

## Article

## Examining The Influence of Classroom Management on Learners' Behaviors and Performance: Enhancement Guide

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**Abstract:** Effective classroom management is a cornerstone of successful teaching and can significantly impact learners' academic performance and overall learning experience. This study "Examining the Influence of Classroom Management on Learners' Performance" provides valuable insights into various aspects of the educational setting. The findings reveal a comprehensive view of the educational community, highlighting areas for improvement in classroom management, teacher-student relationships, instructional strategies, and learner behavior. The study emphasizes the importance of fostering a positive learning environment and strengthening teacher-student interactions to enhance overall academic achievement. Based on these findings, an Enhancement Guide proposal is presented, aiming to address identified concerns and implement strategies that will benefit both teachers and learners. The proposal seeks to improve classroom management practices, integrate technology in education, and provide professional development opportunities, with the ultimate goal of fostering a conducive and supportive learning environment for all learners.

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**Keywords:** Classroom management, learners' behaviors, enhancement guide

### Introduction

A well-managed classroom sets the stage for effective teaching and learning, creating an environment where students can excel academically, develop social skills, and experience emotional well-being (Darling-Hammond et al., 2020). Ahmad & Parween (2021) stated that classroom management encompasses a diverse array of strategies and techniques utilized by teachers to establish structure, define expectations, uphold discipline, and cultivate a positive and inclusive classroom climate. The impact of classroom management on student behaviors is a crucial area of study in education. Effective classroom



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management practices contribute to creating a conducive learning environment where students can thrive academically, socially, and emotionally (Corneille, 2020). Classroom management encompasses a wide range of strategies and techniques employed by teachers to establish routines, set expectations, maintain discipline, and foster a positive classroom climate (Granger et al., 2021).

In the field of education, classroom management holds immense importance. Koepke (2023) emphasized that it sets the tone for instruction and influences student engagement and participation. Yousef & Salim (2021) noted that well-managed classrooms create a sense of structure and order, allowing teachers to focus on delivering content effectively. When students experience a well-managed classroom, they are more likely to be actively involved in the learning process, leading to enhanced academic outcomes (Benhadj et al., 2019). Classroom management is beneficial not only to teachers but also to learners. For teachers, effective management practices reduce stress and increase job satisfaction (Kachi, 2020). They enable teachers to establish positive relationships with students, manage time efficiently, and address individual needs effectively. Students, on the other hand, benefit from a managed classroom by experiencing a supportive and nurturing environment that promotes their academic and personal growth (Nickerson, 2022).

One of the significant impacts of classroom management is on student behavior. According to Khadka (2023) a well-managed classroom encourages positive behavior and reduces disruptive conduct. Clear expectations, consistent rules enforcement, and appropriate consequences for misbehavior help students understand the boundaries and expectations within the learning environment. Positive behavior management strategies such as reinforcement of desired behaviors and fostering a sense of responsibility among students contribute to a more harmonious classroom atmosphere (Chukwuemeka, 2021). Moreover, the importance of effective classroom management and positive student behavior extends beyond the immediate classroom setting. It has broader implications for education as a whole, impacting students, teachers, and the overall school environment (Ebimiere et al., 2020). A well-managed classroom contributes to a positive school climate, improves student motivation, reduces disciplinary issues, and enhances overall academic achievement (Clayton, 2020).

Moreover, in an increasingly interconnected world, understanding the impact of classroom management on student behaviors within diverse cultural and educational contexts is of paramount importance (Knight & Cooper, 2019). While effective classroom management practices have been studied extensively, there is a pressing need for further research that takes into account the unique challenges and strategies associated with different cultural and educational settings (Debreli & Ishanova, 2019). This is particularly

relevant in the international context, where educational systems vary significantly, and cultural norms shape teaching and learning approaches. Exploring the specific nuances of classroom management in Asian countries and the Philippine context, for instance, can offer invaluable insights into effective practices that align with local cultural norms and educational systems (Wang et al., 2020). Delving into these specific contexts, we can broaden our understanding of how classroom management influences student behaviors and tailor strategies that optimize learning environments for diverse student populations. Such research endeavors will contribute to the advancement of culturally responsive and inclusive educational practices worldwide (Mahoney et al., 2021).

To address the research gap, future studies could examine the effectiveness of specific classroom management strategies in promoting positive student behaviors and academic outcomes. Comparative studies across different cultural contexts can shed light on the cultural factors that influence classroom management practices and student behaviors. Additionally, research could explore the role of technology in classroom management and its impact on student behavior in the digital age. In conclusion, the impact of classroom management on student behaviors is a critical aspect of education. Effective classroom management practices create an environment conducive to learning, enhance student engagement, and foster positive behavior. It benefits teachers, learners, and the overall educational system. Further research, particularly in international and cultural contexts, can contribute to the development of evidence-based strategies and approaches

## **Methodology**

The research methodology will involve data collection through surveys. Surveys will be administered to both teachers and learners to gather information on relevant factors, the level of implementation of classroom management, and perceptions of students' behavior. Descriptive statistics will be employed to analyze the survey data, providing a summary of the relevant factors, the level of implementation, and the perception of students' behavior. Correlational analysis will be conducted to determine the relationship between the level of classroom management implementation and students' behavior. The research findings will contribute to the understanding of the impact of classroom management on learners' behaviors and provide valuable insights into crafting effective classroom instructional behavior management practices. The study was conducted at Poo, Sta. Rosa Elementary School, Cauhagan Elem School, Sabang Elem School, Tungasan Elem School and Sta Rosa Elem School. These schools are a public school that belongs to the Division of Lapu-Lapu. Classroom Management questionnaire on the other hand was adopted from Nelsen et al. (2020). While for the learner's behavior will

be adopted from the study of Emmer & Sabornie (2015).

## Results and Discussion

Table 1. Classroom Rules and Expectations

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
The teacher clearly communicates the classroom rules and expectations.	4.14	A	3.98	A
The rules and expectations are consistently enforced.	3.72	A	4.32	SA
The rules and expectations are fair and reasonable.	3.62	A	4.28	SA
The rules and expectations are understood by the students.	3.9	A	4.420	A
The rules and expectations contribute to a positive classroom environment.	4.24	SA	4.14	A
Grand Mean	3.92	A	4.23	SA

Table 1 provides valuable insights into the perceptions of both learners and teachers regarding Classroom Rules and Expectations. From the data, it is evident that both learners and teachers generally agree on the importance and effectiveness of classroom rules and expectations. The Grand Mean for learners is 3.92 (A - Agree), indicating a positive consensus among them. Teachers express an even higher level of agreement, with a Grand Mean of 4.23 (SA - Strongly Agree). This suggests that teachers firmly believe in the significance of well-communicated and consistently enforced rules for creating a positive and conducive learning environment. However, there are a few indicators where the perceptions of learners and teachers differ slightly. For instance, in the indicator "The rules and expectations are consistently enforced," teachers strongly agree with a mean of 4.32 (SA), while learners indicate a slightly lower level of agreement with a mean of 3.72 (A). This discrepancy highlights the importance of ensuring consistent rule enforcement to maintain discipline and order in the classroom, while also taking into account students' perspectives and concerns.

Similarly, regarding the indicator "The rules and expectations are fair and reasonable," teachers strongly agree with a mean of 4.28 (SA), while learners express a slightly lower level of agreement with a mean of 3.62 (A). Addressing this gap in perception is crucial to ensuring that students perceive the rules as fair and reasonable, which can positively impact their compliance and behavior. Overall, the data underscores the significance of effective communication and understanding of classroom rules and expectations. To improve classroom management, it is essential for teachers to consistently

communicate the rules, ensure that students understand them, and implement fair and reasonable expectations. Open communication and regular feedback between learners and teachers can help bridge any gaps in perception and foster a more harmonious and engaging learning environment. Furthermore, educators should continuously evaluate and reflect on their classroom management practices, seeking opportunities for improvement and professional development. Moreover, teachers can enhance their skills in creating a positive and inclusive classroom environment, ultimately leading to improved student engagement, behavior, and academic achievement.

Table 2. Teacher-Student Relationship

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
The teacher shows respect and understanding towards students.	4.22	SA	4.52	SA
The teacher listens to students' opinions and concerns.	4.44	SA	4.54	SA
The teacher provides individual attention to students when needed.	4.16	A	4.4	SA
The teacher establishes a supportive and caring classroom environment.	4.14	A	4.39	SA
The teacher builds positive rapport with students.	4.38	SA	4.61	SA
Grand Mean	4.27	SA	4.49	SA

Table 2 provides valuable insights into the perceptions of both learners and teachers regarding the Teacher-Student Relationship in the classroom. The data suggests that both learners and teachers strongly agree on the positive aspects of the teacher-student relationship. The Grand Mean for learners is 4.27 (SA - Strongly Agree), indicating a highly positive consensus among them. Similarly, teachers express a slightly higher level of agreement with a Grand Mean of 4.49 (SA - Strongly Agree), reinforcing the significance of positive teacher-student relationships. One indicator where both learners and teachers strongly agree is "The teacher listens to students' opinions and concerns." This highlights the importance of active listening and valuing students' voices, perspectives, and input in the learning process. When students feel heard and respected, it fosters a sense of empowerment and engagement in their education. Another indicator where both learners and teachers show strong agreement is "The teacher builds positive rapport with students." Establishing positive relationships and rapport contributes to a supportive and caring classroom environment, where students feel comfortable and encouraged to participate and take academic risks.

While learners and teachers strongly agree on the positive teacher-student relationship, there are slight differences in their perceptions for some indicators. For example, in "The teacher provides

individual attention to students when needed," teachers indicate a higher level of agreement (mean of 4.4 - SA) compared to learners (mean of 4.16 - A). Ensuring individualized attention and support for students can be essential in addressing their unique needs and fostering a sense of belonging in the classroom. To further strengthen the teacher-student relationship, teachers can continue to demonstrate respect, understanding, and empathy towards their students. Implementing practices that encourage open communication, active listening, and personalized support can enhance the sense of trust and connection between teachers and students. Overall, the data from Table 2 highlights the significance of a positive teacher-student relationship in the learning environment. The strong consensus among both learners and teachers emphasizes the importance of creating a supportive and caring classroom atmosphere. Building positive rapport, listening to students' voices, and providing individual attention and support when needed, teachers can enhance the teacher-student relationship and contribute to a positive and enriching educational experience for all students.

Table 3. Instructional Strategies

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
The teacher uses a variety of engaging teaching methods.	3.82	A	4.7	SA
The teacher effectively communicates lesson objectives and instructions.	4.02	A	4.52	SA
The teacher provides clear explanations and examples.	4.18	A	4.61	SA
The teacher encourages active student participation and discussion.	4.22	SA	4.44	SA
The teacher adapts instruction to meet the needs of different learners.	3.98	A	4.58	SA
Grand Mean	4.04	A	4.57	SA

Table 3 provides valuable insights into the perceptions of both learners and teachers regarding Instructional Strategies employed in the classroom. The data indicates that both learners and teachers generally agree on the effectiveness and importance of instructional strategies in the teaching-learning process. The Grand Mean for learners is 4.04 (A - Agree), indicating a positive consensus among them, while teachers express an even higher level of agreement with a Grand Mean of 4.57 (SA - Strongly Agree). One indicator where learners and teachers strongly agree is "The teacher encourages active student participation and discussion." Both groups recognize the value of promoting active engagement and dialogue in the classroom, which fosters critical thinking, enhances learning outcomes, and creates a student-centered environment.



Another indicator where both learners and teachers show strong agreement is "The teacher provides clear explanations and examples." This highlights the importance of clarity in teaching, ensuring that students understand the content and can apply it effectively. While learners and teachers generally agree on the effectiveness of instructional strategies, there are slight differences in their perceptions for some indicators. For instance, in "The teacher uses a variety of engaging teaching methods," learners express a mean of 3.82 (A), while teachers rate this indicator much higher with a mean of 4.7 (SA). This suggests that teachers may be employing a diverse range of engaging teaching methods, but some learners may still desire more variety to cater to their individual preferences and learning styles.

To further enhance instructional strategies and classroom management, teachers can actively seek feedback from students and be open to their suggestions for different teaching approaches. By regularly assessing and adapting their instructional methods to meet the diverse needs of learners, teachers can create a more inclusive and effective learning environment. Overall, the data from Table 3 emphasizes the significance of employing engaging and effective instructional strategies in the classroom. The positive consensus among both learners and teachers highlights the importance of creating an interactive and dynamic learning experience. Continuous refining instructional techniques and adapting them to meet individual learner needs, teachers can foster student engagement, participation, and overall academic success.

Table 4. Classroom Discipline

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
The teacher addresses disruptive behavior promptly and effectively.	4.08	A	4.28	SA
The teacher uses appropriate consequences for misbehavior.	4.14	A	4.57	SA
The teacher fosters a sense of responsibility and self-discipline among students.	4.1	A	4.50	SA
The teacher provides positive reinforcement for desired behavior.	4.28	SA	4.29	SA
The teacher maintains a calm and respectful classroom atmosphere.	4.06	A	4.52	SA
Grand Mean	4.13	A	4.43	SA

Table 4 provides valuable insights into the perceptions of both learners and teachers regarding Classroom Discipline. The data suggests that both learners and teachers generally agree on the effectiveness of classroom discipline strategies. The Grand Mean for learners is 4.13 (A - Agree), indicating a positive consensus among them. Similarly, teachers express a higher level of agreement with a

Grand Mean of 4.43 (SA - Strongly Agree), reinforcing the importance of well-implemented discipline practices. Both learners and teachers strongly agree on the effectiveness of "The teacher provides positive reinforcement for desired behavior." This highlights the significance of recognizing and reinforcing positive behaviors, which can motivate students to continue demonstrating appropriate conduct and engage in the learning process more actively. Another indicator where both learners and teachers show strong agreement is "The teacher uses appropriate consequences for misbehavior." This underscores the importance of fair and consistent consequences for misbehavior, which help students understand the importance of adhering to classroom rules and expectations.

To enhance classroom discipline further, teachers can focus on fostering a sense of responsibility and self-discipline among students, as indicated by both learners and teachers. Encouraging students to take ownership of their behavior and actions, teachers can promote a positive and respectful classroom culture that minimizes disruptive behavior. The data also reveals that both learners and teachers generally perceive the teacher's approach to addressing disruptive behavior and maintaining a calm and respectful classroom atmosphere positively. However, there are slight differences in their perceptions for these indicators, suggesting that open communication and feedback between teachers and students can help align perspectives and address any areas for improvement. Overall, the data from Table 4 emphasizes the significance of effective classroom discipline strategies. The positive consensus among both learners and teachers highlights the importance of creating a positive and supportive learning environment.

Table 5. Student Engagement

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
Students actively participate in class discussions	4.48	SA	4.27	SA
Students show enthusiasm and interest in the subject matter.	4.16	A	4.4	SA
Students ask questions and seek clarification when needed.	3.84	A	4.01	A
Students' complete tasks on time.	3.92	A	4.67	SA
Students demonstrate a positive attitude towards learning.	4.32	SA	4.27	SA
Grand Mean	4.14	A	4.32	A

Table 5 provides valuable insights into the perceptions of both learners and teachers regarding Student Engagement in the classroom. The data indicates that both learners and teachers generally agree on the positive levels of student engagement in the classroom. The Grand Mean for learners is 4.14 (A - Agree), indicating a positive consensus among them. Similarly, teachers express a slightly higher level of



agreement with a Grand Mean of 4.32 (A - Agree), reinforcing the positive perception of student engagement. One indicator where both learners and teachers strongly agree is "Students actively participate in class discussions and activities." This highlights the importance of fostering a participatory classroom environment, where students are encouraged to share their thoughts, ideas, and opinions actively. Active participation contributes to a more dynamic and interactive learning experience.

Another indicator where both learners and teachers show strong agreement is "Students demonstrate a positive attitude towards learning." This suggests that students generally exhibit a positive disposition towards their studies, which can significantly impact their motivation, academic performance, and overall learning outcomes. While learners and teachers generally agree on the positive levels of student engagement, there are slight differences in their perceptions for some indicators. For instance, in "Students ask questions and seek clarification when needed," teachers indicate a higher level of agreement (mean of 4.01 - A) compared to learners (mean of 3.84 - A). Encouraging students to feel comfortable asking questions and seeking clarification can be beneficial in enhancing their understanding and promoting a more inquisitive learning environment.

To further enhance student engagement, teachers can continue to create interactive and stimulating lessons that cater to different learning styles and interests. Encouraging students to take ownership of their learning and providing opportunities for independent and collaborative learning experiences can also foster a greater sense of enthusiasm and involvement in the classroom. Overall, the data from Table 5 emphasizes the significance of student engagement in the learning process. The positive consensus among both learners and teachers highlights the importance of creating a supportive and motivating learning environment.

Table 6. Classroom Participation

Indicators	learners		Teachers	
	Mean	VD	Mean	VD
Students contribute to class discussions and share their ideas.	4.28	SA	4.29	SA
Students collaborate with their peers on group projects and activities.	4.32	SA	4.27	SA
Students take turns and listen attentively to others during discussions.	4.14	SA	4.34	SA
Students volunteer to answer questions and offer input during lessons.	4.14	A	4.57	SA
Students engage in cooperative learning and help each other.	4.1	A	4.50	SA
Grand Mean	4.20	A	4.39	SA

Table 6 provides valuable insights into the perceptions of both learners and teachers regarding Classroom Participation in the classroom. The data suggests that both learners and teachers strongly agree on the positive aspects of classroom participation. The Grand Mean for learners is 4.20 (A - Agree), indicating a positive consensus among them. Similarly, teachers express a slightly higher level of agreement with a Grand Mean of 4.39 (SA - Strongly Agree), emphasizing the significance of student involvement and engagement. One indicator where both learners and teachers strongly agree is "Students contribute to class discussions and share their ideas." This highlights the importance of encouraging active participation and providing opportunities for students to express their thoughts and opinions openly. When students actively contribute to discussions, it fosters critical thinking, enhances learning outcomes, and creates a dynamic and interactive learning environment.

Another indicator where both learners and teachers show strong agreement is "Students collaborate with their peers on group projects and activities." Cooperative learning and peer collaboration contribute to a sense of teamwork and mutual support among students, enhancing their communication and interpersonal skills. While learners and teachers strongly agree on positive classroom participation, there are slight differences in their perceptions for some indicators. For example, in "Students volunteer to answer questions and offer input during lessons," teachers indicate a higher level of agreement (mean of 4.57 - SA) compared to learners (mean of 4.14 - A). Encouraging students to actively participate and volunteer their input during lessons can foster a sense of ownership and engagement in their learning. To further enhance classroom participation, teachers can continue to create a supportive and inclusive learning environment that values students' contributions and ideas.

Table 7. Prosocial Behavior

Indicators	Learners		Teachers	
	Mean	VD	Mean	VD
Students demonstrate respect towards their peers and the teacher.	4.44	SA	4.54	SA
Students exhibit empathy and support for classmates.	4.16	A	4.4	SA
Students engage in acts of kindness and cooperation.	4.38	SA	4.61	SA
Students follow classroom rules and guidelines.	4.27	SA	4.49	SA
Students demonstrate responsible behavior and take ownership of their actions.	4.16	A	4.4	SA
Grand Mean	4.282	SA	4.488	SA

Table 7 provides valuable insights into the perceptions of both learners and teachers regarding Prosocial Behavior in the classroom. The data suggests that both learners and teachers strongly agree on the presence of prosocial behavior in the classroom. The Grand Mean for learners is 4.282 (SA - Strongly Agree), indicating a highly positive consensus among them. Similarly, teachers express a slightly higher level of agreement with a Grand Mean of 4.488 (SA - Strongly Agree), emphasizing the significance of fostering prosocial behavior among students.

One indicator where both learners and teachers strongly agree is "Students engage in acts of kindness and cooperation." This highlights the importance of promoting a supportive and caring classroom culture, where students demonstrate empathy, help one another, and cooperate on various tasks and activities. Another indicator where both learners and teachers show strong agreement is "Students demonstrate respect towards their peers and the teacher." Respectful behavior contributes to a positive and harmonious learning environment, where all students feel valued and included. While learners and teachers strongly agree on the presence of prosocial behavior, there are slight differences in their perceptions for some indicators. For example, in "Students demonstrate responsible behavior and take ownership of their actions," teachers indicate a higher level of agreement (mean of 4.4 - SA) compared to learners (mean of 4.16 - A). Fostering responsible behavior and encouraging students to take ownership of their actions can further enhance a sense of accountability and positive conduct in the classroom. To further enhance prosocial behavior, teachers can continue to model and reinforce positive actions, values, and attitudes. Creating opportunities for students to engage in acts of kindness, cooperative learning, and collaborative projects can also nurture a sense of community and teamwork. Overall, the data from Table 7 underscores the significance of fostering prosocial behavior in the learning environment. The strong consensus among both learners and teachers highlights the importance of creating a supportive and respectful classroom culture. Promoting respect, empathy, cooperation, and responsible behavior, teachers can enhance prosocial behavior and contribute to a more positive and caring educational experience for all students.

Table 8. Learners Performance

Subjects	GWA	Description
Mathematics	90.25	Outstanding
Science	90.49	Outstanding
English	90.48	Outstanding

Table 8 presents an impressive picture of Learners' Performance in three key academic subjects: Mathematics, Science, and English. The

table includes the General Weighted Average (GWA) for each subject and the corresponding description, which categorizes the learners' performance as "Outstanding." The data indicates that the students have excelled in these subjects, achieving remarkable GWAs of 90.25 in Mathematics, 90.49 in science, and 90.48 in English. Such consistently high GWAs across these core subjects demonstrate the learners' strong academic capabilities, dedication, and commitment to their studies.

The "Outstanding" description signifies that the learners have displayed a high level of proficiency and understanding in Mathematics, Science, and English. They have likely demonstrated exceptional problem-solving abilities in Mathematics, a deep grasp of scientific principles and applications in science, and advanced language skills in English, including reading, writing, and communication. These outstanding achievements are a testament to the effectiveness of the teaching methods, curriculum, and support provided by educators and the educational institution. The results indicate that teachers have been successful in engaging and challenging students in these subjects, fostering a positive learning environment that encourages academic excellence. Furthermore, the learners' outstanding performance may have positive effects beyond just academic achievements. It can boost their self-confidence, motivation, and enthusiasm for learning, leading to continued success in their educational journey. Additionally, it reflects well on the school's overall academic reputation and validates the efforts of teachers and education officials in nurturing a conducive learning environment.

Table 9. Significant correlation between status of classroom management and Mathematics performance

	<i>Classroom Rules and Expectations</i>	<i>Teacher- Student Relationship</i>	<i>Instructional Strategies</i>	<i>Classroom Discipline</i>	<i>Math</i>
Classroom Rules and Expectations	1				
Teacher- Student Relationship	0.181025	1			
Instructional Strategies	-0.63813	-0.43425	1		
Classroom Discipline	-0.31598	-0.41598	0.665288	1	
Math	-0.25297	-0.28193	0.727535	0.964446	1

Table 9 presents the correlation coefficients that demonstrate the significant correlation between the status of classroom management and Mathematics performance. Upon analyzing the correlation coefficients, several important findings emerge: Classroom Rules and Expectations: This aspect of classroom management shows a weak

negative correlation with Mathematics performance (correlation coefficient = -0.25297). While the correlation is not very strong, it suggests that a more positive and well-implemented set of classroom rules and expectations may have a slight impact on Mathematics performance. The correlation between the Teacher-Student Relationship and Mathematics performance is also weak and negative (correlation coefficient = -0.28193). This indicates that a positive and supportive teacher-student relationship may also have a slight influence on Mathematics performance. Instructional Strategies exhibits a moderate positive correlation with Mathematics performance (correlation coefficient = 0.727535). The moderate strength of the correlation suggests that more effective and engaging instructional strategies are likely to have a meaningful impact on Mathematics performance, while for classroom discipline shows a strong positive correlation with Mathematics performance (correlation coefficient = 0.964446). The strong correlation indicates that a well-managed and disciplined classroom environment is highly associated with better Mathematics performance. These correlation coefficients imply that instructional strategies and classroom discipline have the most substantial connections with Mathematics performance. A well-structured and disciplined classroom environment, combined with effective teaching methods, appears to significantly influence students' success in Mathematics.

Table 10. Significant correlation between status of classroom management and Science performance

	<i>Classroom Rules and Expectations</i>	<i>Teacher- Student Relationships</i>	<i>Instructional Strategies</i>	<i>Classroom Discipline</i>	<i>Science</i>
Classroom Rules and Expectations	1				
Teacher- Student Relationships	0.181025	1			
Instructional Strategies	-0.63813	-0.43425	1		
Classroom Discipline	-0.31598	-0.41598	0.665288	1	
Science	0.429793	-0.61104	0.350683	0.39901	1

Table 10 presents the correlation coefficients indicating the significant correlation between the status of classroom management and Science performance.

Analyzing the correlation coefficients reveals the following findings: Classroom Rules and Expectations: The correlation between Classroom Rules and Expectations and Science performance is weakly positive (correlation coefficient = 0.429793). This suggests that a positive and well-implemented set of classroom rules and expectations may have a slight beneficial impact on science performance. The correlation between the Teacher-Student Relationship and Science performance is weak and negative (correlation coefficient = -0.61104). This indicates that a positive and supportive teacher-student relationship may have a slight influence on Science performance but in the opposite direction.

For instructional Strategies exhibit a weak positive correlation with Science performance (correlation coefficient = 0.350683). This suggests that effective and engaging instructional strategies may have a slight positive influence on Science performance and Classroom Discipline shows a weak positive correlation with Science performance (correlation coefficient = 0.39901). This indicates that a well-managed and disciplined classroom environment may have a slight positive association with Science performance. In summary, the correlation coefficients in Table 10 suggest that there are some significant relationships between aspects of classroom management and Science performance, albeit with weak to moderate strengths. Effective instructional strategies and a well-disciplined classroom environment appear to have a slight positive impact on Science performance. Additionally, positive classroom rules and expectations show a weakly positive correlation with science performance. However, it's important to note that the correlation coefficients are relatively low, indicating that other factors beyond classroom management may also play a significant role in science performance.

Table 11. Significant correlation between status of classroom management and English performance

	<i>Classroom Rules and Expectation s</i>	<i>Teacher- Student Relationshi p</i>	<i>Instructiona l Strategies</i>	<i>Classroom Disciplin e</i>	<i>Englis h</i>
Classroom Rules and Expectation s	1				
Teacher- Student Relationshi p	0.181025	1			
Instructiona l Strategies	-0.63813	-0.43425	1		
Classroom Discipline	-0.31598	-0.41598	0.665288	1	
English	-0.43017	0.71429	-0.08308	0.050899	1



Table 11 presents the correlation coefficients indicating the significant correlation between the status of classroom management and English performance. Analyzing the correlation coefficients reveals the following findings:

The correlation between Classroom Rules and Expectations and English performance is weakly negative (correlation coefficient = -0.43017). This suggests that a positive and well-implemented set of classroom rules and expectations may have a slight impact on English performance, but in a negative direction.

Moreover, the correlation between the Teacher-Student Relationship and English performance is moderately positive (correlation coefficient = 0.71429). This indicates that a positive and supportive teacher-student relationship is significantly associated with higher English performance. While instructional Strategies: Instructional Strategies exhibit a weak negative correlation with English performance (correlation coefficient = -0.08308). This suggests that the relationship between instructional strategies and English performance is not very strong. Classroom Discipline shows a weak positive correlation with English performance (correlation coefficient = 0.050899). This indicates that a well-managed and disciplined classroom environment may have a slight positive association with English performance.

## Conclusion

In conclusion, the findings from the data provide a comprehensive understanding of the educational setting and shed light on key factors influencing classroom management and learners' performance. The demographic distribution of teachers and learners highlights the diversity of the educational community, emphasizing the need for inclusive and tailored approaches to education. The data on teachers' educational attainment and years of service reveal opportunities for professional development and retaining experienced educators. The analysis of classroom management indicators underscores the importance of effective communication, enforcement, and fairness in classroom rules, while also highlighting the significance of fostering a positive learning environment. Additionally, building strong teacher-student relationships and employing engaging instructional strategies are crucial in enhancing the overall learning experience. Learners' behavior reflects their enthusiasm and engagement in the learning process, while identified concerns call for targeted support to improve question participation and assignment completion. Notably, learners' outstanding performance in Mathematics, Science, and English subjects reflects the dedication of both learners and teachers. The significant correlations between classroom management status and learners' performance further emphasize the impact of effective classroom management on academic

achievement. To continuously improve education, educators and education officials must use these insights to develop targeted interventions and create a supportive and conducive learning environment that nurtures the potential of every student. Addressing the identified areas for improvement and capitalizing on successful practices, we can ensure that education becomes a transformative and empowering force in the lives of learners, preparing them to succeed in an ever-changing world.

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