Teachers' Classroom Management and Students' Performance

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ABSTRACT: Efficient classroom management can bolster students' motivation to attend school regularly, therefore enhancing their academic performance. This study investigated the degree to which teachers' classroom management in terms of modeling behavior, assessment practices, and learning atmosphere. Furthermore, it investigated the relationship between teachers' ability to manage their classrooms and students' academic performance. This study employed a descriptive-correlational research methodology, which involved analyzing documents and administering a questionnaire designed by the researcher. The study was conducted with a sample size of 143 teachers from the East 2 District in the Cagayan de Oro City Division. The teachers were selected by the use of the Stratified Random Sampling approach, which involved the application of Slovin's Formula. The students' grades for the first and second quarters of the School Year 2023-2024 were also considered. Evidence suggests that teachers routinely apply classroom management techniques. The modeling behavior and learning atmosphere are extensively nurtured and given priority. Most students are at the level of Very Satisfactory in their academic performance. There exists a moderate positive correlation between the effectiveness of teachers' classroom management and the academic performance of students. Teachers can act as good role models for students in a supportive learning environment, which can help to cultivate students' motivation to attend school and improve their academic performance.

KEYWORDS: Academic Performance, Assessment, Classroom Management

I. INTRODUCTION

Education is the fundamental basis for the continued development and progress of a nation. High school education is a pivotal phase in a students' academic growth, as it establishes the fundamental knowledge base and fosters lifetime study habits. The significance of teachers in influencing the academic path of student cannot be overstated. Teachers, as the main facilitators of knowledge and mentors during this time, are given the task of not only sharing their expertise in the subject matter but also creating a favorable learning atmosphere.

The classroom environment and the teachers themselves are crucial factors in affecting students' success in the pursuit of educational excellence. Several studies have examined the topic of classroom management and have produced significant findings. Farinde-Wu et al. (2017) emphasized the need of establishing explicit expectations and regulations in order to create a pleasant classroom environment. Their study revealed that when teachers successfully communicated their objectives and consistently enforced regulations, pupils demonstrated increased levels of engagement, improved behavior, and enhanced academic performance.

Additionally, Ibrahim and El Zaatari (2020) emphasized the significance of positive teacher-student interactions in managing various aspects of the classroom. It was found in their study that when teachers established rapport, shown empathy, and fostered a sense of belonging, pupils exhibited greater motivation, reduced disruptive conduct, and improved academic performance. In contrast, a limited number of studies have provided valuable understanding of the challenges and obstacles that instructors encounter when managing their classes. For example, Blatchford and Russell (2019) conducted a study to examine the impact of large class sizes on classroom management strategies. Findings of their study revealed that as teachers faced overcrowded classes, they encountered increasing difficulty in providing individualized attention, managing students' conduct, and fostering a connection with the learning environment. In essence, Egeberg et al. (2021) conducted a study that examined how external factors, such as school resources and support, influenced classroom management. Their findings revealed that a lack of

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resources, limited regulatory support, and inadequate professional development created obstacles that hindered teachers' ability to implement effective tactics and maintain discipline in the classroom.

As to strive for continuous improvement in the realm of education, understanding the interplay between teachers' classroom management and students 'performance becomes indispensable. Therefore, the central inquiry of this research is to determine whether a significant relationship exists between teachers' modeling behavior, assessment practice, and learning atmosphere, and the academic performance of the students in the selected schools in Cagayan De Oro City.

II. METHODOLOGY

For the purpose of determining whether or not there is a connection between teachers' classroom management and students' academic achievement, this study utilized a descriptive correlational research approach in conjunction with documentary analysis. Both the management of the classroom and the performance of the students were the subjects of the investigation. The relationship between efficient classroom management practices and the many dimensions of student performance, including academic achievement, engagement, and behavior, is the subject of this study.

A research design, a procedure for sampling and responders, data collection instruments, protocols for data analysis, and ethical issues were all incorporated in the approach. A statistical measure that describes the relationship between two variables without claiming that one variable causes the other is called a descriptive correlation. The researchers were able to gain a better understanding of the association between the variables as a result of the information that it supplied regarding the degree and direction of the relationship within the variables. According to McCombes (2019), the purpose of descriptive research is to provide an accurate and systematic description of a population, situation, or phenomenon. The inquiries of what, where, when, and how can be answered by it, but it cannot answer those of why. A descriptive research design, on the other hand, allows for the utilization of a wide range of research methods in order to explore one or more variables. It is not possible to determine cause and effect through descriptive correlation; rather, it offers insights into the ways in which two variables are associated to one another. It involved the use of questionnaires that were administered to high school teachers from Agusan, Bugo, and Puerto National High School in Cagayan de Oro City. This method is often utilized in observational and survey research in order to investigate patterns and trends in data.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' classroom management in terms of:

      1.1 modeling behavior;

      1.2 assessment practice, and

      1.3 learning atmosphere?

Table 1 shows the level of teachers' classroom management in terms of modeling behavior. It reveals that it has an overall Mean of 4.68 with SD = 0.58, described as Always and interpreted as Extremely Practiced. This indicates that a dedication to maintaining high standards of professionalism and actively involving students in the learning process. It implies a beneficial impact on the interactions within the classroom and possibly on the academic achievements of the students. Teaching requires upholding ethical and polite behavior, displaying a strong level of expertise, and being committed to ongoing learning and enhancement. A teacher who embodies professionalism serves as a role model for students, cultivating an atmosphere of reverence and self-control that promote effective learning. The significance of teachers' behavioral modeling in promoting a favorable learning environment is highlighted by Lian et al. (2020) in their research on character development through teacher exemplification.

Table 1: Modeling Behavior

Indicators	Mean	SD	Description	Interpretation
As a teacher, I…				
1. wear proper uniform.	4.84	0.40	Always	Extremely Practiced
2. come to class on time.	4.60	0.64	Always	Extremely Practiced
3. keep my things in the class tidy.	4.68	0.56	Always	Extremely Practiced
4. deal with my students honestly.	4.88	0.32	Always	Extremely Practiced
5. make my own performance task.	4.55	0.69	Always	Extremely Practiced
6. join the class in cleaning the classroom.	4.15	1.29	Most of the time	Highly Practiced
7. organize my class discussion and activities.	4.66	0.56	Always	Extremely Practiced

8. show positive attitude in dealing with my students.	4.69	0.64	Always	Extremely Practiced
9. acknowledge the efforts and contributions of others.	4.86	0.34	Always	Extremely Practiced
10. show a commitment to learning and personal growth.	4.91	0.33	Always	Extremely Practiced
Overall	**4.68**	**0.58**	**Always**	**Extremely Practiced**

Note: 4.26-5.0 Extremely Practiced; 3.41-4.2 Highly Practiced; 2.61-3.4 Moderately Practiced; 1.81-2.6 Slightly Practiced; 1.00-1.80 Not Practiced

Moreover, the indicator 10, *As a teacher, I show a commitment to learning and personal growth*, has the highest Mean of 4.91 with SD = 0.58, described as Always and interpreted as Extremely Practiced. This means that displaying a commitment to education and personal growth is a crucial element of becoming a teacher. This commitment not only enhances one's own skills and knowledge but also serves as a model for one's students, inspiring them to engage in continuous learning. In order for teachers to advance professionally, they must demonstrate effectiveness in the classroom, which will in turn inspire and engage students. They must possess a strong commitment to their own education. The process requires continuous self-reflection, openness, continuous learning, adaptability, and a passion for acquiring knowledge. This implies that promoting a culture of ongoing improvement among instructors is crucial for improving student results Lian et al. (2020).

On the other hand, the indicator 6, As a teacher, *I join the class in cleaning the classroom*, got the lowest Mean of 4.15 with SD = 1.29, described as Most of the Time and interpreted as Highly Practiced. By engaging in school cleaning activities can cultivate a feeling of inclusiveness and collaboration. Additionally, it promotes collaboration and synergy by encouraging students to collaborate towards a shared objective. Engaging in extracurricular activities, such as cleaning, enhances the relationship between students and teachers. Encouraging a learning environment that promotes outstanding communication and mutual respect between teachers and students can enhance communication and foster respect. Teachers can foster academic and personal success in their pupils by developing skills such as active listening, open communication, and tolerance for diversity.

This indicates a possible opportunity for enhancing teachers' demonstration of behavior. Teachers should strive to maintain a consistent and reliable demeanor in the classroom to promote a sense of predictability. Teachers can enhance their capacity to cultivate a sense of community and collective accountability in the classroom by concentrating on these specific aspects to refine their behavior modeling. This will facilitate the establishment of a nurturing and all-encompassing educational setting for every student. Ambiguous conduct can lead to perplexity among students and weaken the notion of collective accountability and community. The promotion of a sense of community and shared responsibility inside the classroom is very important (Richardson & Mishra, 2018).

Table 2
Assessment Practices

Table 2 shows that the level of teachers' classroom management in terms of assessment practices. It reveals that it has an overall Mean of 4.19 with SD = 0.72, described as Most of the Time and interpreted as highly Practiced. This indicates that teachers generally implement assessment practices. There is a noteworthy implication for enhancing students' academic performance through consistent and structured evaluation methods. This aligns with the literature emphasizing the importance of teachers' assessment competence and its influence on students' progress Herppich et al. (2018). By maintaining a consistent approach to assessment, educators can better identify students' needs, provide targeted support, and ultimately contribute to improved learning outcomes.

Indicators	Mean	SD	Description	Interpretation
As a teacher, I…				
1. give Summative test every end of the topic.	4.16	0.59	Most of the time	Highly Practiced
2. give special activities to PWD/SNED and IPs.	3.76	0.94	Most of the time	Highly Practiced
3. give special test to those who missed any test.	4.12	0.73	Most of the time	Highly Practiced
4. give pretest or diagnostic before the start of a new lesson.	4.17	0.81	Most of the time	Highly Practiced

	Mean	SD	Description	Interpretation
5. give remedial classes to students with different concerns.	4.12	0.77	Most of the time	Highly Practiced
6. provide a baseline for setting clear goals and expectations.	4.36	0.79	Always	Extremely Practiced
7. consider the multiple intelligence of the students during my formative assessment.	4.34	0.66	Always	Extremely Practiced
8. give various activities/drills/exercises during discussion to check the students' understanding during discussion.	4.26	0.61	Always	Extremely Practiced
9. create a sense of accountability by measuring performance against predefined or benchmark.	4.34	0.64	Always	Extremely Practiced
10. group students according to their skills and abilities during any formative and summative assessment.	4.27	0.62	Always	Extremely Practiced
Overall	**4.19**	**0.72**	**Most of the time**	**Highly Practiced**

Note: 4.26-5.0 Extremely Practiced; 3.41-4.2 Highly Practiced; 2.61-3.4 Moderately Practiced; 1.81-2.6 Slightly Practiced; 1.00-1.80 Not Practiced

Moreover, the indicator 6, *As a teacher, I provide a baseline for setting clear goals and expectations*, has the highest Mean of 4.36 with SD = 0.79, described as Always and interpreted as Extremely Practiced. This means that by providing a clear learning path with goals and expectations, teachers may help students understand what is expected of them and how to get there. Students are better able to concentrate on their efforts since they have a clearer understanding of the goal of their learning activities. However, in order to guide and motivate students, support self-regulation and equity, provide efficient evaluation and feedback, and improve communication.

Teachers must establish clear objectives and define a baseline. It is essential to have efficient instruction and learning. This suggests a consistent practice among teachers, indicating a proactive approach to fostering academic achievement. This finding aligned with the literature review, emphasizing the significance of clear goal-setting in effective classroom management Crosby et al (2018).

On the other hand, the indicator 2, *As a teacher, I give special activities to PWD/SNED and IPs*, got the lowest Mean of 3.76 with SD = 0.94, described as Most of the time and interpreted as Highly Practiced. This indicates that teachers provide special activities to students with disabilities (PWD/SNED) and Indigenous Peoples (IPs). This suggests further that there is a potential area for improvement in inclusive teaching practices. By specialized activities catered to the requirements of students with disabilities and Indigenous Peoples creates inclusivity in the classroom by establishing an inclusive environment. By building confidence and self-esteem it guarantees that all students regardless of their background or ability have the chance to participate in and engage in learning activities. Specifically designed activities can help students with disabilities and Indigenous Peoples feel more confident and positive about themselves.

This finding underscores the importance of ensuring equitable access to educational opportunities for all students, aligning with research emphasizing the significance of catering to diverse student needs Lian et al.(2020) Van der Lans et al (2018).

Table 3.
Learning Atmosphere
Table 3 shows that the level of teachers' classroom management in terms of learning atmosphere. It reveals that it has an overall Mean of 4.60 with SD = 0.56, described as Always and interpreted as Extremely Practiced. This indicates a consistently positive environment, underscores the critical role of fostering a conducive and supportive atmosphere in promoting effective teaching practices and student engagement. By establishing clear and consistent expectations for behavior, participation and academic performance effective classroom management contributes to the creation of a structured learning environment that helps students engage, collaborate, and succeed academically. Students are more likely to maintain their focus and interest in the material when they are aware of what is expected of them.

Indicators	Mean	SD	Description	Interpretation
As a teacher, I…				
1. create a calm and happy atmosphere while teaching.	4.68	0.53	Always	Extremely Practiced

	Mean	SD	Description	Interpretation
2. prepare appropriate instructional materials for each topic.	4.65	0.48	Always	Extremely Practiced
3. listen to students' and teachers' concerns towards school.	4.67	0.47	Always	Extremely Practiced
4. open all the windows and doors, electric fans during my class.	4.77	0.42	Always	Extremely Practiced
5. acknowledge efforts/participation of the students during class.	4.60	0.55	Always	Extremely Practiced
6. start classes with clean classroom/blackboards/tables and chairs.	4.58	0.68	Always	Extremely Practiced
7. ask students' understanding/queries before I proceed to the next topic.	4.18	0.97	Most of the time	Highly Practiced
8. stop students from having unnecessary talks but I consider intelligent noise.	4.68	0.47	Always	Extremely Practiced
9. see to it that students are settled on their seats before I start my class discussion.	4.56	0.50	Always	Extremely Practiced
10. let them fix themselves like combing hair, change t-shirts and the like, before I start my class.	4.64	0.54	Always	Extremely Practiced
Overall	**4.60**	**0.56**	**Always**	**Extremely Practiced**

Note: 4.26-5.0 Extremely Practiced; 3.41-4.2 Highly Practiced; 2.61-3.4 Moderately Practiced; 1.81-2.6 Slightly Practiced; 1.00-1.80 Not Practiced

On the other hand, encouraging students to display desired behaviors and academic success can be accomplished by using positive reinforcement techniques like praise, awards, and recognition. By praising and recognizing students' accomplishments, teachers can strengthen a supportive learning atmosphere. This finding aligns with the study of Richardson and Mishra (2018) who emphasized the importance of creating learning environments that encourage creativity and problem-solving, which are essential for enhancing students' performance in both academic and real-world contexts.

Moreover, the indicator 4, *As a teacher, I open all the windows and doors, electric fans during my class*, has the highest Mean of 4.77 with SD = 0.42, described as Always and interpreted as Extremely Practiced. The consistent practice of opening windows, doors, and electric fans during classes, as reported by teachers suggests a proactive approach to creating a conducive learning atmosphere. Using an electric fan and opening windows and doors can help increase air circulation in the classroom. For both students and teachers, this can avoid the accumulation of stale air, lessen stuffiness and provide a more pleasant and breathable environment. Proper ventilation is crucial to preserving indoor air quality. The classroom can be made healthier and cozier by letting in more natural light, which promotes focus and well-being in the students.

Moreover, giving ventilation in the classroom priority can improve air quality, temperature control, student focus and general well-being. Examples of these benefits include opening windows and doors and employing an electric fan. By putting these strategies into effect may create a learning atmosphere that is more conducive, comfortable, and supportive of students' involvement academic success. This finding aligns with the literature highlighting the significance of environmental factors in promoting student engagement and academic performance Richardson and Mishra (2018).

On the other hand, the indicator, *As a teacher, I Ask students' understanding/queries before I proceed to the next topic*, got the lowest Mean of 4.18 with SD = 0.97, described as Most of the time and interpreted as Very Significant. This suggests that this aspect of fostering student engagement and comprehension may require further attention and improvement in classroom practice. This finding aligns with the literature indicating that inadequate teacher-student interaction can hinder academic performance Olivier and Archambault, (2017). Therefore, enhancing strategies for soliciting student feedback and addressing queries could contribute to a more supportive and effective learning environment.

Table 4: Overall Classroom Management

Variables	Mean	SD	Description	Interpretation
Modeling Behavior	4.68	0.58	Always	Extremely Practiced
Assessment Practices	4.19	0.72	Most of the time	Highly Practiced

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Learning Atmosphere	4.60	0.62	Always	Extremely Practiced
Overall	**4.49**	**0.62**	**Always**	**Extremely Practiced**

Note: 4.26-5.0 Extremely Practiced; 3.41-4.2 Highly Practiced; 2.61-3.4 Moderately Practiced; 1.81-2.6 Slightly Practiced; 1.00-1.80 Not Practiced

Table 4 shows that the overall level of teachers' classroom management. It reveals that it has an overall Mean of 4.49 with SD = 0.62, described as Always and interpreted as Extremely Practiced. By building a constructive learning environment where students can flourish intellectually and socially requires good effective classroom management. Students can learn academic standards, classroom norms and behavioral expectations early on when clear expectations are set. Enforcing expectations consistently contributes to the creation of a predictable and organized atmosphere that fosters learning. Students are more likely to participate in learning and adhere to classroom rules when they feel appreciated and encouraged. This can be achieved by developing positive connections with them that are built on respect, trust and empathy. Good communication keeps lines of communication open and transparent with coworkers and the parents of students. Give students regular feedback on their progress, respond quickly to issues, and work with parents to promote their conduct and learning.

Additionally, as a teacher use a variety of teaching strategies to actively engage students in learning. Incorporate interactive activities such as group work, hands-on projects and technology to keep students motivated and interested in the lesson and also have a self-reflection and professional development growth to continuously reflect on teaching practices seek feedback from colleagues and students and engage in professional development opportunities to enhance classroom management skills and effectiveness as a teacher. The consistently high level of teachers' classroom management, particularly in aspects such as modeling behavior and fostering a conducive learning atmosphere suggest a promising foundation for promoting positive student outcomes Olivier & Archambault, (2017).

Moreover, the variable, Modeling Behavior, has the highest Mean of 4.68 with SD = 0.58, described as Always and interpreted as Extremely Practiced. One of the most effective ways for teachers to impact and mold their students' attitudes, values and behaviors is by modeling appropriate behavior. By role modeling teacher can set an example of the students. Teachers' attitudes behaviors and behaviors establish an example of the students to follow both within and outside of the classroom. Encourage students to imitate positive characteristics by modeling them such as kindness, respect, perseverance and honesty. Teachers can give their students practical examples on how to handle social interactions and obstacles by modeling behaviors like active listening, problem-solving, teamwork and empathy. Additionally, setting a good example for students in behavior, teaching morals, developing trust, encouraging social learning and creating a supportive classroom environment may all be accomplished by modeling behavior as a teacher. By exhibiting the traits and by establishing a nurturing and motivating learning environment that fosters academic achievement, personal growth and constructive social interactions in the students. This indicates that teachers consistently exhibit positive conduct and actions within the classroom, underscores the critical role of educators as models for students' character development and academic success Lian et al. (2020).

On the other hand, the variable, Assessment Practices, got the lowest Mean of 4.19 with SD = 0.72, described as Most of the time and interpreted as Very Practiced. The relatively lower mean score for Assessment Practices suggests a potential area for improvement in classroom management strategies. An essential component of efficient instruction that offers insightful feedback on students' development, comprehension, and material mastery. Assessment is used for a variety of reasons including as gauging student progress, pinpointing areas for development, guiding instruction and assessing how well instructional methods are working. Teachers can create tests that support learning objectives and instructional goals by having a clear understanding of the purpose of assessments. Integrating peer and student assessments into the evaluation process is one possible area for improvement in classroom management techniques related to assessment procedures as a teacher.

Additionally monitoring student progress, giving feedback, directing instruction and encouraging student learning and achievement all depend on efficient assessment procedures. Using a range of assessment techniques providing prompt feedback and utilizing assessment results to guide instructional strategies in order to enhance students' achievement teachers can establish a nurturing and stimulating learning environment. Addressing this aspect could enhance the overall effectiveness of teachers' classroom management approaches, thereby positively impacting student outcomes Babaii & Adeh, (2019); Habeeb & Ebrahim (2019).

Problem 2. What is the level of students' academic performance based on their 1st and 2nd quarter grades in the class for the school year 2023-2024?

Table 5 shows that the Mean and Standard Deviation, as well as the Frequency and Percentage distribution of the students' performance on their 1st and 2nd quarter for School Year 2023-2024. It reveals that it has a Mean of 87.32 with SD of

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4.43 described as Very Satisfactory; 61 or 42.66% of the respondents have Very Satisfactory performance; followed by 36 or 25.17% are Outstanding, and 30 or 20.98% are Satisfactory.

Table 5 : Students' Academic Performance based on their 1st and 2nd quarter grades in the class for the School Year 2023-2024

General Average	Frequency	Percentage	Mean	SD	Description
90-100	36	25.17%			
85-89	61	42.66%	87.32	4.43	Very Satisfactory
80-84	30	20.98%			
75-79	9	6.29%			
Below 75	7	4.90%			
Total	**143**	**100%**			

Note: 90%-100% Outstanding 85%-89% Very Satisfactory, 80%-84% Satisfactory, 75%-79% Fairly Satisfactory, 74% and below Did Not Meet Expectation

Moreover, only 9 or 6.29% of the total sample population got Fairly Satisfactory and 7 or 4.90% Did Not Meet Expectation. This means that students have consistently shown growth, achievement, and interest in their studies. Consistent improvement that performs exceptionally well usually shows a trend of steady improvement from the first to the second quarter. Their willingness to learn and advance is demonstrated by their improvement. Students who achieved in both quarters have a positive outlook on education, obstacles and criticism. With a growth mentality, perseverance, and excitement, students are able to tackle their academics. Through effective studying techniques, well-organized, note-taking and active learning are examples of effective study techniques that successful students frequently display.

Good academic results are frequently a sign of a supportive learning environment where students are respected, inspired, and driven to do well. Peers, parents, and teachers are all very important in creating this atmosphere. By addressing this, it will be understood that every student learns in a unique way. Some may learn better through hands-on experiences, while others may be visual learners or oral learners. Finding out students' preferred learning style can help teachers adapt their lessons to fit to their requirements. It can also facilitate parent-teacher collaboration which can be a desirable way to discover more about the interests, strengths and limitations of each student. Ensuring that each student receives support at home and at school can be achieved through regular communication between parents and teacher.

However, it is crucial for teachers to continue being kind and patient. For struggling students, to succeed academically, they are frequently required a sense of understanding and support. This variation in academic performance aligns with the findings by Muhid et al. (2018), emphasizing the importance of understanding and addressing diverse factors influencing students' outcomes to foster overall academic success.

Problem 3. Is there a significant relationship between the teachers' classroom management and students' academic performance?

Table 6 shows that the Pearson's Correlation tests between teachers' classroom management and students' academic performance. The test reveals a Very Strong Positive Correlation between learning atmosphere and students' academic performance. Strong Positive Correlation between modeling behavior and Moderate Positive Correlation between assessment practices and students' academic performance. Table 6 took the analysis at the independent variable level by looking at the correlation test while the dependent variable constant at a time. As can be seen from the same table, all independent variables are significant at 0.05.

Table 6: Pearson's Correlation Test between the Teachers' Classroom Management and Students' Academic Performance

Independent	Dependent Variable	r-value	p-value	Description	Interpretation
Modeling Behavior	Students' Academic Performance 1st and 2nd quarter	0.60	0.00	SPC	Significant
Assessment Practices		0.38	0.00	MPC	Significant
Learning Atmosphere		0.72	0.00	VSPC	Significant

Note: 0.71-1.0 Very Strong Positive Correlation, 0.51-0.70 Strong Positive Correlation, 0.31-0.50 Moderate Positive Correlation, 0-0.30 Weak Positive Correlation Significant when computed p-value <0.05

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In summary, taking it at the coefficient level, that classroom management is correlated to students' academic performance, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (Ho1) was rejected with the following findings very strong and strong positive correlation. This means that teachers demonstrate positive behavior and create a supportive learning environment. This has an effective effect on students' academic performance. The combination of modeling behavior and an enjoyable atmosphere for learning in the classroom can have huge advantages for students, teachers, and the learning environment. This can lead to increased academic performance and a greater retention of knowledge. Teachers can foster a supportive and empowering environment where students develop academically, socially, and emotionally by giving these elements the utmost importance. As stated by Kapur (2018), understanding the factors that influence students' academic performance is essential in assessing the broad range of variables that can impact students' outcomes.

Furthermore, students' academic achievement is significantly associated with classroom management strategies used by teachers. A favorable learning environment that encourages motivation, engagement and academic success is produced by effective classroom management. By creating a positive learning environment, teachers who successfully manage their classrooms creates a friendly and encouraging atmosphere for learning. Academic achievement depends on students' participation, teamwork and a sense of belonging, all of which are fostered in this setting. It demonstrates how better classroom management raises students' achievement.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are formulated:
1. Classroom management is one of the basic responsibilities of the teachers.
2. The students show an in-depth knowledge and skills with a commitment to be the best however not all made it on top.
3. A well-managed classroom sets the stage for students' success and fosters a positive and enriching educational experience and academic performance.

V. RECOMMENDATIONS

Based on the findings and conclusions generated from this study, the researcher has formulated the following recommendations:

1. In order to maintain an effective classroom management and continue to foster a positive learning environment, teachers may prioritize building strong relationships with their students. By creating a supportive and inclusive atmosphere where students feel valued and respected, teachers can enhance student engagement and motivation. Consistent reinforcement of expectations, clear communication, and proactive problem-solving strategies are key components in sustaining a positive classroom environment. Additionally, incorporating interactive and student-centered teaching methods can further promote a sense of collaboration and enthusiasm for learning.

2. Intervening with students who have low grades requires a strategic and personalized approach to address their academic needs effectively. It is crucial to identify the root causes of their academic struggles through assessments, observations, and discussions with the students themselves. Once the challenges are identified, targeted interventions such as tutoring, extra support sessions, and differentiated instruction can be implemented to help these students improve their grades. Regular monitoring of their progress and ongoing communication with parents and guardians are essential to ensure that the interventions are yielding positive results.

3. Effective classroom management is essential for creating a conducive learning environment where students can thrive academically and socially. A well-managed classroom is characterized by clear expectations, consistent routines, and positive relationships between the teacher and students. By establishing rules and procedures from the beginning of the school year, teachers can prevent disruptions and promote a sense of safety and respect among students. Utilizing strategies such as positive reinforcement, active engagement, and differentiated instruction can help address individual student needs and maintain a harmonious classroom atmosphere.

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