

Classroom Management Practices and Learners' Academic Performance

Georich S. Alojacin^a, Rosalinda C. Tantiado^b

^ageoreacher@gmail.com, ^brosalinda.tantiado@deped.gov.ph
Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

A culture of mutual respect and trust in the classroom encourages learning and reduces disturbances. This study sought to identify the classroom management practices of teachers in terms of Rules and Procedure, Disciplinary Interventions, and Teacher-Student Relationships; to determine the learners' academic performance for the second quarter of SY 2022-2023; and find the significant relationship between classroom management practices and learners' academic performance. The study utilized a quantitative descriptive research design. A survey was used to acquire quantitative data on teachers' classroom management practices. It also used frequency, percentage, mean, and standard deviation. Pearson Product Moment Correlation was used to determine the significant relationship between the variables. The respondents of the study were the 302 students of North 3 District, Division of Gingoog City. Results showed that teachers Highly Practiced Rules and Procedures. However, not all the respondents agree that teachers are practicing or imposing Disciplinary Intervention. It can be concluded that teachers were able to establish clear set of rules and procedures that students can base their actions from which ensure better engagement and learning inside the classroom. It can be recommended that teachers need to improve the practice of disciplinary intervention in their classroom to better understand what is expected of them in terms of conduct and behavior.

Keywords: Classroom Management Practices, Rules and Procedure, Disciplinary Intervention, Teacher-Student Relationship.

1. Introduction

One of biggest challenges that teachers, especially during the early years of their career, face is classroom management. Typically, it is difficult to manage more than 30 learners with different personalities and attitude. Making these learners focused and engaged until the end of a lesson is a heavy task. Yet, there are teachers who are able to do it well.

Classroom management refers to the array of skills and strategies teachers use to ensure that their classrooms are organized, safe, and conducive to learning. Good classroom management creates an environment where students feel comfortable and can focus on academics (Llego, 2022).

According to Tingley (2020), law and order are only one component of effective classroom management. However, it ought to put more emphasis on teacher-student interactions and less on student conformity. A culture of mutual respect and trust in the classroom encourages learning and reduces disturbances. Students are encouraged to invest in their own learning through discussions and tasks that incorporate their thoughts and experiences. Students are less likely to disturb the class when they are engaged.

Yet, it is important to note that implementation of school disciplinary rules and regulations programs helps protect the well-being and safety of the students and assists the school in providing an environment conducive to learning. Teachers are the main actors in the implementation of school discipline. The efficiency of the discipline in the school will be the key concern of the teacher.

The Philippine Constitution 1987, Article XIV, Sec. 3, mandates educational institutions to be responsible for influencing the behavior of learners under their care. It states that “all educational institutions to teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline”. The educational institution is accountable for ensuring that learners should act morally, develop acceptable behavior, and discern ethical responsibilities to make certain that they follow the disciplinary rules and regulations whether off-campus or on-campus as reinforced by the school.

In 2012, the Department of Education (DepEd) released DepEd Order No. 40, s. 2012 entitled “Child Protection Policy (CPP),” through the creation of Child Protection Committees in school divisions to improve the implementation of disciplinary rules and regulations. This aims to protect learners from all forms of physical and mental violence, injury and abuse, neglect or negligence treatment, maltreatment, and exploitation, including sexual abuse.

To help teachers in their management of learners in the classroom, in 2015, DepEd launched the Primer on Positive Discipline in Everyday Teaching. Its purpose is to help teachers apply a positive discipline approach in classroom management. It outlines steps teachers can follow and situations they can refer to in applying positive and non-violent discipline in classroom management. It introduces the Positive Discipline Model. Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children’s rights to healthy development, protection from violence, and active participation in their learning.

Discipline aims to improve learners’ behavior which would allow better opportunities in school and the community. Most learners who exhibit negative behavior lack attention or affection from their family members (Pena & Espinosa, 2019). It can be implied that, in classroom management, teachers should consider the background of learners, their family and environment outside the school.

The kind of classroom management that teachers employ may vary based on their different beliefs and principles. This may also reflect their overall performance in school. The result of the study by Nisar et al. (2019) indicates that a good relationship between the teachers’ classroom management practices and learners’ academic achievement were found as vital and basic element for the school’s high academic scores.

This study aimed to determine the classroom management practices of teachers and their relationship to the academic performance of learners. The study focused on the teachers from the different schools in the North 3 District, Division of Gingoog City.

This study was anchored on the premise of Millapre (2017) that clear classroom rules and discipline practices with a friendly, optimistic, and open-minded attitude ease the burden of classroom management. Thus, it recommends that teachers utilize appropriate strategies and design activities that will engage students in tasks where disruptive behavior will be minimized.

The paradigm of this study was guided by William Glasser’s *Reality Therapy/Choice Theory* as discussed by Deniz and Sevim (2022). This theory involves teachers aiding students to make positive choices by making clear the relationship between student behavior and consequences. Class agreements clearly communicated rules, and the use of plans and contracts are featured. A positive approach to discipline is based on this theory and is grounded in teachers’ respect for students and instilling in them a sense of responsibility. Program components include developing and sharing clear rules, providing daily opportunities for success, and administering in-school suspensions for non-compliant students.

According to Deniz and Sevim (2022), to establish healthy relationships with students and to be effective actors in education and training, it is certain that having a high level of subjective well-being is one of the most important requirements for teachers. It is not realistic to expect teachers who are not happy teaching to adequately promote the establishment of healthy relationships with students and be a veritable fountain of effective and efficient education and training practices.

2. Methodology

This study utilized a descriptive correlational with content analysis research design. Descriptive research is research designed to provide a snapshot of the current situation while correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge (IvyPanda, 2022). Furthermore, descriptive research design provides a relatively complete picture of what is occurring at a given time. Allows the development of questions for further study. Following that, correlational research design allows testing of expected relationships between and among variables and the making of predictions. Can assess these relationships in everyday life events. In this study, survey questionnaire was utilized to determine the perception of learners on the classroom management practices of their respective teachers which may influence their academic performance.

In answering problems 1, mean and standard deviation was utilized to determine the classroom management practices of the teachers. For problem 2, to determine the learners' academic performance of learners, frequency and percentage was utilized. Meanwhile, to answer paroblem 3, Pearson Product Moment Correlation was used to determine the significant relationship between the classroom management practices and learners' academic performance.

3. Results and Discussion

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

- 1.1 Rules and Procedures;
- 1.2 Disciplinary Interventions; and
- 1.3 Teacher-Student Relationships?

Table 1

Classroom Management Practices of Teachers in terms of Rules and Procedures

Rules and Procedure.	Mean	SD	Description	Interpretation
My teachers...				
1. Provide set of rules at the beginning of classes.	3.73	0.52	Strongly Agree	Highly Practiced
2. Involve students in the design of rules and procedures.	3.16	0.80	Agree	Moderately Practiced
3. Post systematic class rules, routines and procedures in a manner easy to see, read and understand.	3.68	0.52	Strongly Agree	Highly Practiced
4. Organize the physical layout of the classroom.	3.71	0.57	Strongly Agree	Highly Practiced
5. Apply consequences for lack of adherence to rules and procedures.	3.21	0.80	Agree	Moderately Practiced
Overall	3.50	0.64	Strongly Agree	Highly Practiced

Note: 1.00-1.74= Almost Never Practiced; 1.75-2.49=Rarely Practiced; 2.50-3.24=Moderately Practiced; 3.25-4.00=Highly Practiced

Table 1 shows the classroom management practice of teachers in terms of rules and procedures as perceived by the respondents. It reveals that it has an overall Mean of 3.50 with SD=0.64 which is described as Strongly Agree and interpreted as Highly Practiced. This means that learners perceive that as part of Classroom Management Practices, teachers impose rules and regulation at the start of classes which later become a routine as a regular practice in the class. According to Baikerikar (2018), the establishment of rules and regulation for the classroom is essential for the teachers to succeed. The result implies that the teachers were able to establish a clear set of rules and procedures that students can base their actions around which

ensures a higher level of learning and engagement, with fewer distractions from inappropriate conduct, and a greater amount of mutual respect (Promethean, 2022).

Moreover, the indicators, *My teachers provide set of rules at the beginning of classes*, has the highest Mean of 3.73 with SD=0.52 and described as Strongly Agree and interpreted as Highly Practiced. This means that learners perceive that rules are laid down at the onset of the classes which can provide the teachers with the chance to work effectively and foster a supportive learning environment in the classroom. This implies that teachers were able to build an efficient strategy that was implemented at the start of the year while collaborating with the students to create the classroom norms and expectations appropriate to their educational environment. These standards and expectations for the classroom should be demonstrated, referred to, and most importantly, put into practice. The rules that are fair and consistent will never be rejected by students (Smith, 2021).

On the other hand, the indicator, *My teachers involve students in the design of rules and procedures* got the lowest Mean of 3.16 with SD=0.80 which is described as Agree and interpreted as Moderately Practiced. This means that learners perceived that their teachers seldom ask them to join in the crafting of the rules and regulation in their classrooms. It is the teacher, either the class adviser or the subject teacher, who imposes the class rules. For Demir et al. (2023), if students are not included, this may create discouragement in their studies and behavior. This implies that students who believed that they were less likely to participate in developing the classroom's commitments and rules are likely to be not invested in the process and are simply receiving the rules from the teacher (McKillop, 2019).

Table 2

Classroom Management Practices of Teachers in terms of Disciplinary Interventions

Disciplinary Interventions.	Mean	SD	Description	Interpretation
<i>My teachers...</i>				
1. Use clear classroom discipline.	3.76	0.49	Strongly Agree	Highly Practiced
2. Praise students for desirable behavior and things accomplished.	3.46	0.68	Strongly Agree	Highly Practiced
3. Assign special and/or additional task for students who misbehave during class discussions.	1.94	0.87	Disagree	Almost Never Practiced
4. Pause lecture until disruption ceases.	3.47	0.76	Strongly Agree	Highly Practiced
5. Call parent's attention for the students' misbehavior.	3.24	0.86	Agree	Moderately Practiced
Overall	3.17	0.73	Agree	Moderately Practiced

Note: 1.00-1.74= Almost Never Practiced; 1.75-2.49=Rarely Practiced; 2.50-3.24=Moderately Practiced; 3.25-4.00=Highly Practiced

Table 2 shows the classroom management practice of teachers in terms of Disciplinary Intervention as perceived by the respondents. It reveals that it has an overall Mean of 3.17 with SD 0.73 which described as Agree and interpreted as Moderately Practiced. This means that teachers are able to implement disciplinary interventions that students perceived to be effective. This means that whenever consequences are employed by teachers for discipline, these are perceived by learners to be logical for the misbehavior that were committed. When there is a misdemeanor in the classroom, those involved are called out and a task or punishment is imposed based on what has been agreed. These logical consequences are relevant, realistic and respectful. It means that they are related to the misbehavior, logical, and communicated to the student using a kind and calm voice and demeanor. With this, the misbehavior stops and students are able to take responsibility for their actions (Miller, 2019).

Moreover, the statement, *My teachers use clear classroom discipline*, has the highest Mean of 3.76 with SD=0.49 which is described as Strongly Agree and interpreted as Highly Practiced. This means the

teachers apply consequences for lack of adherence to rules and procedures. This implies further that learners took part in the drafting of rules and procedure for the classroom. Students must understand what is required of them and how to conduct themselves (Carnevale, 2021).

On the other hand, the statement, *My teachers assign special and/or additional task for students who misbehave during class discussions*, got the lowest Mean of 1.94 with SD=0.87 which is described as Disagree and interpreted as Almost Never Practiced. This means that learners perceive that whenever there are distractions and misbehavior done by learners during class discussions, these are at a point less likely to be addressed by the teacher. Thus, it can be perceived that teachers ignore attention seeking learners during class discussions. This implies further that students believed they were less likely to be given additional tasks as consequence for their misdemeanor during class and most likely to continue these actions. DepEd, through DepEd Order No. 34 s. 2022, reiterates that all school days shall be solely dedicated to academics and co-curricular activities. Yet, one should take note that when there are logical consequences for not meeting expectations, students are more likely to behave in a desirable manner (Breisacher, 2022).

Table 3

Classroom Management Practices of Teachers in Terms of Teacher-Student Relationship

Teacher-Student Relationship.	Mean	SD	Description	Interpretation
My teachers...				
1. Portray a friendly and positive attitude.	3.74	0.52	Strongly Agree	Highly Practiced
2. Make eye contact with each student during discussions.	3.49	0.84	Strongly Agree	Highly Practiced
3. Plan lessons that allow students to work in preferred learning styles and intelligences.	2.48	1.03	Disagree	Almost Never Practiced
4. Establish clear learning goals-use rubrics frequently	3.48	0.65	Strongly Agree	Highly Practiced
5. Provide school materials for the needy students	3.34	0.74	Strongly Agree	Highly Practiced
Overall	3.31	0.75	Strongly Agree	Highly Practiced

Note: 1.00-1.74= Almost Never Practiced; 1.75-2.49=Rarely Practiced; 2.50-3.24=Moderately Practiced; 3.25-4.00=Highly Practiced

Table 3 shows the Classroom Management Practice of teachers in terms of Teacher-student Relationship as perceived by the respondents. It reveals that it has an overall Mean of 3.31 with SD=0.75 which is described as Strongly Agree and interpreted as Highly Practiced. This means that teachers are implementing effective teacher-student relationship. This means that students have clear understanding of their role inside the classroom and that they felt that their teacher were able to provide a line of communication that would allow them to express their thoughts and emotions which may help them in their conduct in the school. This implies further that teachers were able to build rapport with their students which provides both teachers and students joy in classroom. In classroom management, it is important to have a dynamic interaction between teacher and student, and interaction of the students with each other. Relationships are the key to successful collaboration in teaching and learning (Barton, 2019).

Moreover, the statement, *My teachers portray a friendly and positive attitude*, has the highest Mean of 3.74 with SD=0.52 and described as Strongly Agree and interpreted as Highly Practiced. This means that students felt the vibrance of their teachers' positivity. Students are able to feel that the teachers are their friends and that they can rely on them for help and comfort. This implies further that teachers are able to communicate optimism and kindness to their students. If the teacher is positive, the students will generally be positive. They will run through a wall for a teacher is positive and continuously offering praise (Meador, 2021). When teachers have positive relationships with their students, they improve the classroom

environment, which results in more motivation.

On the other hand, the statement, *My teachers plan lessons that allow students to work in preferred learning styles and intelligences*, got the lowest Mean of 2.48 with SD=1.03 which is described as Disagree and interpreted as Almost Never Practiced. This means that the teachers' lessons were generic and does not cater differently abled learners. This implies further that learners are not able to observe or perceive that teachers prepared differentiated instructions for respective styles and intelligence of students. Differentiated instruction is an effective way to make sure students are well engaged in classroom activities. Differentiation is intended to help develop an approach that best fit each of students' preferred interests and learning methods, and this naturally leads to students' better attitude towards learning (Cescon, 2021).

Table 4

Overall classroom management practices of teachers

Indicator	Mean	SD	Description	Interpretation
Rules and Procedures	3.50	0.64	Strongly Agree	Highly Practiced
Disciplinary Interventions	3.17	0.73	Agree	Moderately Practiced
Teacher-Student Relationship	3.31	0.75	Strongly Agree	Highly Practiced
Overall	3.33	0.67	Strongly Agree	Highly Practiced

Note: 1.00-1.74= Almost Never Practiced; 1.75-2.49=Rarely Practiced; 2.50-3.24=Moderately Practiced; 3.25-4.00=Highly Practiced

Table 4 shows the classroom management practices of teachers as perceived by the respondents. It reveals that it has an overall Mean of 3.33 with SD 0.67 which is described as Strongly Agree and interpreted as Highly Practiced. This means that their teachers are implementing effective classroom management. Teachers' disciplinary practices are sufficient to address learners' misbehavior and was able to provide the learners with the guide to how they would go over their work in school. This implies further that the teachers exhibit complete control over their classroom through a series of strategies and techniques that encourage positive student behavior. These teachers were able to turn their classroom into the optimum learning environment where students can engage with their studies and work to the best of their ability (Spencer, 2018).

Moreover, the classroom management practice of teachers in terms of Rules and Procedures has the highest Mean of 3.50 with SD=0.64 which is described as Strongly Agree and interpreted as Highly Practiced. This means that students understand deeply the rules and conduct of their respective classroom and that they are able to actively engage in the crafting of these rules and procedures. This implies further that the teachers were able to establish a clear set of rules and procedures that students can base their actions around and ensures a higher level of learning and engagement, with fewer distractions from inappropriate conduct, and a greater amount of mutual respect (Promethean, 2022).

On the other hand, the classroom management practice of teachers in terms of Disciplinary Intervention got the lowest Mean of 3.17 with SD=0.73 which is described as Agree and interpreted as Moderately Practiced. This means that there is a need to further improve the disciplinary interventions employed by the teachers. There should be consultation with the students and that the implementation should be imposed properly and thoroughly. This implies further that though teachers were able to clearly establish expectations from the students before enforcing rules and norms, students were not as much observed as the other indicators. Students must understand what is required of them and how to conduct themselves (Carnevale, 2021).

Problem 2. What is the learners' level of academic performance for the second quarter of SY 2022 2023?

The table 5 shows the frequency and percentage distribution of the learners' level of academic performance. Almost half of the respondents have a Very Satisfactory performance, with a total of 143 or 47.35%, and followed by 107 or 35.43% learners with a Satisfactory performance. Moreover, only 25 or

8.28% of the total sample population got an Outstanding performance and 27 or 8.94% got Fairly Satisfactory.

Table 5

Learners' Level of Academic Performance for the Second Quarter of SY 2022 2023

Description	Learners' Academic Performance	
	F	%
Outstanding	25	8.28
Very Satisfactory	143	47.35
Satisfactory	107	35.43
Fairly satisfactory	27	8.94
Total	302	100

Specifically, the greatest number of learners' academic performance level is Very Satisfactory for a total of 143 or 47.35% out of 302 respondents. Only 25 or 8.28% of the learners are Outstanding. This means that most of the respondents have grades of 80-84 while very few have grades of 90-100. It implies that teachers should be able to provide better avenue for the improvement of the academic performance of learners. These may be academic or behavioral which allow students to reach their maximum and optimum potentials.

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

Table 6 shows the Pearson's correlation test between the Independent Variables (Rules and Procedures, Disciplinary Intervention, and Teacher-Student Relationship) and Dependent Variable (Learners' Academic Performance) of North 3 District, Division of Gingoog City who are enrolled in School Year 2022-2023. The test reveals a positive correlation between two variables with the following r value and its percentage: 0.68 or 68% for Rules and Procedures that described strong positive correlation and Teacher-Student Relationship with 0.30 or 30% that described moderate positive correlation. When one variable changes its direction, the other variable changes in the same direction. This means that, in terms of Classroom Management Practices of Teachers, both Rules and Procedures and Teacher-Student Relationship affects the academic performance of the learners. Thus, teachers should give emphasis on establishing rules and procedure in the classroom.

Table 6

Pearson's Correlation test between Classroom Management Practices and Learners' Academic Performance

Independent Variables	R value	P value	Description	Interpretation
Rules and Procedures	0.68	0.00	Strong Positive Correlation	Significant
Disciplinary Intervention	-0.12	0.00	Weak Negative Correlation	Significant
Teacher-Student Relationship	0.30	0.00	Moderate Positive Correlation	Significant

Also, the teachers should be able to build a positive relationship among learners which allows a better communication between them. This implies that when these indicators are practiced, the learners'

academic performance will eventually increase as well. According to Promethean (2022), when teachers establish a clear set of rules and procedures, higher level of learning and engagement can be ensured. While Cescon (2021) suggested that understanding learners individually and providing individualized tasks as a result would warranty better academic performance and engagement in the classroom.

However, the test reveals one variable that described weak negative correlation which is the Disciplinary Interventions with -0.12 or 12%. When one variable changes its direction, the other variable changes in the opposite direction. This means Disciplinary Intervention does not translate positively in the academic performance of learners. When disciplinary interventions are not properly stated or implemented, these are not clearly understood by students which may result to poor response. If disciplinary interventions are not clear in addressing of misbehavior will create a vague impression on how students should go about in their conduct and demeanor in school. This implies further that as disciplinary interventions increase in practice, academic performance decrease. According to Breisacher (2022), as they were given tasks as consequence of their misconduct, learners are most likely to evade when the consequence is not logical to them. The table took the analysis at the Independent Variable level by looking at the correlation test while holding the Dependent Variable constant at a time. As can be gleaned from the same table, independent variables are significant at 0.05. classroom management practices of teachers have a significant effect on learners' academic performance.

In summary, taking it at the coefficient level, the classroom management of the teachers has significant relationship to learners' academic performance, with a p value less than 0.05 and a weak positive correlation. Thus, the correlation analysis yielded that the null hypothesis test was rejected. With the following findings, a strong positive for rules and procedure, moderate positive for teacher-student relationship, and weak negative for disciplinary interventions, where relationship exists between the variables.

4. Conclusions and Recommendations

This study came up with following conclusions based on the findings of the study:

1. Teachers highly practiced classroom management in terms of rules and procedure. Teachers usually introduced Rules and Regulations at the start of classes. They were able to establish clear set of rules and procedures that students can base their actions from which ensures better engagement and learning inside the classroom.

2. Students who are included in the study were mostly at a Very Satisfactory or Satisfactory ratings. This may indicate that there is still a wide room for improvement for these learners. Thus, it is important to establish factors that can provide help the students reach their maximum and optimum potential.

3. A strong positive correlation between rules and procedure and the academic performance of learners provides basis for establishing that a better practice in the development of rules and procedure inside the classroom have significant relationship with learners' academic performance.

On the basis of the findings, the study presented the following recommendations:

1. Disciplinary Intervention is an area that needs to be looked into. Teachers need to provide and establish firmly task and consequence which logically address learners' misdemeanor and misconduct. Students need to better understand what is expected of them in terms of conduct and behavior. Disciplinary interventions need to be consistent and regularly implemented to better serve its purpose.

2. In terms of the learners' academic performance, getting an outstanding rating should be the goal of every learner. This may be achieved by increasing engagement in classroom activities and tasks. By establishing good classroom management practices, engagement and performance of learners may improve.

3. There is a negative correlation between disciplinary intervention and learners' academic

performance. This may imply that teachers were not thoroughly providing extra tasks for misbehaviors. Thus, teachers should be able to develop another means or strategy that would become a disciplinary intervention mechanism which would help in classroom management.

4. There should a further study involving the correlation between the teachers' classroom management practices and learners' academic performance of learners. Future researchers should focus on how these classroom management practices can further be effective in increasing learners' engagement in classroom activities.

REFERENCES

- Amorim Neto, R. do C., Golz, N., Polega, M., & Stewart, D. (2022). The Impact of Curiosity on Teacher–Student Relationships. *Journal of Education*: 202(1), 15–25.
- Baikerikar, A. (2018). Introducing Classroom Rules and Students Responsibilities (ppt). Conference: Faculty Development Programme at KLS's Shri Vasantrao Potdar Polytechnic, Belgaum. 10.13140/RG.2.2.36578.02249.
- Banzon-Librojo, L. A., Garabiles, M. & Alampay, L. (2017). Relations between harsh discipline from teachers, perceived teacher support, and bullying victimization among high school students. *Journal of Adolescence*: 57(2017), 18-22.
- Barton, T. (2019, August 29). Relationships For Classroom Management And Learning. Serve Learn (blog). Retrieved on February 14, 2023 from <https://servelearn.co/>
- Breisacher, J. (2022, March 1). Creating a Classroom Management Discipline Plan. *Student-Centered World (blog)*. Retrieved on February 14, 2023 from <https://www.studentcenteredworld.com/>
- Calculator.net. *Sample Size Calculator*. Retrieved on January 28, 2023 from <https://www.calculator.net/sample-size-calculator.html>
- Carnevale, J. (2021, April 6). Classroom Discipline: Definition & Strategies. Study.com (blog). Retrieved on February 14, 2023 from <https://study.com/academy/lesson/classroom-discipline-definition-strategies.html>.
- Cescon, M. (2021, August 4). The Pros and Cons of Differentiated Instruction in Career and Technical Education. *AES Education (blog)*. Retrieved on February 14, 2023 from <https://www.aeseducation.com/>
- DepEd Order No. 42, s. 2017. *Philippine Professional Standards for Teachers*
- DepEd Order No. 40, s. 2012. *Child Protection Policy*
- Demir, I., Sener, E., Karaboga, H. A., Basal, A. (2023). Expectations of Students from Classroom Rules: A Scenario Based Bayesian Network Analysis. *Participatory Educational Research*: 10(1), 424-442.
- Deniz, I. & Sevim, S. (2022). Can Choice Theory/Reality Therapy Increase the Psychological Need Satisfaction and Subjective Well-Being of Teachers. *International Journal of Choice Theory and Reality Therapy*: 42(1), 11-36.
- Department of Education (2015). *Primer on Positive Discipline in Everyday Teaching*
- Ereje, B. & Ambag, S. (2020). Teachers' Performance and Students' Learning Outcome in the Division of Cavite Province, Philippines. *International Journal of Theory and Application in Elementary and Secondary School Education*: 2(2), 143-148.
- Espinosa, K. P. (2020). Implementing School Disciplinary Program through Participatory Action Research Approach. *Araneta Research Journal (Indagatio)*: 43(1), 36.
- Hutton, J. (2022). Teacher-Student Relationships: The Lived Experiences of Four K-12 Music Educators. *Journal of Music Teacher Education*, 32(1), 38-52.
- IvyPanda. (2022, June 19). Descriptive Correlational Design in Research. IvyPanda (web). Retrieved on April 21, 2023 from <https://ivypanda.com/essays/descriptive-statistics-and-correlational-design/>
- Kusumaningrum, D. E., Sumarsono, R. B., Gunawan, I. (2019). Professional Ethics and Teacher Teaching

- Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach. *International Journal of Innovation, Creativity and Change*, 5(4), 611-624.
- Llego, M. A. (2022, September 16). 10 Pillars of Outstanding Classroom Management. TeachersPH (web). Retrieved on April 21, 2023 from <https://www.teacherph.com/>
- Manoj, P. and Anoop, T. A. (2018). Classroom Management: A Theoretical Overview. *Scholarly Research Journal for Humanity Science & English Language*: 6(29), 8089-8102.
- McCombes, S. (2022). Descriptive Research | Definition, Types, Methods & Examples. *Scribbr* (blog). Retrieved on January 28, 2023 from <https://www.scribbr.com/methodology/descriptive-research/>
- McKillop, L. (2019, August 6). How to Create Classroom Rules and Procedures. Graduate Programs for Educators (blog). Retrieved on February 14, 2023 from <https://www.graduateprogram.org/>
- Meador, Derrick. (2021, February 16). Strategies for Teachers to Develop Positive Relationships With Students. *Thought Co. (blog)*. Retrieved on February 14, 2023 from <https://www.thoughtco.com/develop-positive-relationships-with-students-3194339>
- Millapre, M. (2017). *Classroom Management Practices of Teachers*. Master's Thesis: Sorsogon State University.
- Miller, A. (2019, March 27). Strategies for Handling the Misbehavior of Elementary Pupils. *Seattle PI (blog)*. Retrieved on February 14, 2023 from <https://education.seattlepi.com/>
- Msipha, Z. (2020). *Fostering self-regulation through positive discipline during free play in early childhood education*. Thesis and Dissertation: University of South Africa.
- Nisar, M., Khan, I. A. & Khan, F. (2019). Relationship between Classroom Management and Students Academic Achievement. *Pakistan Journal of Distance & Online Learning*, 5(1), 209-220.
- Peña, E. & Espinosa, K. P. (2019). Effectiveness of Positive Discipline Technique in the Absenteeism Rate among Public Elementary Pupils. *Luz Y Saber*: 13(4), 86-91.
- Philippine Constitution 1987
- Perez-Salas, C., Parra, V., Saez-Delgado, F. & Olivares, S. (2021). Influence of Teacher-Student Relationships and Special Educational Needs on Student Engagement and Disengagement: A Correlational study. *Frontiers in Psychology*: 12(1), 1-12.
- Prabha, P V G. (2019). Positive Discipline: A Unique Method to Replace Corporal Punishment. *International Journal of Scientific & Engineering Research*: 10(11), 975-984.
- Promethian (2022, March 21). Rules and procedures in classroom management. *Promethian (blog)*. Retrieved on February 14, 2023 from <https://www.prometheanworld.com/>
- Sichon, D. J. & Guhao, E. J. (2020). Implementing An Effective Student Discipline: School Heads' Perspective. *International Journal of Scientific & Technology Research*: 9(3), 3168-3191.
- Smith, J. (2021, August 10). Setting Rules & Expectations: A Vital Aspect of Classroom & Behavior Development. Institute of International Teachers Training (blog). Retrieved on February 14, 2023 from <https://internationalteacherstraining.com/>
- Spencer, B. (2018, October 8). The Impact of Effective Classroom Management. *Team Satchel (blog)*. Retrieved on February 14, 2023 from <https://www.teamsatchel.com/>
- Stevens, A. (2018). Positive Discipline as a Part of Effective Classroom Management. *Honors Theses*: 2973.
- Thornberg, R. Forsberg, C., Hammar Chiriak, E. & Bjereld Y. (2022). Teacher-Student Relationship Quality and Student Engagement: A Sequential Explanatory Mixed-Methods Study. *Research Papers in Education*, 37(6), 840-859.
- Tibus, E. & Ledesma, S. K. (2021). Factors of academic stress: Do they impact English academic performance? *International Journal of Evaluation and Research in Education*: 10(4), 1446-1454.
- Tingley, S. (2020, April 27). 7 Habits of Highly Effective Classroom Management. Western Governors University (web). Retrieved on April 21, 2023 from <https://www.wgu.edu/>
- Torregoza, H. (2020). Gatchalian seeks to scrutinize deteriorating quality of teacher education in the Philippines. *Manila Bulletin*. Retrieved December 15, 2022 from <https://mb.com.ph/>

- Turney, V. L. (2018). Using positive discipline to connect students with an emotional disturbance to their school. Thesis and Dissertations: California State University, Fresno.
- Wen-Ling W. & Chang-Yuan K. (2019) Relationships Among Teachers' Positive Discipline, Students' Well-being and Teachers' Effective Teaching: A Study of Special Education Teachers and Adolescent Students With Learning Disabilities in Taiwan. *International Journal of Disability, Development and Education*: 66(1), 82-98.
- Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R.M., Lian, R. (2019). Teachers' Emotional Intelligence and Self-efficacy: Mediating Role Of Teaching Performance. *Social Behavior and Personality*, 47(3), 1-10.
- Yakutis, S. (2020). Teacher Beliefs During Implementation of a New School-Wide Positive Behavior Intervention and Support System at One Elementary School. Thesis and Dissertations: California State University, San Marcos.
- Yildiz, N. (2017). Classroom Management and Student Achievement: A Study on Five Elementary Classrooms. *Anadolu Journal Of Educational Sciences International*: 7(1), 155-183.