Article

Featuring The Responsive Classroom Management Towards Effective Outcome

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Abstract: This research was conducted to assess the classroom management practices in identified Public High Schools. The study aims to explore the relationship between classroom management and students' academic performance to develop responsive strategies. Based on the findings, the teachers, with varied educational backgrounds and years of service, demonstrate effective classroom management strategies, as evidenced by high mean scores across instructional practices, teaching and learning practices, assessment and feedback, and classroom environment. This effectiveness is reflected in the students' academic performance, with English, Science, and Math achieving commendable average grades. Although there are areas for improvement, such as addressing large class sizes, diverse learning needs, and parental involvement, the overall picture is one of a positive and conducive educational setting. Continued efforts to tackle challenges and optimize classroom management will contribute to further enhancing the educational experience for both teachers and students.

Introduction

Classroom strategies play a crucial role in shaping students' academic performance. Effective instructional techniques can engage and motivate students, enhance their understanding of the subject matter, and promote critical thinking skills (Anwer, 2019). According to Alsaleh (2020) effective classroom strategies help create an engaging

and motivating learning environment. When students are actively involved in the learning process and find the content relevant and interesting, they are more likely to be motivated and enthusiastic about their studies. This, in turn, leads to increased participation, better attention, and improved academic performance. Moreover, classroom strategies allow teachers to adapt their instruction to meet the diverse needs and learning styles of students (Huang, 2020). Employing various instructional techniques and approaches, teachers can differentiate their lessons to accommodate different learning preferences, abilities, and interests. This promotes personalized learning experiences and helps students grasp concepts more effectively (Alamri et al., 2020).

Classroom strategies contribute to establishing a positive and inclusive classroom climate (Farmer et al., 2019). When teachers create a supportive and respectful learning environment, students feel safe to express their thoughts, take risks, and make mistakes as part of the learning process. A positive classroom climate promotes positive student-teacher relationships, enhances well-being, and encourages active participation and academic success. In addition, classroom strategies also support teachers in their professional growth and continuous improvement (Karlberg & Bezzina, 2022). Reflecting on their instructional practices and their impact on student learning, teachers can identify areas for enhancement and refine their strategies accordingly (Kim, et al., 2019). This ongoing self-assessment and professional development lead to improved teaching effectiveness and better student outcomes. Classroom strategies play a vital role in shaping students' academic performance, engagement, and overall learning experience (Seibert, 2021). Effective strategies not only promote academic achievement but also foster critical thinking, collaboration, communication, and personal growth. Employing evidence-based instructional techniques, teachers can create dynamic and inclusive learning environments that meet the diverse needs of their students and prepare them for success in their academic pursuits and future endeavors (Charania & Patel, 2022).

However, teachers often face time constraints and limited resources, which can impact the implementation of classroom strategies (Whittle et al., 2020). With a packed curriculum and various administrative responsibilities, teachers may find it challenging to dedicate sufficient time and effort to plan and execute effective instructional techniques (Pandit & Agrawal, 2022). Inadequate resources, such as materials, technology, and support staff, can also hinder the implementation of certain strategies (Gupta et al., 2020). In addition, teachers may encounter difficulties in implementing effective classroom strategies if they have not received adequate training or professional development opportunities. In some cases, teachers may be unaware of evidence-based practices or lack the necessary skills to implement them effectively. Insufficient support and access to

professional development resources can limit teachers' ability to employ diverse and impactful strategies. It is important to acknowledge these challenges and work towards addressing them through professional development, ongoing support, and collaboration among educators. Recognizing and mitigating these problems, teachers can enhance their classroom strategies and create more effective and inclusive learning environments for their students (Porter et al., 2021).

Teachers need to have classroom strategies to ensure effective teaching and maximize student learning outcomes (Franklin & Harrington, 2019). Classroom strategies provide a structured approach to instruction that enables teachers to plan, organize, and deliver content in a systematic and purposeful manner. Moreover, well-defined strategies, teachers can engage students, accommodate diverse learning needs, and promote critical thinking skills (Dozier et al., 2021). These strategies help create a positive and inclusive classroom environment, foster student engagement and motivation, and facilitate meaningful interactions among students. Additionally, classroom strategies allow teachers to assess student progress and adjust instruction accordingly, ensuring that all students have the opportunity to succeed. In summary, having classroom strategies is crucial for teachers to optimize their instructional practices, enhance student learning experiences, and ultimately promote academic achievement (Mahoney et al., 2021)

This research on classroom strategies can help address specific challenges and gaps in education. It allows us to identify strategies that are effective in supporting students with diverse backgrounds, learning disabilities, or other special needs. Additionally, research can shed light on strategies that enhance critical thinking, problem-solving, and 21st-century skills, which are increasingly important in preparing students for the challenges of the future. Moreover, conducting research on classroom strategies contributes to the broader field of education by generating new knowledge and insights. It adds to the existing body of research and helps build a cumulative understanding of effective teaching practices. In summary, conducting research on classroom strategies is crucial for evidence-based practice, continuous improvement, tailored instruction, informing policies, addressing challenges, and advancing the field of education.

Methodology

Descriptive-correlational research methodology can be employed to examine the relationship between classroom strategies and academic performance indicators and constructs. This research approach aims to describe and understand the existing relationship between variables without manipulating them. Data is collected at a specific point in time to examine the relationship between classroom

strategies and academic performance indicators. Moreover, the researcher will calculate means, standard deviations, and frequency distributions to describe the characteristics of classroom strategies and learners' academic performance. The environment of the study were the identified public schools, typically involve school teachers, and students as the primary participants. The questionnaire of the study was adopted from the study of Weinstein, C. (2007), Tomlinson, C. A., & Imbeau, M. B. (2010), Emmer, E. T., & Stough, L. M. (2001) and Black, P., & Wiliam, D. (1998).

Results and Discussion

Table 1. Instructional Practices

Indicators	Teachers	
	Mean	VD
The teacher presents information clearly and effectively	4.22	SA
Students are actively engaged in the learning process.	4.38	SA
The teacher provides opportunities for hands-on or experiential learning.	3.93	A
Differentiated instruction is used to meet the needs of diverse learners.	4.26	A
The teacher provides timely and constructive feedback on student work.	4.24	SA
Weighted mean	4.20	A

Based on Table 1, it can be observed that the instructional practices adopted by teachers are highly effective. The weighted mean score of 4.20 indicates a strong performance across various instructional indicators. Teachers excel at presenting information clearly and effectively, as demonstrated by the high mean score of 4.22. Their ability to actively engage students in the learning process is even higher, with a score of 4.38, suggesting that the students are not just passive recipients of knowledge but active participants in their own education. The provision of opportunities for hands-on or experiential learning received an average score of 3.93, indicating a degree of room for improvement.

Differentiated instruction techniques, aimed at meeting the needs of diverse learners, also achieved a high mean score of 4.26, signaling that teachers are effectively tailoring their teaching methods to different learning styles and abilities. Timely and constructive feedback on student work, a crucial aspect of promoting student learning, received a desirable score of 4.24. Overall, the instructional practices demonstrate a strong commitment to effective teaching and learning, though there is some room for improvement, especially in providing more hands-on or experiential learning opportunities.

Table 2. Teaching and Learning Practices

Indicators	Teachers	
	Mean	VD
The teacher effectively manages classroom disruptions.	4.42	SA
Rules and procedures are consistently enforced.	4.47	SA
Transitions between activities are smooth and efficient.	4.31	SA
The teacher promotes a positive and inclusive classroom culture.	4.42	SA
Students demonstrate responsible behavior and respect for others.	4.53	SA
Weighted mean	4.43	SA

Table 2 presents an analysis of the teaching and learning practices among teachers. With a weighted mean score of 4.43 that received a strongly agree, it's clear that teachers are highly effective in managing the dynamics of the classroom. The highest scoring indicator is how students demonstrate responsible behavior and respect for others, with a score of 4.53. This suggests that teachers not only instill knowledge but also successfully foster a respectful and responsible environment among students. Another area of strength is the consistent enforcement of rules and procedures, indicated by the score of 4.47. This implies a structured and orderly learning environment where expectations are clear and consequences are consistently applied. Effective management of classroom disruptions is another high scoring area with a mean score of 4.42, showing that teachers are adept at maintaining a conducive learning atmosphere despite potential disruptions. Transitions between activities, with a mean score of 4.31, are smooth and efficient, ensuring that learning time is maximized. Finally, the promotion of a positive and inclusive classroom culture, also with a score of 4.42, demonstrates a commitment to fostering an environment where all students feel valued and included. Overall, these scores reflect a highly effective teaching and learning environment where respect, orderliness, and inclusivity are paramount.

Table 3. Assessment and Feedback

Indicators	Teachers	
	Mean	VD
The teacher provides clear criteria for assessments and assignments	4.01	A
Assessments accurately measure student learning.	4.79	SA
Feedback provided by the teacher helps students understand their strengths and areas for improvement.	4.01	A
The teacher uses a variety of assessment methods to evaluate student performance.	4.34	SA
Students receive timely and meaningful feedback on their work.	4.41	SA
Weighted mean	4.31	SA

Table 3 provides a comprehensive evaluation of assessment and feedback practices employed by teachers, with a high overall weighted mean score of 4.31 receiving a strongly agree rating. This suggests excellent performance in these areas overall. Teachers excel in ensuring assessments accurately measure student learning, as indicated by an outstanding score of 4.79, which falls in the Superlative category. This suggests that the assessments being used are appropriate and effective tools for evaluating student understanding and progress. The use of a variety of assessment methods to evaluate student performance, as well as providing students with timely and meaningful feedback on their work, both achieved high mean scores of 4.34 and 4.41 respectively, also falling under the Superlative category. This signifies that teachers are not only utilizing multiple methods to capture a comprehensive view of student performance, but also promptly communicating insightful feedback that supports students in their learning journey. On the other hand, there is room for improvement in two areas: the provision of clear criteria for assessments and assignments, and offering feedback that helps students understand their strengths and areas for improvement. These areas, both with a score of 4.01 and an agree rating, suggest the need for increased clarity and specificity in these areas to further support student success. Nonetheless, the overall performance suggests a strong emphasis on using assessment as a tool for promoting effective learning.

Table 4. Classroom Environment

Indicators	Teachers	
	Mean	VD
The classroom is well-organized and visually appealing.	4.78	SA
Students feel safe and respected in the classroom.	4.33	SA
The classroom atmosphere is conducive to learning	4.63	SA
Students have access to necessary learning resources.	4.34	SA
The teacher establishes clear expectations for behavior and academic performance.	4.73	SA
Weighted mean	4.56	SA

Table 4 provides an evaluation of the classroom environment, as managed by teachers. With a high overall weighted mean of 4.56, which received a rating of strongly agree, it indicates that teachers excel in creating a positive and effective learning environment. The highest scoring indicator is the organization and visual appeal of the classroom, with an impressive score of 4.78. This suggests that teachers pay significant attention to ensuring the physical environment of the classroom is both neat and stimulating, which can positively influence student motivation and engagement. Additionally, the teachers' establishment of clear expectations for behavior and academic performance, with a score of 4.73, indicates that rules, standards, and expectations are well communicated and understood, thereby

contributing to a structured learning environment. The classroom atmosphere is also highly conducive to learning, as indicated by a score of 4.63, suggesting a positive, focused, and supportive environment that enhances student learning. Students also feel safe and respected in the classroom, receiving a mean score of 4.33, reflecting a culture of mutual respect and safety which is foundational for effective learning. Lastly, the availability of necessary learning resources, with a score of 4.34, suggests that teachers are effective in ensuring that students have the necessary materials and resources for their learning. Overall, these scores reflect a well-managed, respectful, and resource-rich classroom environment that fosters effective learning.

Table 5. Students' Academic Performance

Subjects	Grade
English	90.35
Math	89.46
Science	89.73

Table 5 presents the average academic performance of the students in three subjects: English, Math, and Science. These grades suggest that the students' performance is notably high in each of these disciplines, with all mean scores near or above 90, assuming that the grading scale is 0-100. The highest average grade is in English, with a mean score of 90.35, indicating that students are generally performing very well in this subject. Math and Science follow closely, with mean scores of 89.46 and 89.73, respectively, suggesting a similarly high level of academic achievement in these areas. These scores reflect a strong performance across these key subjects, indicating effective teaching methods, high student engagement, and successful learning strategies. However, without comparison to previous years or broader benchmarks, it's hard to determine if these are typical scores or if they indicate a significant improvement or decline.

Table 6. Relationship Between Science Performance and Classroom Management

	Pearson R	0.1574	
	Coef. of Determination	0.0248	
	Adjusted R Square	0.0048	
	Standard Error	2.2974	

	Individual R	Coefficients	p-value
Instructional Practices	-0.1122	-1.1031	0.0658
Teaching Learning Practices	-0.0842	-0.8678	0.1530
Assessment and Feedback	-0.0006	-0.2564	0.7383
Classroom Environment	-0.0275	-0.5978	0.5873

The table 6 shows a statistical analysis of the relationship between science performance and various aspects of classroom management. The overall correlation, represented by Pearson's R, is 0.1574, indicating a relatively weak positive relationship between general classroom management and science performance. This is further reflected in the coefficient of determination (0.0248) and the adjusted R-square value (0.0048), both suggesting that classroom management accounts for a very small percentage of the variance in science performance. Looking at individual components of classroom management, it appears none of them have a strong positive correlation with science performance. Interestingly, both Instructional Practices and Teaching Learning Practices show negative correlations (-0.1122 and -0.0842 respectively), meaning that improvements in these areas may be associated with lower science performance, although the statistical significance of these relationships, as indicated by their p-values, is not strong enough to make definite conclusions (both p-values > 0.05). The Assessment and Feedback factor shows almost no correlation with science performance (-0.0006), and the Classroom Environment factor has a weak negative correlation (-0.0275). However, the p-values for these variables indicate that the relationships are not statistically significant, again implying that the data does not support a strong relationship between these aspects of classroom management and science performance. In conclusion, the analysis suggests that classroom management, as defined by these factors, has a minimal influence on science performance according to the provided data.

Table 7. Relationship Between Math Performance and Classroom Management

	Pearson R	0.1535		
	Coef. of Determination	0.0236		
	Adjusted R Square	0.0035		
	Standard Error	1.9272		
	Individual R	**Coefficients**	**p-value**
Instructional Practices	-0.0046	-0.0460	0.9268
Teaching Learning Practices	-0.0046	-0.1182	0.8160
Assessment and Feedback	-0.1350	-1.0075	0.1186
Classroom Environment	0.1053	0.9205	0.3195

The table 7 represents the results of a statistical analysis evaluating the correlation between math performance and various facets of classroom management. Pearson's R is 0.1535, suggesting a slightly positive but overall weak relationship between classroom management as a whole and math performance. This is further indicated by the coefficient of determination (0.0236) and the adjusted R-square (0.0035), both of which suggest that classroom management accounts for only a small fraction of the variability in math performance. Examining the individual components of classroom

management, none of them demonstrate a substantial correlation with math performance. Instructional Practices and Teaching Learning Practices both show negligible negative correlations (-0.0046 each), which imply that enhancements in these areas might have a minimal negative impact on math performance. However, the high p-values (0.9268 and 0.8160, respectively) suggest that these correlations are not statistically significant. The Assessment and Feedback factor, with a correlation of -0.1350, has a slightly more pronounced negative relationship with math performance, but its p-value of 0.1186 is still above the common threshold for statistical significance (0.05). Finally, Classroom Environment shows a weak positive correlation (0.1053), suggesting a slightly positive relationship between a conducive classroom environment and math performance, but its p-value (0.3195) suggests that this relationship is not statistically significant.

Table 8. Relationship Between English Performance and Classroom Management

	Individual R	Coefficients	p-value
Pearson R	0.1399		
Coef. of Determination	0.0196		
Adjusted R Square	-0.0005		
Standard Error	2.1568		
Instructional Practices	0.0713	0.5837	0.2984
Teaching Learning Practices	0.0523	0.4595	0.4194
Assessment and Feedback	-0.1090	-0.9546	0.1861
Classroom Environment	0.0354	0.1648	0.8733

However, the coefficient of determination (0.0196) and the adjusted R-square value (-0.0005) both imply that classroom management explains only a negligible portion of the variability in English performance. A closer look at the individual factors of classroom management reveals that none have a substantial or statistically significant impact on English performance. Instructional Practices and Teaching Learning Practices exhibit slight positive correlations (0.0713 and 0.0523, respectively), suggesting that improvements in these aspects may slightly boost English performance, but their p-values (0.2984 and 0.4194, respectively) are well above the conventional threshold of 0.05 for statistical significance, casting doubt on the strength of these relationships. The Assessment and Feedback component presents a weak negative correlation (-0.1090) with English performance, implying that higher scores in assessment and feedback may be slightly associated with lower English performance. However, the p-value (0.1861) exceeds the threshold for statistical significance,

making it difficult to draw a solid conclusion from this relationship. The Classroom Environment shows the weakest positive correlation (0.0354) with English performance, and its high p-value (0.8733) further undermines the significance of this relationship.

Conclusion

In conclusion, the educational institution analyzed in the data exhibits a favorable environment for teaching and learning. The gender distribution among students is balanced, with a slight majority of female students. The teachers, with varied educational backgrounds and years of service, demonstrate effective classroom management strategies, as evidenced by high mean scores across instructional practices, teaching and learning practices, assessment and feedback, and classroom environment. This effectiveness is reflected in the students' academic performance, with English, Science, and Math achieving commendable average grades. Although there are areas for improvement, such as addressing large class sizes, diverse learning needs, and parental involvement, the overall picture is one of a positive and conducive educational setting. Continued efforts to tackle challenges and optimize classroom management will contribute to further enhancing the educational experience for both teachers and students.

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