

Teachers' Classroom Management Practices and Learners' Productivity

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ABSTRACT: Classroom management practices play a vital role in enhancing learners' productivity as they make a structured, supportive, and engaging learning environment. This study aimed to determine the level of teachers' classroom management practices and the level of learners' productivity. It also examined the relationship between teachers' classroom management practices and learners' productivity, and identified which dimensions of classroom management practices best predict learners' productivity. The study utilized correlational and causal research designs. The respondents of the study were 116 learners who assessed their teachers' classroom management practices and their own level of productivity. A modified questionnaire that passed through the validity and reliability tests was used to gather the necessary data. Statistical tools such as Mean, Standard Deviation, Pearson product-moment correlation coefficient, simple and multiple linear regression were utilized in this study. The data revealed that teachers' classroom management practices were highly practiced; the learners demonstrated a high level of productivity. A significant relationship between teachers' classroom management practices and learners' productivity was registered. It was also found that the learning environment is the best predictor of the learners' productivity. It is recommended that teachers maintain and ensure that the learning environment is safe, sound, and adequate for learning and development of learners, for them to be fully equipped for their future endeavors.

KEYWORDS: classroom management practices, learners, learning environment, productivity

I. INTRODUCTION

Learners' productivity refers to the extent to which learners are actively engaged, focused, and effectively completing academic tasks within the classroom. The teachers' competencies play a crucial role in enhancing learners' productivity. Effective classroom instruction encourages learners to remain attentive, motivated, and involved in assigned activities. When classroom instruction is academically productive, learners can maximize their time on task, participate meaningfully, and demonstrate improved learning outcomes. Teaching competencies, therefore, reflect a holistic approach that enables teachers to address challenges in the learning environment while sustaining learners' focus and performance.

Learners' productivity in the classroom is supported by various skills and strategies employed by teachers to promote engagement, minimize distractions, and ensure learning is engaging. This aspect is essential to effective education, as productive classrooms allow learners to work toward their academic goals with minimal interruption. Teachers guide learners' behavior and learning processes, which effectively contribute significantly to learners' achievement and overall academic success (Bello et al., 2023).

Apparently, a productive learning environment is one in which learners feel valued, safe, and encouraged to participate. In such an environment, learners are more willing to take academic risks, engage in discussions, and collaborate with peers. These factors foster active involvement in learning tasks and enhance learners' responsibility for their own learning (Yussif, 2022). In this sense, learners' productivity is maximized when the classroom atmosphere supports concentration, participation, and meaningful learning experiences.

In this regard, teachers play a vital role in nation-building by developing productive and holistic learners who possess values, 21st-century skills, and the capacity to contribute to national growth and development. Through the Philippine Professional Standards for Teachers (PPST), the country emphasizes the importance of quality teaching in improving learners' learning productivity. When teachers create learning environments that help learners connect concepts and apply knowledge, the impact on learners' academic performance and lifelong learning is strengthened.

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Therefore, to enhance learners' productivity, teachers are expected to demonstrate proficiency in a wide range of instructional and management-related skills. In complex classroom settings, teachers make numerous decisions daily that influence learners' focus, engagement, and learning efficiency (Tasan, 2021). Competencies such as communication, organization and planning, facilitation and engagement, and adaptability enable teachers to structure lessons effectively, sustain learners' interest, and reduce behaviors that hinder learning.

One challenge that affects learners' productivity is the lack of clearly defined routines and expectations. Without clear guidance, learners may struggle to understand their responsibilities, resulting in reduced focus and frequent disruptions. Additionally, limited access to learning resources and materials, particularly in geographically isolated areas, can hinder learners' ability to complete tasks efficiently and achieve learning goals. Thus, this study aimed to examine how such challenges affect learners' productivity and overall learning experiences with proposed strategies and interventions to improve educational quality in these contexts, which could hopefully address these concerns.

Bandura's Social Learning Theory served as the foundation for this investigation. This theory placed an emphasis on the function that social interactions and observational learning play in the process of behavior formation. This hypothesis assumes that people learn by observing the actions of others and then modeling them on their own. In the context of classroom management, the Social Learning Theory proposes that the behaviors of learners are influenced by their peers and teachers.

Consequently, the creation of a constructive and encouraging educational setting, in which positive behaviors are demonstrated and promoted, has the potential to contribute to the successful management of classrooms and the positive transformation of classroom dynamics. Through the application of the ideas of Social Learning Theory in research, one can investigate how social interactions and observational learning impact practices of classroom management or supervision and the setting in which learners learn and become productive (McLeod, 2025).

Likewise, with Social Learning Theory, the idea of learning through observation is considered one of the most important features. People acquire knowledge by seeing the actions of other people and the results of those actions. Following that, they make use of this information to direct their conduct in situations that are comparable. Kids are able to learn from their classmates, teachers, and other adults without even being conscious that they are participating in the learning process. This sort of learning is particularly influential in the classroom since it allows kids to learn directly from their peers.

Another point brought up by the Social Learning Theory is the need to establish a learning environment that is cheerful and encouraging. Through the establishment of a sense of community, the promotion of collaborative learning, and the provision of clear expectations, teachers have the ability to cultivate this atmosphere. When learners see their classmates engaged in positive behaviors and receiving praise and incentives for their efforts, they are more inclined to emulate similar behaviors themselves. This, in turn, contributes to a happy atmosphere in the classroom (Cherry, 2024).

The Social Learning Theory proposes that teachers create a respectable and supportive learning environment, give clear expectations, develop a sense of community, and promote collaborative learning. This is in reference to the methods that are used in classroom management. When learners see their classmates engaged in positive behaviors and receive praise and incentives for their efforts, they are more inclined to emulate pleasing behaviors themselves, which in turn contributes to a happy atmosphere in the classroom (Sutton, 2021).

Additionally, the Social Learning Theory places importance on the function that reinforcement plays in the process of behavior modification. Teachers may urge children to continue demonstrating excellent behaviors by providing them with verbal praise, awards, and recognition. Through these methods, teachers can reinforce favorable behaviors. Teachers have the ability to create an atmosphere in the classroom that promotes and supports positive conduct and learning by providing learners with positive reinforcement.

There are important implications that the Social Learning Theory has on the management strategies that are used in classrooms. Teachers have the ability to create a pleasant and conducive learning environment by following these principles. This atmosphere encourages learners' involvement, collaboration, and positive social interactions when it is implemented. Additionally, teachers have the ability to demonstrate acceptable behavior, offer opportunities for learners to observe and imitate, and praise positive behaviors in order to mold the behavior of their learners and establish a supportive environment inside the classroom (Dela Torre, 2024).

II. METHODOLOGY

The study used a correlational and causal research design. Gershman and Ullman (2023) stated that the correlation between two variables may reflect the causal effect of one variable on the other, or the causal effect of another variable on both. This research design provides an accurate portrayal or account of the characteristics of a particular individual, situation, or group. This is a means of discovering new meetings, describing what exists, and determining the frequency and categorization of

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information. This method is an exact and systematic description of something that denotes the extent of the phenomenon, or characteristics such as feeling or attitude.

The researcher used the following statistical tools to analyze the results of the data gathered. Problems 1 and 2 used Descriptive statistics, such as Mean and Standard Deviation, to describe the variables in the study. For problem 3, the Pearson Product-Moment Correlation Coefficient was used to determine the level of correlation between teachers' classroom management practices and learners' productivity. Problem 4 utilized the Simple and Multiple Linear Regression Analysis to determine the best predictor among the dimensions of the independent variable.

III. RESULTS AND DISCUSSION

Problem 1. How do the learners perceive the level of teachers' classroom management practices in terms of:

- 1.1 learning environment;
- 1.2 classroom rules: and
- 1.3 reinforcements?

Table 1. Summary of the Level of Teachers' Classroom Management Practices

Variable	Mean	SD	Qualitative Description
Learning Environment	4.16	0.83	Good
Classroom Rules	4.11	0.90	Good
Reinforcements	4.08	0.89	Good
Overall	4.12	0.87	Good
Note:	4.21 – 5.00 Very Good 1.81 – 2.60 Poor	3.41 – 4.20 Good 1.00 – 1.80 Very Poor	2.61 – 3.40 Moderately Good

Table 1 shows the summary of the level of teachers' classroom management practices. It registered an overall Mean of 4.12 with SD=0.87 and with the qualitative description of *Good*. The data imply that the teachers are serious about their implementation of classroom management. They want their learners to concentrate on their studies and be free from distractions. They also want to ensure that a quorum is in the classroom. According to Tasan (2021), the teachers must be consistent in employing classroom management. They should also show fairness and equality in treating their learners and their misgivings. In this way, the learners do not feel mistreated and are disciplined for their own good.

In the same table, the variable, *Learning Environment*, is rated the highest with a Mean of 4.16, with SD=0.83, and with the qualitative description of *Good*. The data suggest that teachers provide all learners with the ideal learning environment for the finest learning experience. Therefore, teachers ensure that they can learn at the highest level to achieve their goals and objectives. Sutton (2021) claimed that schools and teachers need to ensure that the learners feel at ease and secure while at school. They should also be well protected to have fewer worries. In this way, they will concentrate on their studies.

Meanwhile, the variable, *Reinforcements*, was rated the lowest with a Mean of 4.08 (SD=0.89), qualitatively described as *Good*. The data imply that the teachers also perform reinforcement strategies. They believe that it can stimulate the learners' motivation and engagement. It can also inspire them to perform better. Dela Torre (2024) stated that when learners are appreciated and recognized for their efforts, they become inspired to achieve more. They believe that they are recognized fairly. They also believe that the teachers have trust and confidence in them to overcome obstacles.

Problem 2. What is the learners' level of productivity in terms of:

- 2.1 collaborative work; and
- 2.2 technology use?

Table 2. Summary of Students' Level of Productivity

Variable	Mean	SD	Qualitative Description
Collaborative Work	4.09	0.89	High
Technology Use	4.18	0.91	High
Overall	4.14	0.90	High
Note: 4.21 – 5.00 Very High 3.41 – 4.20 High 2.61 – 3.40 Moderate 1.81 – 2.60 Low 1.00 – 1.80 Very Low			

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Table 2 showcases the summary of students' productivity levels. It registered an overall Mean of 4.14 (SD=0.90) and a qualitative description of *High*. The data suggest that the learners have a high level of productivity with the aid of technology. They find it easy to make their outputs with the aid of technology. They can also find more resources and references, and then decide which to utilize. Suico (2021) reported that learners are dependent on technology. They find it challenging to generate ideas without technology. It is easier for them to communicate and exchange ideas with the aid of technology.

In the same table, the variable, Technology Use, was rated the highest with a Mean of 4.18 (SD of 0.91), qualitatively described as *High*. The data imply that the learners use technology in their studies. They harness the advantages to improve their performance and outputs. They find it easy to understand the tasks with the aid of technology. According to Sutton (2021), learners nowadays are somewhat well-versed in navigating technology on the internet. They make use of their advantages and come up with the best results. They ensure that they can collect various data and information before making their decisions.

Meanwhile, the variable, Collaboration, was rated the lowest with a Mean of 4.09, with SD=0.89, and with the qualitative description of *High*. The data imply that the learners value the importance of collaboration and communication. There are things that they feel they cannot solve it right away and that they need the prospects of others specially those they trust the most. They want to avoid risks and failures to save time and resources. In the study of Vali (2022), it found that that when collaboration is accomplished through technology, it promotes a way of learning during which learners build their knowledge as a consequence of engaging, discussing, and re-expressing their learning material. This suggests that technology-supported collaboration lets learners actively participate in their learning process.

Problem 3. Is there a significant relationship between teachers' classroom management practices and learners' productivity?

Table 3 discloses the test correlation between classroom management practices and learners' productivity. Overall correlation registered a computed r-value of 0.678 with the computed p-value of 0.001. The computed p-value is less than the p-critical value at the 0.05 level of significance. Thus, the null hypothesis is rejected. The data can be inferred that a significant moderate positive correlation between classroom management practices and learners' productivity is registered.

Table 3. Test of Correlation Between Classroom Management Practices and Productivity

Variables	r-value	Strength of Correlation	p-value	Description	Interpretation
Learning Environment	0.758	High Positive Correlation	0.001		Significant
Classroom Rules	0.542	Moderate Positive Correlation	0.001		Significant
Reinforcements	0.623	Moderate Positive Correlation	0.001		Significant
Overall	0.678	Moderate Positive Correlation	0.001	Reject Ho1	Significant

Note: 0.90 - 1.00 Very High Positive Correlation 0.70 – 0.89 High Positive Correlation
 0.50 – 0.69 Moderate Positive Correlation 0.26 – 0.49 Low Positive Correlation
 0.00 – 0.25 Very Low Positive Correlation *Significant when computed p-value <0.05.*

Classroom Management practices are important for the learners' productivity. It provides an opportunity for teachers to create a chain of activities that will help learners develop a routine and later become part of their habit. Teachers need consistency in implementing rules to develop the character and attitude of learners, perfect to the norms and traditions of the society. They not only need to develop skills and acquire the knowledge and information, but also develop their character, a vital role in their activities and interactions with different individuals. Legaspi and Brobo (2023) emphasized the importance of learners to hone their character and intellectual capacity. There are things that they do not learn at home, and teachers at school can assist and guide them in their understanding. At work, skills and knowledge are important, but attitude and dealings with others are also essential for the necessary adjustments to avoid misunderstandings and troubles.

Learning Environment registered a computed r-value of 0.758 with the computed p-value of 0.001. The computed p-value is less than the p-critical value at the 0.05 level of significance. Thus, the null hypothesis is rejected. The data imply that significant strong positive correlation was registered between classroom management practices and learners' productivity when the learning environment is considered.

A learning environment is important to students' productivity. A learning environment that fosters love, care, and safety often allows learners to focus on their studies and be inspired to perform better. Having this environment, they feel valued and that their efforts are recognized fairly. Suico (2021) stated that when learners are given equal attention and opportunity, they become inspired, motivated, and engaged in various school activities. They know that their efforts are recognized. They also

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believe that they need to perform at their best to show their parents and teachers that their support, assistance, and guidance are all worth it.

Classroom rules got a computed r-value of 0.542 and a computed p-value of 0.001. Thus, the null hypothesis is rejected. The computed p-value is less than the p-critical value at the 0.05 level of significance. The data suggest a significant moderate positive correlation between classroom management practices and learners' productivity when classroom rules are well-organized.

Classroom rules are connected with the learners' productivity. Classroom rules, when consistently observed, help learners become responsible and sensible individuals. Classroom rules maintain harmony and peace in the classroom, letting the learners be free from distractions from others. According to Dela Torre (2024), classroom rules are not about punishment but about teaching learners that they have responsibilities and duties beyond studying. They also need to respect others' boundaries and privacy. Thus, teachers need to ensure that learners practice what they learn and that they have things to contribute to the betterment of others as well.

Reinforcements registered a computed r-value of 0.623 with the computed p-value of 0.001. The computed p-value is less than the p-critical value at the 0.05 level of significance. Thus, the null hypothesis is rejected. The data show a significant moderate positive correlation between classroom management practices and learners' productivity when reinforcements are considered.

Reinforcements are important for the learners' productivity; they help teachers employ strategies for learners to engage and be inspired with their studies. When the learners feel that their efforts and sacrifices are well recognized and given due points, they become more inspired to perform better. The value of fairness and equality allows the learners to get motivated to perform their tasks. The study of Sutton (2021) claimed that when learners receive recognition, whether through remuneration or even simple praise, they become happy and satisfied. They feel contented and will continue to strive hard and be inspired to perform at their best. The teachers should give praise and recognition, for learners will continue aiming for better performance.

Problem 4. Which of the dimensions of the independent variables singly or in combination best predicts the learners' productivity?

Table 4 presents a regression analysis on classroom management practices and productivity. It is hypothesized that the predictor was positively associated with productivity. Results show that the 45% of the variance is explained by the predictor, $F=10.975$, $p<.001$. It can be inferred that if the teacher is able to increase the classroom management practices by 1%, it will also increase the learners' productivity by 45%. Thus, the regression model is significant.

Table 4. Regression Analysis on Classroom Management Practices and Productivity

Variables	UC		SC	t-value	Sig. (P-value)	Decision	Interpretation
	B	SE	B				
Constant	0.8756	0.7961	0.7758				
Classroom Management Practices	0.7648	0.7867	0.7688	11.949	0.001	Reject Ho2	Significant
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision	Interpretation
	0.488	0.465	0.453	10.975	0.001	Reject Ho2	Significant

Note: UC = Unstandardized Coefficients
 SC = Standardized Coefficients
 Dependent Variable = Students' Productivity
 Significant when the computed p-value <0.05.

Practices for managing the classroom are essential and connected to the levels of productivity of learners. It allows teachers to construct a series of activities to assist learners in developing their routine and, in the long run, become a habit to participate in activities. Educators have a responsibility to be consistent in the execution of rules, as they are also responsible for cultivating in their learners' character and attitude ideals in harmony with norms and traditions of society. Not only do they need to improve their abilities and gain the knowledge and information, but they also need to build their character, which will play an important role in the activities they engage in and the relationships they have with a variety of people.

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According to Tasan (2021), for learners to be successful, it is essential that they simultaneously develop both their academic capacity and their character. There are some things that youngsters do not become familiar with at home, and teachers at school help them with these things. Learners must make the essential adjustments to avoid misunderstandings and problems in the workplace. While skills and knowledge are important, attitude and how one interacts with other people are also essential. The relationships a person has with their coworkers can help them develop stronger relationships and rapport with one another. Ultimately, this leads to improved work relationships, which can also help them remain in their current position.

Table 5 on the next page shows the multiple linear regression analysis on classroom management practices and productivity. Results show that 46% of the variance is explained by the three predictors, $F=0.648$, $p<.001$. Thus, the regression model is significant. Specifically, classroom environment ($\beta=0.795$, $t\text{-value}=10.464$, $p\text{-value}<.001$), classroom rules ($\beta=0.595$, $t\text{-value}=8.318$, $p\text{-value}<.001$), and classroom management ($\beta=0.688$, $t\text{-value}=9.947$, $p\text{-value}<.001$) are positively associated with learners' productivity. It can be inferred that if teachers increase the classroom management practices by 1%, it will also increase the learners' productivity by 47%. This suggests that teachers' efforts in managing classroom activities can lead to better performance and character development of learners.

The regression analysis provides deeper insight into how each variable is associated with the outcome, showing that all three factors, learning environment, classroom rules, and reinforcements, not only have positive relationships but also statistically have meaningful effects. The learning environment indicates that as the quality of the learning environment improves, such as better facilities, supportive atmosphere, and effective teacher-learner interaction, the outcome variable also tends to increase substantially. This suggests that the learning environment is the most influential factor among the three, playing a critical role in shaping outcomes.

Classroom rules and reinforcements both exhibited positive correlation. This shows that they still have important contributions, but with a comparatively lower degree of influence. Clear and consistent classroom rules help maintain order and structure, which supports learning, while reinforcements such as rewards, feedback, or recognition encourage positive behavior and engagement. The consistently low $p\text{-values}$ (0.001) across all variables confirm that these relationships are not due to chance, reinforcing the reliability of the findings. The analysis suggests that while all three variables significantly contribute to improving the outcome, prioritizing enhancements in the learning environment may yield the greatest impact, while strengthening classroom management practices and reinforcement strategies can further support and sustain positive results.

Table 5. Multiple Regression Analysis on Classroom Management Practices and Productivity

Variables	UC		SC	t-value	Sig. (P-value)	Interpretation
	B	SE	B			
Constant	0.8658	0.7563	0.7856			
Learning Environment	0.7655	0.7859	0.7957	10.464	0.001	Significant
Classroom Rules	0.5539	0.5756	0.5958	8.318	0.001	Significant
Reinforcements	0.6487	0.6697	0.6885	9.947	0.001	Significant
	R	R²	Adjusted R²	f-value	Sig. (P-value)	Interpretation
Model	0.498	0.475	0.466	10.648	0.001	Significant

Note: UC = Unstandardized Coefficients
 SC = Standardized Coefficients
 Dependent Variable = Students' Productivity
 Significant when the computed $p\text{-value}<0.05$.

The findings can be summarized with the following regression equation:

$$Y=0.766X_1+0.554X_2+0.649X_3+0.866$$

Where: 0.866 = Constant

Y = Students' Productivity

X₁ = Learning Environment

X₂ = Classroom Rules

X₃ = Reinforcements

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Bello et al. (2023) stated that teachers should always employ classroom management practices that positively affect learners' performance both in academics and character development. In this way, holistic development among learners is achieved. They not only develop skilled individuals but also responsible citizens of the community.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Teachers effectively implement classroom management practices, indicating that strategies related to learning environment, classroom rules, and reinforcement are consistently applied in the classroom.
2. Learners are actively engaged, responsible, and capable of performing their academic tasks effectively
3. Teachers who have effective classroom management practices contribute to improved learner engagement, participation, and academic performance.
4. Teachers' classroom management provides a safe, organized, supportive, and conducive learning environment, which plays a crucial role in enhancing learners' productivity.

V. RECOMMENDATIONS

In light of the findings and conclusions, the following recommendations are proposed:

1. Teachers may continue to strengthen their classroom management practices, particularly by enhancing the learning environment through inclusive, engaging, and learner-centered strategies. They should also improve consistency in implementing classroom rules and diversify reinforcement techniques.
2. Learners may maintain or improve their productivity to a higher level.
3. Teachers may continue to utilize updated teaching strategies and techniques for the learners to achieve a much higher level of productivity.
4. Teachers may always maintain a safe, sound, and adequate learning environment for all their learners.

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