)	4.77	0.49	Very High
22. The teacher encourages us to share our thoughts in class. (<i>Gina-encourage kami sang maestra nga magpaambit sang amon panghunahuna sa klase.</i>)	4.67	0.60	Very High
23. The teacher gives feedback in a kind and helpful way. (<i>Nagahatag sang feedback ang maestra sa manami kag makabulig nga paagi.</i>)	4.67	0.76	Very High
24. The teacher is fair in managing behavior and giving grades. (<i>Patas ang maestra sa pagdumala sang pamatasan kag sa paghatag sang grado.</i>)	4.67	0.59	Very High
25. The teacher values our opinions. (<i>Ginahatagan sang bili sang maestra ang amon mga opinyon.</i>)	4.52	0.74	Very High
26. Students respect one another. (<i>Ang mga estudyante nagatahuray sa isa kag isa.</i>)	4.40	0.89	Very High
27. The teacher cares about my well-being. (<i>Nagaulikid ang maestra sa akon kaayuhan.</i>)	4.65	0.55	Very High
28. The teacher appreciates my efforts and achievements. (<i>Gina-apresyar sang maestra ang akon mga efforts kag achievements.</i>)	4.65	0.66	Very High
29. The teacher encourages me to do my best. (<i>Gina-encourage ako sang maestra nga himuon ang akon best.</i>)	4.70	0.65	Very High
30. The teacher helps students who are experiencing difficulties. (<i>Nagabulig ang maestra sa mga estudyante nga may mga kabudlayan.</i>)	4.71	0.65	Very High
Impose Disciplinary Action	4.66	0.39	Very High
31. The teacher clearly explains the rules and their consequences. (<i>Maathag nga ginapaathag sang maestra ang mga patakaran kag ang mga konsekwensya sini.</i>)	4.82	0.46	Very High
32. The consequences follow the school's rules. (<i>Ang mga konsekwensya nagasunod sa patakaran sang eskwelahan.</i>)	4.69	0.59	Very High
33. The teacher consistently applies consequences appropriately. (<i>Ang maestra pirme nagapatuman sang konsekwensya sa husto nga paagi.</i>)	4.54	0.72	Very High
34. The teacher is fair to all students when giving consequences. (<i>Patas ang maestra sa tanan nga estudyante kon nagahatag sang konsekwensya.</i>)	4.65	0.59	Very High
35. The teacher remains calm while correcting inappropriate behavior. (<i>Kalmado ang maestra samtang nagatadlong sang sala nga pamatasan.</i>)	4.53	0.78	Very High
36. The teacher does not embarrass students when disciplining them. (<i>Wala ginapakahuy-an sang maestra ang estudyante kon nagadisiplina.</i>)	4.54	0.81	Very High
37. The teacher helps us learn how to correct our behavior. (<i>Nagabulig ang maestra sa amon kon paano tadlungon ang amon pamatasan.</i>)	4.77	0.55	Very High
38. The teacher gives a warning before giving a consequence. (<i>Nagahatag anay sang paandam ang maestra antes maghatag sang konsekwensya.</i>)	4.70	0.60	Very High
39. The teacher praises good behavior. (<i>Ginadayaw sang maestra ang maayo nga pamatasan.</i>)	4.72	0.62	Very High
40. Parents/guardians are informed when there is a serious behavior problem. (<i>Ginapahibalo ang mga ginikanan/guardian kon may seryoso nga problema sa pamatasan.</i>)	4.66	0.61	Very High
Motivates Learning Behavior	4.65	0.39	Very High
41. The lessons are interesting and enjoyable. (<i>Ang mga leksyon makawiwili kag makalilipay.</i>)	4.68	0.67	Very High

42. I feel excited to learn new things. (<i>Nakabatyag ako sang excitement sa pagtuon sang bag-o nga mga butang.</i>)	4.71	0.57	Very High
43. The teacher uses a variety of activities to keep us interested. (<i>Nagagamit ang maestra sang nanari-sari nga aktibidad para mangin interesado kami.</i>)	4.58	0.77	Very High
44. I am encouraged to participate in class. (<i>Gina-encourage ako nga magpartisipar sa klase.</i>)	4.61	0.72	Very High
45. The teacher praises my efforts. (<i>Ginadayaw sang maestra ang akon mga panikasog.</i>)	4.63	0.66	Very High
46. The teacher gives helpful feedback to improve my work. (<i>Nagahatag sang makabulig nga feedback ang maestra para mapamaayo ang akon obra.</i>)	4.70	0.63	Very High
47. Rewards or incentives motivate me to work harder. (<i>Ang mga padungog ukon incentives nagapadasig sa akon nga magpanikasog pa gid.</i>)	4.59	0.76	Very High
48. I am encouraged to set goals for my learning. (<i>Ginapadasig ako nga maghimo sang tinutuyo (goals) para sa akon pagtuon.</i>)	4.60	0.71	Very High
49. I take responsibility for my own learning. (<i>Ginabaton ko ang responsibilidad para sa akon kaugalingon nga pagtuon.</i>)	4.65	0.62	Very High
50. The teacher helps me believe in my abilities. (<i>Nagabulig ang maestra nga magpati ako sa akon ikasarang.</i>)	4.75	0.48	Very High
Overall Mean_ Classroom Management Practices	4.62	0.35	Very High
<i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i>			

Table 2 presents the level of classroom management practices of teachers as perceived by the respondents. The discussion begins with the results of each dimension and its indicators, followed by the overall assessment of classroom management practices.

In terms of Setting of Classroom Rules, the overall mean of 4.58 (SD = 0.37) was interpreted as very high. Among the indicators, clearly explaining the classroom rules at the beginning of the school year obtained the highest mean of 4.84 (SD = 0.52), followed by demonstrating how the rules should be followed with a mean of 4.80 (SD = 0.42). These results indicate that teachers were particularly effective in communicating classroom expectations and demonstrating appropriate behaviors. The relatively high ratings across the indicators suggest that teachers consistently established clear rules, explained expected behaviors, and reinforced classroom standards. The low standard deviation further indicates that the respondents generally shared similar perceptions regarding the teachers' implementation of classroom rules.

These findings imply that clearly communicated and consistently reinforced classroom rules help pupils understand appropriate behavior and classroom expectations, thereby promoting discipline, order, and safety. It is in conformity with the findings of Mahadi and Jatisunda (2021), which emphasized that clearly established classroom rules promote student responsibility, self-discipline, and positive classroom behavior. Moreover, Rivera and Medina (2023) found that consistent classroom routines and clear expectations contribute to better student participation and classroom harmony. These findings support the view that establishing clear classroom rules is an important foundation of effective classroom management.

Regarding Maintaining a Conducive Learning Environment, the overall mean of 4.57 (SD = 0.41) was interpreted as very high. Horizontally, the indicators received consistently high ratings, with engaging lessons and activities obtaining the highest mean of 4.75 (SD = 0.54), followed by proper classroom arrangement with a mean of 4.69 (SD = 0.61). These results indicate that teachers were effective in creating learning spaces that were organized, engaging, and comfortable for pupils. Vertically, the relatively high ratings across the indicators further show that pupils generally experienced their classrooms as clean, accessible, supportive, and conducive to participation and learning.

The findings imply that a well-managed and supportive classroom environment helps pupils feel safe, respected, and motivated to learn. It is in conformity with the study of Santos and De Guzman (2022), which revealed that

conducive learning environments promote active participation, improve concentration, and reduce behavioral problems among students. Furthermore, Cabardo (2021) and Alonto and David (2023) emphasized that classroom organization and positive social interaction are essential factors in sustaining student engagement and academic achievement. These findings indicate that maintaining a conducive learning environment is an important component of effective classroom management.

In terms of Building Positive Relationships, the overall mean of 4.64 (SD = 0.41) was interpreted as very high. Among the indicators, teachers speaking respectfully to students obtained the highest mean of 4.77 (SD = 0.49), while helping students who experienced difficulties received a mean of 4.71 (SD = 0.65). These results indicate that teachers were perceived to maintain respectful, caring, and supportive relationships with pupils. Across the indicators, the consistently high ratings suggest that pupils generally experienced positive teacher-pupil interactions characterized by respect, fairness, encouragement, and concern for their well-being.

These findings imply that positive teacher-pupil relationships contribute to pupils' emotional security, confidence, and willingness to participate in classroom activities. When pupils feel respected and supported, they are more likely to develop trust in their teachers and maintain positive attitudes toward learning. It is in conformity with the study of Ansong et al. (2022), which emphasized that supportive teacher-student relationships improve learners' motivation, classroom participation, and emotional well-being. Similarly, Cruz and Baluyos (2023) highlighted that students perform better academically when teachers demonstrate empathy, fairness, and encouragement in classroom interactions.

With respect to Imposing Disciplinary Action, the overall mean of 4.66 (SD = 0.39) was interpreted as very high. Horizontally, the highest-rated indicator was clearly explaining rules and consequences, which obtained a mean of 4.82 (SD = 0.46), followed by helping students correct their behavior with a mean of 4.77 (SD = 0.55). These results show that teachers were particularly effective in communicating behavioral expectations and guiding pupils toward appropriate conduct. Vertically, the consistently high ratings across the indicators indicate that pupils generally perceived teachers' disciplinary practices as fair, calm, respectful, and consistent.

The findings imply that fair and respectful disciplinary practices help pupils understand accountability while preserving their dignity and self-esteem. Positive disciplinary approaches may also encourage pupils to develop self-control and responsible behavior rather than responding primarily through fear or punishment. It is in conformity with the study of Gonzales and Torres (2021), which found that positive discipline strategies improve student behavior and classroom cooperation. Furthermore, Marquez and Diaz (2022) emphasized that respectful and restorative disciplinary approaches contribute to stronger classroom relationships and improved student behavior outcomes. These findings reinforce the importance of discipline that focuses on guidance and behavioral improvement.

In terms of Motivating Learning Behavior, the overall mean of 4.65 (SD = 0.39) was interpreted as very high. Among the indicators, helping students believe in their abilities obtained the highest mean of 4.75 (SD = 0.48), followed by creating excitement in learning new things with a mean of 4.71 (SD = 0.57). These results indicate that teachers effectively used encouragement, engaging learning experiences, feedback, and recognition to motivate pupils. Across the indicators, the consistently high ratings further suggest that pupils generally perceived their teachers as supportive of their confidence, interest, participation, and responsibility in learning.

The findings imply that teacher motivation strategies strengthen pupils' confidence, interest, and willingness to participate in learning activities. When pupils receive encouragement and meaningful feedback, they may become more engaged and responsible for their own learning. It is in conformity with the findings of Fuentes and Bautista (2023), which emphasized that motivation and encouragement from teachers significantly influence learners' academic engagement and self-confidence. Moreover, Ramirez and Flores (2022) revealed that positive reinforcement and constructive feedback increase students' intrinsic motivation and active classroom participation.

Across the five dimensions, Imposing Disciplinary Action obtained the highest overall mean of 4.66 (SD = 0.39), followed by Motivating Learning Behavior with $M = 4.65$ (SD = 0.39), Building Positive Relationships with $M = 4.64$ (SD = 0.41), Setting of Classroom Rules with $M = 4.58$ (SD = 0.37), and Maintaining a Conducive

Learning Environment with $M = 4.57$ ($SD = 0.41$). Although all five dimensions were interpreted as very high, the results show slight variations in the perceived strength of classroom management practices. The relatively highest rating for imposing disciplinary action suggests that teachers were particularly consistent in implementing fair and respectful behavioral interventions. In contrast, maintaining a conducive learning environment received the lowest, although still very high, rating, indicating an area that may be further strengthened to ensure that physical, social, and emotional classroom conditions consistently support learning.

Overall, the level of classroom management practices of teachers obtained a mean of 4.62 ($SD = 0.35$), interpreted as very high. The relatively low standard deviation indicates that the respondents had generally consistent perceptions of their teachers' classroom management practices. The overall result demonstrates that teachers were perceived to be highly effective in establishing classroom rules, maintaining a conducive learning environment, building positive relationships, imposing disciplinary actions, and motivating learning behavior.

These findings imply that effective classroom management contributes to an organized, respectful, supportive, and motivating learning environment. When teachers establish clear expectations, maintain fairness, build positive relationships, apply appropriate discipline, and encourage pupils' learning behavior, pupils are more likely to participate actively, develop self-confidence, and demonstrate appropriate classroom behavior. It is in conformity with the study of Garcia and Oducado (2022), which emphasized that effective classroom management practices contribute to better student engagement, classroom discipline, and academic performance. Similarly, Marquez and Diaz (2022) found that supportive and well-structured classroom management strategies promote positive behavior, improve teacher-student relationships, and create a more conducive learning environment. Overall, these findings support the view that consistent and learner-centered classroom management practices are essential in promoting positive classroom experiences and supporting pupils' engagement and academic development.

Level of Learning Engagement of Pupils

Table 3. Level of Learning Engagement of Pupils As a Whole and when groups in terms of Behavioral Engagement, Affective Engagement, and Cognitive Engagement.

Statements	Mean	SD	Interpretation
Behavioral Engagement	4.49	0.49	Very High
1. I actively participate in classroom activities. (<i>Aktibo ako nga nagapartisipar sa mga aktibidad sa klase.</i>)	4.58	0.77	Very High
2. I listen carefully when the teacher is speaking. (<i>Nagapamati ako sing maayo kon nagahambal ang maestra.</i>)	4.61	0.72	Very High
3. I follow the rules while the lesson is ongoing. (<i>Nagasunod ako sa mga patakaran samtang naga-leksyon.</i>)	4.37	0.79	Very High
4. I keep working even when the task is difficult. (<i>Nagapadayon ako sa pag-obra bisan mabudlay ang ulubrahan.</i>)	4.29	0.85	Very High
5. I stay focused during classroom activities. (<i>Nagapabilin ako nga nakapokus sa tion sang aktibidad sa klase.</i>)	4.59	0.76	Very High
6. I ask questions when there is something I do not understand. (<i>Nagapamangkot ako kon may butang nga wala ko naintindihan.</i>)	4.60	0.71	Very High
7. I finish my classwork before doing other things. (<i>Ginatapos ko ang akon obra sa klase antes maghimo sang iban nga butang.</i>)	4.24	0.89	Very High
8. I raise my hand before speaking in class. (<i>Naga-raise ako sang kamot antes maghambal sa klase.</i>)	4.40	0.93	Very High
9. I follow instructions carefully. (<i>Nagasunod ako sa mga instruksyon sing maayo.</i>)	4.59	0.80	Very High
10. I avoid disturbing my classmates during lessons. (<i>Gina-likawan ko ang pag-isturbo sa akon mga klasmeyt samtang naga-leksyon.</i>)	4.64	0.67	Very High
Affective Engagement	4.52	0.49	Very High

11. I enjoy learning new things at school. (<i>Nalipay ako magtuon sang mga bag-o nga butang sa eskwelahan.</i>)	4.58	0.77	Very High
12. I am interested in most of our lessons. (<i>Interesado ako sa kalabanan sang amon mga leksyon.</i>)	4.61	0.72	Very High
13. I feel proud when I perform well in school. (<i>Nagabatyag ako sang bugal kon maayo ang akon performance sa eskwelahan.</i>)	4.49	0.74	Very High
14. I am excited to participate in classroom activities. (<i>Excited ako magpartisipar sa mga aktibidad sa klase.</i>)	4.59	0.76	Very High
15. I feel comfortable with my teacher. (<i>Komportable ako sa akon maestra.</i>)	4.60	0.71	Very High
16. I feel accepted by my classmates. (<i>Ginabatyag ko nga ginabaton ako sang akon mga klasmeyt.</i>)	4.31	0.91	Very High
17. I feel comfortable expressing my ideas in class. (<i>Komportable ako nga magpahayag sang akon mga ideya sa sulod sang klase.</i>)	4.33	0.83	Very High
18. I enjoy working with my classmates. (<i>Nanamian ako mag-obra upod sa akon mga klasmeyt.</i>)	4.47	0.79	Very High
19. I feel motivated to attend school every day. (<i>May gana ako magsulod sa eskwelahan adlaw-adlaw.</i>)	4.44	0.86	Very High
20. I feel that school is important for my future. (<i>Nabatyagan ko nga importante ang eskwela para sa akon palaabuton.</i>)	4.79	0.48	Very High
Cognitive Engagement	4.49	0.48	Very High
21. I try to understand the lesson rather than simply memorize it. (<i>Ginatinguhaan ko nga intindihon ang leksyon, indi lang basta i-memorya.</i>)	4.58	0.77	Very High
22. I think carefully about what I have learned. (<i>Ginapaminsar ko sing maayo ang akon mga natun-an.</i>)	4.61	0.72	Very High
23. I keep trying even when the lesson is difficult. (<i>Padayon ako nga nagatinguha bisan mabudlay ang leksyon.</i>)	4.23	0.86	Very High
24. I ask questions to understand the lesson better. (<i>Nagapamangkot ako para mas maintindihan ang leksyon.</i>)	4.59	0.76	Very High
25. I organize my notes or ideas when I study. (<i>Gina-organisar ko ang akon mga notes ukon ideya kon nagatuon.</i>)	4.60	0.71	Very High
26. Ginahunahuna ko ang akon mga sala kag ginatinguhaan nga kay-uhon ini.	4.17	0.85	High
27. I think about my mistakes and try to correct them. (<i>Ginahunahuna ko ang akon mga sala kag ginatinguhaan nga kay-uhon ini.</i>)	4.33	0.90	Very High
28. I plan how to complete my schoolwork. (<i>Naga-plano ako kon paano tapuson ang akon mga ulubrahan sa eskwela.</i>)	4.45	0.87	Very High
29. I set goals to improve my grades. (<i>Nagahimo ako sang mga goals para mapataas ang akon grado.</i>)	4.58	0.70	Very High
30. I want to learn more about topics that I enjoy. (<i>Gusto ko makahibalo pa gid sang dugang parte sa mga topiko nga nanamian ko.</i>)	4.77	0.52	Very High
Overall Mean_ Learning Engagement	4.50	.45	Very High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 3 presents the level of learning engagement of pupils in terms of behavioral engagement, affective engagement, and cognitive engagement. The discussion begins with the results of the individual indicators under each dimension, followed by the overall mean for each dimension and the overall assessment of learning engagement.

In terms of Behavioral Engagement, the overall mean of 4.49 (SD = 0.49) was interpreted as very high. Among the indicators, avoiding disturbing classmates during lessons obtained the highest mean of 4.64 (SD = 0.67), followed by listening attentively to the teacher with M = 4.61 (SD = 0.72) and asking questions when lessons

were not understood with $M = 4.60$ ($SD = 0.71$). These results indicate that pupils demonstrated strong attentiveness, appropriate classroom behavior, and willingness to seek clarification during lessons. On the other hand, finishing classroom work before doing other things obtained the lowest mean of 4.24 ($SD = 0.89$), although it remained within the very high interpretation. The relatively larger standard deviation suggests some variation in pupils' ability to consistently complete classroom tasks before engaging in other activities.

The consistently high ratings across the indicators show that pupils generally demonstrated responsible behavior, attentiveness, participation, and adherence to classroom expectations. Horizontally, the very high overall rating indicates that behavioral engagement was strongly manifested among the pupils. These findings imply that pupils generally exhibit responsible classroom behavior and active involvement in learning activities, which are essential for productive classroom interaction and academic success. It is in conformity with the study of Garcia and Oducado (2022), which emphasized that students who actively participate and remain attentive during classroom activities tend to demonstrate better academic engagement and classroom behavior. Moreover, Santos and De Guzman (2023) reported that behavioral engagement contributes significantly to learners' persistence and academic achievement.

In terms of Affective Engagement, the overall mean of 4.52 ($SD = 0.49$) was interpreted as very high. The highest-rated indicator was pupils' belief that school is important for their future, which obtained a mean of 4.79 ($SD = 0.48$). This was followed by pupils' comfort with their teachers with $M = 4.60$ ($SD = 0.71$) and their excitement in participating in classroom activities with $M = 4.59$ ($SD = 0.76$). These results indicate that pupils strongly recognized the value of education, maintained positive relationships with their teachers, and demonstrated enthusiasm toward classroom participation. In contrast, feeling accepted by classmates obtained the lowest mean of 4.31 ($SD = 0.91$), although it was still interpreted as very high. The relatively larger standard deviation indicates some variation in pupils' experiences regarding their sense of acceptance and belonging among classmates.

The high ratings across the indicators indicate that pupils generally experienced positive emotions, interest, belonging, and connection toward school and learning. Horizontally, affective engagement obtained the highest mean among the three dimensions, suggesting that pupils' emotional involvement in learning was the most strongly manifested dimension of engagement. These findings imply that pupils generally enjoy learning, value education, and feel emotionally connected to their school experiences. It is in conformity with the findings of Cruz and Mendoza (2023), which highlighted that supportive classroom relationships and positive emotional experiences strengthen learners' motivation and engagement. Similarly, Ansong et al. (2022) emphasized that students who feel emotionally supported by teachers and peers are more likely to develop positive attitudes toward school and sustain academic motivation.

Concerning Cognitive Engagement, the overall mean of 4.49 ($SD = 0.48$) was interpreted as very high. Among the indicators, wanting to learn more about topics that pupils enjoyed obtained the highest mean of 4.77 ($SD = 0.52$), followed by reflecting carefully on what they learned with $M = 4.61$ ($SD = 0.72$) and trying to understand lessons instead of simply memorizing them with $M = 4.58$ ($SD = 0.77$). These results indicate that pupils demonstrated curiosity, reflective thinking, and a desire to understand lessons deeply. Conversely, reflecting on mistakes and trying to improve them obtained the lowest mean of 4.17 ($SD = 0.85$), although it remained within the very high interpretation. The larger standard deviation suggests some variability in pupils' ability to consistently engage in self-reflection and self-correction.

The consistently high ratings indicate that pupils generally exerted mental effort, applied meaningful learning strategies, and demonstrated curiosity and persistence in understanding academic content. Horizontally, cognitive engagement obtained a mean equal to that of behavioral engagement, indicating that both dimensions were strongly manifested among the pupils. These findings imply that pupils generally use meaningful learning strategies and demonstrate curiosity and persistence in learning. However, the relatively lower rating for reflecting on mistakes suggests that some pupils may still benefit from guidance in developing self-reflection, self-monitoring, and independent problem-solving skills. It is in conformity with the study of Fuentes and Bautista (2023), which emphasized that cognitively engaged learners are more likely to demonstrate critical thinking, persistence, and academic success. Likewise, Ramirez and Flores (2022) highlighted the importance of self-regulated learning and reflective thinking in strengthening students' independent learning skills and academic growth.

Across the three dimensions, Affective Engagement obtained the highest overall mean of 4.52 (SD = 0.49), followed by Behavioral Engagement and Cognitive Engagement, both with M = 4.49. Behavioral engagement had a standard deviation of 0.49, while cognitive engagement had a slightly lower standard deviation of 0.48. Although the three dimensions were all interpreted as very high, the results suggest that pupils' emotional involvement in learning was slightly more pronounced than their observable classroom behaviors and cognitive investment. Nevertheless, the close mean scores demonstrate that the three dimensions were consistently manifested and collectively contributed to the pupils' overall learning engagement.

Overall, the level of learning engagement of pupils obtained an overall mean of 4.50 (SD = 0.45), interpreted as very high. The relatively low standard deviation indicates that the pupils generally shared consistent perceptions regarding their behavioral participation, emotional involvement, and cognitive investment in learning. The findings demonstrate that pupils were highly engaged in their learning experiences, as reflected in their active participation, positive attitudes toward school, and mental effort in understanding lessons and improving their academic performance.

These findings imply that high learning engagement may contribute to pupils' academic success, motivation, and classroom participation. Behaviorally engaged pupils participate actively and follow classroom expectations, while affectively engaged learners develop positive feelings toward school, teachers, and classmates. At the same time, cognitively engaged pupils exert mental effort, seek deeper understanding, and persist when faced with challenging learning tasks. Furthermore, the results suggest that supportive classroom environments and effective teaching practices may help sustain pupils' interest, confidence, and willingness to learn. It is in conformity with the study of Fredricks et al. (2021), which emphasized that behavioral, affective, and cognitive engagement are essential dimensions that influence students' academic achievement and school participation. Similarly, Reyes and Torres (2022) found that students with high levels of engagement demonstrate stronger motivation, better classroom involvement, and improved academic outcomes. Moreover, Cruz and Mendoza (2023) revealed that positive classroom experiences and supportive teacher-student relationships significantly strengthen learners' engagement and participation in school activities.

Level of Academic Achievement of Pupils

Table 4. Level of Academic Achievement of Pupils.

Level of Academic Performance	f	Mean	SD	Interpretation
Outstanding	48	87.77	3.54	Very Satisfactory
Very Satisfactory	56			
Satisfactory	29			
Fairly Satisfactory	0			
Did Not Meet Expectations	0			
Total	133			

Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (below 75)-Did Not Meet Expectations

Table 4 presents the level of academic achievement of pupils. In terms of the frequency distribution, out of 133 pupils, the majority were classified under the Very Satisfactory level with 56 pupils, followed by 48 pupils who attained an Outstanding level of academic achievement. Meanwhile, 29 pupils were categorized under the Satisfactory level. No pupil was classified under the Fairly Satisfactory or Did Not Meet Expectations categories. This distribution indicates that all respondents attained at least a satisfactory level of academic achievement, with most pupils demonstrating very satisfactory to outstanding academic performance.

In terms of the overall academic performance, the pupils obtained a mean of 87.77 (SD = 3.54), interpreted as Very Satisfactory. The result indicates that the pupils generally performed well academically and were able to meet the expected learning competencies for their grade level. The standard deviation of 3.54 suggests some variation in the academic performance of the respondents; however, the distribution of grades shows that the majority remained within the satisfactory to outstanding performance categories.

These findings imply that the pupils generally demonstrated adequate knowledge, skills, and understanding of the lessons taught in class. The high level of academic achievement may be associated with effective classroom management practices, positive learning engagement, and supportive learning environments that encourage pupils' participation and motivation. The absence of pupils in the lower performance categories further indicates that the respondents generally achieved the expected academic standards during the specified grading period. Moreover, the large proportion of pupils who attained very satisfactory and outstanding performance suggests that many learners demonstrated consistent effort and commitment toward their academic responsibilities.

It is in conformity with the study of Reyes and Torres (2022), which found that students who demonstrate high levels of engagement and active classroom participation tend to achieve better academic performance. Similarly, Garcia and Oducado (2022) emphasized that effective classroom management and positive learning environments contribute significantly to students' academic success and motivation to learn. Furthermore, Fuentes and Bautista (2023) revealed that students who are emotionally, behaviorally, and cognitively engaged are more likely to perform well academically and develop positive attitudes toward school. These findings support the view that maintaining effective classroom management, promoting active learning engagement, and providing supportive learning experiences are important in sustaining pupils' academic achievement.

Relationship between the Level of Classroom Management Practices and the Extent of Learning Engagement of Pupils

Table 5. Relationship between the Level of Classroom Management Practices and the Extent of Learning Engagement of Pupils.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Classroom Management Practices vs. Learning Engagement	0.652	<0.001	Reject H_0	Significant

The relationship between classroom management practices and the level of learning engagement of pupils was examined using Spearman's rho correlation. The results revealed a moderate positive correlation between the two variables, with a correlation coefficient of $r_s = 0.652$ and a p-value of < 0.001 . Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between classroom management practices and pupils' learning engagement. The positive direction of the correlation suggests that higher levels of effective classroom management practices tend to be associated with higher levels of pupils' learning engagement.

The finding implies that when teachers effectively establish classroom rules, maintain a conducive learning environment, build positive relationships, implement fair disciplinary practices, and motivate learning behavior, pupils are more likely to become actively involved, emotionally connected, and cognitively invested in learning. Classroom management, therefore, extends beyond maintaining order and discipline; it also helps create conditions that encourage participation, curiosity, attention, and persistence in academic activities. When pupils experience clear expectations, supportive interactions, and an organized classroom environment, they may be more willing to participate in classroom activities, express interest in lessons, and exert effort in understanding academic tasks.

In terms of practical significance, the moderate positive relationship ($r_s = 0.652$) indicates that classroom management practices have a meaningful association with pupils' learning engagement. However, the correlation does not imply that classroom management alone determines or causes learning engagement. The relationship may be influenced by other factors, such as pupils' individual motivation, family support, peer relationships, teaching strategies, classroom resources, and school environment. Differences in pupils' learning needs and personal characteristics may also contribute to variations in engagement despite the presence of effective classroom management practices. Thus, while strengthening classroom management may help promote learning engagement, teachers should also consider complementary strategies that address pupils' emotional, behavioral, and cognitive needs.

The practical implication of this finding is that teachers may enhance pupils' learning engagement by consistently applying clear classroom expectations, maintaining positive teacher-pupil relationships, providing fair and constructive discipline, and using motivating learning activities. School administrators may likewise support teachers through professional development programs focused on classroom management and learner engagement. These practices may help create classroom environments where pupils feel safe, valued, motivated, and encouraged to participate actively in learning.

It is in conformity with the findings of Emmer and Evertson, which emphasized that well-managed classrooms contribute significantly to student engagement, academic motivation, and positive learning behaviors. Similarly, it is in conformity with the findings of Garcia and Oducado (2022) and Cruz and Mendoza (2023), which indicated that effective classroom management practices are associated with higher student engagement and improved classroom participation. These findings collectively support the view that structured, supportive, and well-managed learning environments are important in promoting pupils' behavioral, affective, and cognitive engagement. Therefore, the present finding reinforces the importance of effective classroom management as one of the factors associated with pupils' active involvement and meaningful participation in the learning process.

Relationship between the Level of Classroom Management Practices and the Academic Achievement of Pupils

Table 6. Relationship between the Level of Classroom Management Practices and the Academic Achievement of Pupils.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Classroom Management Practices vs. Academic Achievement	0.190	0.029	Reject H_0	Significant

The relationship between classroom management practices and the academic achievement of pupils was analyzed using Spearman's rho correlation. The results showed a weak positive correlation with a correlation coefficient of $r_s = 0.190$ and a p-value of 0.029. Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between classroom management practices and pupils' academic achievement. The positive direction of the correlation suggests that higher levels of effective classroom management practices tend to be associated with slightly higher levels of pupils' academic achievement.

The finding implies that effective classroom management practices, such as setting clear rules, maintaining a conducive learning environment, building positive relationships, applying fair disciplinary practices, and motivating learners, may contribute to improved academic outcomes. However, the weak strength of the relationship ($r_s = 0.190$) indicates that classroom management practices have only a limited practical association with pupils' academic achievement. This means that although effective classroom management may help create favorable conditions for learning by improving pupils' focus, discipline, participation, and engagement, it is not sufficient on its own to substantially determine academic performance.

The weak relationship may be attributed to the influence of other factors that directly or indirectly affect pupils' academic achievement. These may include individual learning abilities, motivation, study habits, parental or family support, socioeconomic conditions, access to learning resources, attendance, teaching strategies, and previous academic experiences. Differences in pupils' cognitive and emotional characteristics may also contribute to variations in academic achievement even when they are exposed to similar classroom management practices. Thus, the findings suggest that academic achievement is a multidimensional outcome shaped by several interacting factors.

In terms of practical significance, the result indicates that improving classroom management alone may lead to only modest improvements in pupils' academic achievement. Teachers should therefore integrate effective classroom management with appropriate instructional strategies, differentiated learning activities, academic interventions, and individualized support. In addition, schools may strengthen partnerships with parents and

provide learning resources and enrichment opportunities to address factors beyond the classroom. The finding also suggests that classroom management may have an indirect contribution to academic achievement by creating conditions that promote learning engagement. In this context, classroom management may support academic performance more effectively when combined with strategies that directly enhance pupils' learning, motivation, and academic skills.

It is in conformity with the findings of Garcia and Oducado (2022), which reported that classroom management has a positive but limited influence on academic performance when considered alongside other learning-related factors. Similarly, it is in conformity with the study of Cruz and Mendoza (2023), which emphasized that although classroom management contributes to improved learning conditions, academic achievement is shaped more broadly by cognitive, emotional, and contextual factors. These findings reinforce the complexity of academic performance and suggest that pupils' achievement should be understood as the result of multiple interacting influences. Therefore, the present finding highlights that effective classroom management is an important supportive factor in the learning process, but its contribution to academic achievement is best maximized when complemented by comprehensive academic and learner-support strategies.

Relationship between the Level of Learning Engagement and the Academic Achievement of Pupils

Table 7. Relationship between the Level of Learning Engagement and the Academic Achievement of Pupils.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Learning Engagement Practices vs. Academic Achievement	0.187	0.031	Reject H_0	Significant

The relationship between the level of learning engagement and the academic achievement of pupils was analyzed using Spearman's rho correlation. The results revealed a weak positive correlation with a correlation coefficient of $r_s = 0.187$ and a p-value of 0.031. Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant relationship between learning engagement and academic achievement. The positive direction of the correlation suggests that higher levels of learning engagement tend to be associated with slightly higher levels of pupils' academic achievement.

The finding implies that pupils who actively participate in classroom activities, demonstrate positive attitudes toward learning, and exert mental effort in understanding lessons tend to achieve slightly better academic results. However, the weak strength of the relationship ($r_s = 0.187$) indicates that learning engagement has only a limited practical association with academic achievement. Although behavioral, affective, and cognitive engagement may contribute to pupils' academic success, the result does not indicate that engagement alone is sufficient to substantially determine academic performance.

The weak relationship may be explained by the influence of other factors that affect academic achievement. These may include instructional quality, teaching strategies, individual learning abilities, motivation, study habits, parental support, home learning conditions, access to educational resources, attendance, and socioeconomic circumstances. Differences in pupils' prior knowledge and learning needs may also influence their academic performance. Therefore, even pupils who demonstrate high levels of engagement may obtain different academic results depending on the learning support and conditions available to them.

In terms of practical significance, the finding suggests that increasing pupils' learning engagement alone may result in only modest improvements in academic achievement. Teachers should therefore complement engagement-building strategies with effective instructional approaches, differentiated learning activities, formative assessment, and targeted academic interventions. Providing pupils with opportunities to participate actively, develop positive attitudes toward learning, and engage in deeper thinking remains important; however, these efforts should be accompanied by appropriate academic support to address individual learning gaps and needs. The finding also highlights the importance of creating supportive home and school environments that enable pupils to translate their engagement into improved academic performance.

It is in conformity with the study of Reyes and Torres (2022), which found that student engagement has a positive but modest relationship with academic performance. Similarly, it is in conformity with Fredricks et al. (2021), who emphasized that although behavioral, emotional, and cognitive engagement support learning outcomes, academic achievement is influenced by a combination of contextual and personal factors. These findings reinforce the view that learning engagement is an important contributing factor to academic success but is not the sole determinant of pupils' academic performance. Therefore, the present finding highlights the need for a holistic approach that combines the promotion of learning engagement with effective instruction, individualized academic support, and favorable learning conditions to improve pupils' academic achievement.

CONCLUSIONS

Teachers consistently implemented clear classroom rules, maintained conducive learning environments, established positive relationships with pupils, applied fair disciplinary practices, and motivated learners effectively.

Pupils actively participated in classroom activities, showed positive attitudes toward school and learning, and exerted effort in understanding lessons and improving their academic performance.

The positive learning experiences, supportive classroom conditions, and active engagement in learning have contributed to the pupils' favorable academic performance.

Effective classroom management practices were associated with higher levels of behavioral, affective, and cognitive engagement among pupils.

The effective classroom management contributes positively to students' academic performance by promoting discipline, focus, participation, and engagement in learning activities.

Pupils who were more behaviorally, affectively, and cognitively engaged tended to perform better academically.

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