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Impact of Classroom Management Control on the Academic Performance of Students: Basis for Instructional Enhancement

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***Abstract*—** Classroom management control plays a critical role in shaping students' academic performance by fostering an environment conducive to learning. Effective strategies such as setting clear expectations, enforcing consistent rules, and utilizing positive reinforcement help maintain order and maximize instructional time. This study examines the relationship between teachers' classroom management control and students' academic performance, focusing on key indicators such as withitness, overlapping, smoothness and momentum, group focus, and behavior management. A descriptive-correlational research design was employed to assess the impact of classroom management control on students' academic performance. Data were collected through a researcher-made questionnaire administered to teachers and students at Clarin North District, Division of Misamis Occidental. Statistical tools, including arithmetic mean and Spearman correlation, were used to analyze the data. Findings indicated that teachers demonstrated a high level of classroom management control with a mean of 3.762, effectively implementing strategies that promote student engagement and discipline. However, students' academic performance was rated as average in autonomy with a mean of 3.153, competence with a mean of 3.151, and relatedness with a mean of 3.187, with an overall mean of 3.163. Correlation analysis revealed no significant relationship between classroom management control and students' academic performance with r of 0.139 and p-value of 0.131, suggesting that other factors may influence academic outcomes. While strong classroom management fosters a structured learning environment, it does not directly impact students' academic performance. It is recommended that teachers adopt student-centered learning strategies to enhance autonomy, competence, and relatedness. School administrators should focus on professional development programs that improve instructional strategies, and future research should explore additional factors affecting academic achievement.

***Keywords*—** Classroom Management, Academic Performance, Student Engagement, Teaching Strategies.

I. INTRODUCTION

Background of the Study

Classroom management control has an important contribution towards shaping students' academic performance since it has direct impact on students' ability to focus, contribute, and be active in the process of learning. A controlled classroom provides an ordered, disciplined, and learning-friendly environment in which students feel free and motivated to learn. Interventions like clear expectations, consistent rules, positive reinforcement, and immediate responses to problems of behavior are effective in ending disruption and maximizing instructional time. Once students receive a sense of order and discipline in their environment for learning, they are more likely to cultivate good study skills, stay attentive, and excel academically. Poor classroom management, on the other hand, may result in high disruption, low motivation, and even problems of behavior, all with negative consequences to academic performance. Teachers are entrusted with ensuring control through interventions aimed at developing respect, responsibility, and engagement. Sensitization on the part of classroom management control on student performance is, therefore, fundamental in the design of instructional reforms empowering teachers to produce a better learning environment and hence better academic performance.

Classroom management has been extensively researched for its influence on students' academic performance, with the majority of researchers emphasizing the significance of effective control measures in creating an effective learning environment. Research has indicated that classroom management interventions have a considerable influence on students' academic performance, as well-organized routines and disciplinary measures improve student engagement and focus (Mwaipungu, 2023). Effective classroom management interventions, such as clear expectations, positive reinforcement, and proactive interventions, assist in minimizing disruptive behavior and creating a conducive learning environment (Brown & Adooh, 2021). Ineffective discipline enforcement also adversely influences student performance by providing an

environment with high levels of distractions and lack of accountability (Mallillin & Paraiso, 2022). New classroom management interventions also assist in the acquisition of students' 21st-century skills such as critical thinking and self-discipline (Dailo & Dailo, 2022). These studies collectively emphasize the significance of classroom management control in maximizing academic output, and thus they are relevant to the current study, which aims to create effective instructional improvements that can further enhance student performance.

Successful classroom management is a critical component of effective learning environments, but lapses and gaps exist in its practice that affect the academic performance of students. Early observations and teacher interviews pinpoint concerns such as uneven rule enforcement, ineffective disciplinary strategies, and low student motivation, leading to disruptions that hamper learning.

Additionally, differences in teachers' classroom management styles lead to differences in students' motivation and academic achievement. Most teachers are unable to strike a balance between flexibility and authority, and as a result, establish very strict or very permissive learning environments. These concerns necessitate instructional reforms that prepare teachers with effective discipline-maintenance, student-engagement, and learning-maximization techniques. Bridging these gaps through improved training and policy suggestions can effectively affect the academic performance of students.

This study aims to examine the impact of classroom management control on the academic achievement of Clarin North District, Division of Misamis Occidental students in S.Y. 2022-2023. Specifically, it aims to quantify the level of classroom management control in terms of withitness, overlapping, smoothness and momentum, group focus, and behavior management. It also aims to quantify the level of learners' academic achievement in terms of autonomy, competence, and relatedness.

Moreover, the study examines whether there is a significant correlation between classroom management control and learners' academic achievement. Based on the findings, this study aims to recommend instructional reforms to improve classroom management practices and optimize student learning achievements.

II. RESEARCH METHODOLOGY

Research Design

This study employed a descriptive-correlational research design as defined by Creswell (2018). The descriptive aspect aimed to systematically assess the levels of classroom management control—including withitness, overlapping, smoothness and momentum, group focus, and behavior management—and students' academic performance, focusing on autonomy, competence, and relatedness. The correlational component explored the relationship between these variables, identifying patterns without implying causation. This design was appropriate for describing existing conditions and examining their associations, providing a basis for instructional enhancement by identifying effective classroom management practices that support student achievement.

Research Environment

The study was conducted in Clarin North District, under the Division of Misamis Occidental in Northern Mindanao (Region X). Clarin is a coastal municipality with a population of 39,356 across 29 barangays, featuring both rural and semi-urban communities. Its strategic location, accessible road networks, and mix of traditional and modern lifestyles create a dynamic environment for educational research. With a youthful population and strong reliance on education for community development, Clarin North District provides a relevant and meaningful setting for studying classroom management and student performance.

Respondents of the Study

The study involved 119 teachers and 332 students from Clarin North District, Division of Misamis Occidental. Teachers, representing various grade levels and subjects, provided insights into classroom practices, learning environments, and instructional challenges. Students, selected using the Raosoft sample size calculator to ensure representativeness, reflected diverse academic levels and socio-economic backgrounds. Including both groups enabled a comprehensive, data-driven analysis of classroom management and its impact on academic performance.

Research Instrument

The study utilized a structured questionnaire with two sections: Classroom Management Control for teachers and Academic Performance for students, both using a 5-point Likert scale. Teachers rated their use of five management strategies—Withitness, Overlapping, Smoothness and Momentum, Group Focus, and

Behavior Management—based on how frequently they applied them in class. Students assessed their learning behaviors across three indicators: Autonomy, Competence, and Relatedness. The instrument aimed to capture how classroom management practices influence student learning, providing a basis for instructional enhancement through improved engagement and academic performance.

Instruments Validation

The research instrument was validated for accuracy, relevance, and reliability. Content validation by at least three experts ensured item clarity and alignment with study objectives, using a Content Validity Index (CVI) threshold of 0.70. Face validation through pilot testing confirmed clarity and ease of use. Reliability was assessed using Cronbach's Alpha (≥0.70) and test-retest methods to ensure consistency. A pilot study with a similar group refined the tool further. Final revisions were made based on expert feedback and test results, ensuring the instrument was valid and ready for data collection.

Data Gathering Procedure

Data collection followed a systematic and ethical process. Formal permission was obtained from the Schools Division Office of Misamis Occidental and School Heads of Clarin North District. A coordination meeting was held with school administrators and teachers to explain the study and ethical considerations. The validated questionnaire—refined through expert review and pilot testing—was then administered to selected teachers and students. Participants were informed of the study's purpose, confidentiality, and voluntary participation. The researcher facilitated clarifications when needed while ensuring objectivity. Completed responses were checked for accuracy, with follow-up conducted if necessary. All data were coded and processed, adhering strictly to ethical standards.

Ethical Considerations

Following Bryman and Bell (2007), this study strictly adhered to ethical standards to ensure integrity and protect participants' rights. Informed consent was obtained after clearly explaining the study's purpose, procedures, and voluntary nature, including the right to withdraw anytime. Confidentiality and anonymity were maintained, with all data securely stored and used solely for research purposes. The questionnaire was designed to prevent discomfort, and participants could skip sensitive questions. The researcher ensured honesty, objectivity, and transparency in data collection and reporting. Institutional and legal approvals were also secured before conducting the study.

Data Analysis

The study used the arithmetic mean to determine the levels of classroom management control and students' academic performance by averaging Likert-scale ratings for each indicator. To examine the relationship between classroom management and academic performance, Spearman rank-order correlation was applied. This non-parametric test measured the strength and direction of association between the ordinal variables, making it suitable for Likert-scale data and determining if stronger classroom management correlates with better student performance.

III. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Table 1.1 *The Level of Classroom Management Control in Terms of Withitness*

Indicators	Sd	Mean
1. I quickly recognize when a student is off-task.	1.20	3.71
2. I effectively address disruptive behavior before it escalates.	1.06	3.64
3. I make sure to monitor the whole class while assisting individual students.	0.97	3.72
4. I am aware of what is happening in all areas of the classroom at all times.	0.80	3.80
5. I give non-verbal signals (eye contact, gestures) to correct misbehavior without disrupting the lesson.	1.12	3.62
Average Mean	3.717	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

The data in Table 1.1 show that the overall mean level of classroom management control in terms of withitness is 3.717, indicating a high level of teacher effectiveness in recognizing and managing student behavior. This proactive approach helps create a structured and conducive learning environment that supports improved academic performance.

The highest mean score is 3.80 for "I am aware of what is happening in all areas of the classroom at all times," reflecting strong teacher situational awareness. The lowest mean score is 3.62 for "I give non-verbal signals such as eye contact and gestures to correct misbehavior without disrupting the lesson," suggesting an area for improvement in subtle behavioral interventions. The variation in scores shows differences in how teachers apply these techniques. These results support Kounin's theory of withitness, as cited by Charles (2016), highlighting the importance of teachers' awareness and timely management of classroom behavior to prevent disruptions and maintain student engagement.

Table 1.2 *The Level of Classroom Management Control in Terms of Overlapping*

Indicators	Sd	Mean
1. I manage multiple classroom activities simultaneously.	1.05	3.81
2. I continue teaching even when handling interruptions (e.g., late students, questions)	0.90	3.89
3. I ensure smooth transitions between classroom tasks.	1.02	3.76
4. I give students clear instructions while dealing with other classroom concerns.	1.22	3.76
5. I effectively maintain control of the class while interacting with individual students	1.11	3.69
Average Mean	3.782	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.2 presents the level of classroom management control in terms of overlapping, revealing an overall average mean of 3.782, which falls within the high category. This indicates that teachers are generally effective in managing multiple classroom activities simultaneously while ensuring smooth transitions and maintaining instructional flow. A high level of overlapping in classroom management suggests that teachers possess strong multitasking skills, enabling them to address various classroom concerns without disrupting the learning process. This effectiveness contributes to a more structured and engaging learning environment, which can positively impact students' academic performance. However, slight variations among the indicators suggest areas where further instructional support may enhance overall efficiency.

Among the individual indicators, the highest-rated statement is "I continue teaching even when handling interruptions," with a mean of 3.89 and a standard deviation of 0.90, indicating that teachers can sustain lessons despite disruptions. The second highest is "I manage multiple classroom activities simultaneously," with a mean of 3.81 and a standard deviation of 1.05, reflecting their ability to handle multiple tasks efficiently. On the other hand, the lowest-rated indicator is "I effectively maintain control of the class while interacting with individual students," which has a mean of 3.69 and a standard deviation of 1.11. Although still categorized as high, this suggests that individualized attention may sometimes challenge overall classroom control. These findings highlight the need for strategies or training to balance one-on-one student interaction while maintaining overall classroom management.

These observations align with Kounin's concept of overlapping as cited by Bcerdonio (2016), which emphasizes the importance of a teacher's ability to handle multiple classroom events simultaneously to maintain lesson momentum and minimize disruptions. Kounin suggests that overlapping is a teacher's ability to effectively handle two or more classroom events at the same time, instead of becoming engrossed in one and letting the other be neglected. When instructing one group, a teacher should be able to acknowledge difficulties that students outside of the group may be having so that instruction may continue. This also includes distractions from outside the classroom such as notes from the office or students walking through the hallways.

Table 1.3 *The Level of Classroom Management Control in Terms of Smoothness and Momentum*

Indicators	Sd	Mean
1. I keep the flow of lessons smooth without frequent disruptions.	1.00	3.87
2. I minimize downtime between activities to keep students engaged.	0.79	3.81
3. I effectively redirect students' attention when distractions occur.	1.00	3.76
4. I maintain a consistent pace in delivering lessons.	1.06	3.72
5. I avoid abrupt changes that confuse students during lessons.	1.06	3.91
Average Mean	3.812	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.3 presents the level of classroom management control in terms of smoothness and momentum, revealing an overall mean of 3.812. This result indicates a high level of classroom management control, suggesting that teachers effectively maintain lesson flow, minimize disruptions, and sustain student engagement. A high rating in this area implies that teachers are proficient in ensuring smooth transitions and steady instructional momentum, which are crucial for fostering an organized and conducive learning environment. Maintaining this level of control enhances students' focus and comprehension, contributing positively to their academic performance.

Among the specific indicators, the highest mean score of 3.91 was observed in avoiding abrupt changes that confuse students during lessons, highlighting the teachers' ability to maintain clarity and consistency.

The lowest mean score of 3.72 was recorded in maintaining a consistent pace in delivering lessons, suggesting that while teachers generally sustain lesson flow, there may be instances where pacing adjustments are needed. The indicator on minimizing downtime between activities received a mean of 3.81, reflecting teachers' ability to keep students engaged. Similarly, keeping the flow of lessons smooth without frequent disruptions and effectively redirecting students' attention when distractions occur yielded mean scores of 3.87 and 3.76, respectively, demonstrating effective classroom control strategies. These findings indicate that while overall classroom management is strong, continuous refinement in lesson pacing and engagement strategies could further enhance instructional effectiveness.

These findings suggest that while teachers exhibit effective classroom management, continuous refinement in lesson pacing and engagement techniques could further optimize instructional delivery and enhance student learning outcomes (Ganly, 2021).

Table 1.4 *The Level of Classroom Management Control in Terms of Group Focus*

Indicators	Sd	Mean
1. I use strategies to keep all students actively engaged during lessons.	0.79	3.89
2. I encourage group participation and interaction.	1.04	3.53
3. I call on students randomly to ensure that everyone is paying attention.	0.67	3.83
4. I ensure that all students contribute to discussions and group activities.	1.02	3.91
5. I adapt my teaching approach based on student engagement levels.	1.29	3.63
Average Mean		3.758

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.4 presents the level of classroom management control in terms of group focus, revealing an overall mean of 3.758, which falls within the "High" category. This suggests that teachers effectively implement strategies to maintain student engagement, promote group participation, and adapt their teaching approaches based on student responses. A high level of classroom management control indicates a well-structured learning environment where students are encouraged to participate actively, leading to improved classroom interactions and potentially enhancing academic performance.

Among the specific indicators, the highest-rated statement is ensuring that all students contribute to discussions and group activities, with a mean of 3.91. This highlights the teacher's emphasis on inclusive learning, fostering collaboration, and active participation. The lowest-rated indicator is adapting teaching approaches based on student engagement levels, with a mean of 3.63, suggesting that while teachers recognize the need for flexibility in instruction, challenges may exist in fully implementing adaptive strategies. The variation in scores implies that while classroom management control is generally strong, there are areas for improvement, particularly in dynamically adjusting instructional methods to sustain engagement. These observations align with Jacob Kounin's theories on lesson management, particularly the concepts of "smoothness" and "momentum" as cited by Ganly (2021). Kounin emphasized that effective classroom management involves maintaining a steady flow of instruction and minimizing disruptions to keep students engaged. Smoothness refers to the teacher's ability to manage transitions and maintain the direction of the lesson without abrupt changes, while momentum involves keeping the lesson moving briskly to sustain student interest. Implementing these strategies can lead to improved student behavior and increased academic engagement.

Table 1.5 The Level of Classroom Management Control in Terms of Behavior Management

Indicators	Sd	Mean
1. I establish clear classroom rules and expectations at the start of the school year.	1.08	3.86
2. I consistently enforce rules to maintain discipline.	0.89	3.96
3. I use positive reinforcement to encourage good behavior.	1.22	3.68
4. I handle disruptive behavior effectively without disrupting learning.	1.03	3.65
5. I ensure that students understand the consequences of their actions.	1.36	3.57
Average Mean	3.743	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21 – 5.00 "Very High"

Table 1.5 reveals that the level of classroom management control in terms of behavior management is high, with an average mean of 3.743. This indicates that teachers effectively implement behavior management strategies, contributing to a structured and disciplined learning environment. A high level of classroom management control suggests that teachers establish and maintain order, which can positively impact student engagement and academic performance. However, while the results reflect strong implementation, there is still room for improvement, particularly in reinforcing behavior expectations and addressing disruptive behaviors more effectively.

Among the indicators, consistently enforcing rules to maintain discipline received the highest mean score of 3.96, highlighting the teachers' commitment to upholding a structured classroom environment. Establishing clear classroom rules and expectations at the start of the school year also received a high rating of 3.86, demonstrating the importance of early classroom management practices. Positive reinforcement was rated at 3.68, suggesting that while teachers utilize this strategy, it may require further strengthening to maximize its impact on student behavior. Handling disruptive behavior effectively without disrupting learning scored 3.65, indicating a generally effective approach, though improvements in intervention techniques may be necessary. Ensuring students understand the consequences of their actions received the lowest mean score of 3.57, implying that reinforcement strategies and disciplinary measures may need to be more explicitly communicated to enhance student accountability.

These findings align with the Centers for Disease Control and Prevention's (CDC) recommendations on behavior management, which emphasize the importance of clear communication, consistent enforcement of rules, and the use of positive reinforcement to promote pro-social behaviors in the classroom. The CDC highlights that when teachers provide clear and consistent expectations for behavior, students report a stronger sense of connectedness to school and their peers, which can lead to improved academic outcomes. Additionally, the CDC advocates for setting clear, logical consequences for breaking class rules, ensuring that students understand these consequences, and consistently enforcing them to maintain fairness and predictability in the classroom.

Table 1.6 Summary of the Level of Classroom Management Control

Components	Mean	Interpretation
Withitness	3.717	High
Overlapping	3.782	High
Smoothness and Momentum	3.812	High
Group Focus	3.758	High
Behavior Management	3.743	High
Average Mean	3.762	High

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 1.6 presents the summary of the level of classroom management control, revealing an overall mean of 3.762, which falls within the high category. This indicates that teachers in the study demonstrate a strong ability to manage their classrooms effectively, fostering an environment that supports student learning. A high level of classroom management control suggests that students are more likely to remain engaged, experience fewer disruptions, and benefit from structured and well-organized instruction, all of which contribute positively to their academic performance. The results imply that while classroom management practices are already

effective, further instructional enhancements can refine these strategies to maximize student outcomes.

Among the five components, Smoothness and Momentum received the highest mean of 3.812, indicating that teachers maintain lesson flow with minimal disruptions, which helps sustain student focus and engagement. Overlapping, with a mean of 3.782, suggests that teachers can effectively handle multiple tasks simultaneously without compromising instructional quality. Group Focus, Behavior Management, and Withitness scored 3.758, 3.743, and 3.717, respectively, all categorized as high, demonstrating teachers' ability to maintain student attention, enforce behavioral expectations, and remain aware of classroom dynamics. These findings highlight the importance of maintaining proactive management strategies and suggest that instructional improvements could further enhance areas such as individualized attention and behavioral interventions to optimize student academic performance.

These findings align with research emphasizing the critical role of effective classroom management in enhancing student engagement and academic performance. A study by Batool, Bhatti, and Waseem (2023) highlights that strategies such as praise and reward, encouraging group engagement, withitness, and communication significantly impact students' academic achievements at the elementary level. Furthermore, the Institute of Education Sciences (IES) outlines evidence-based classroom management strategies that contribute to a positive learning environment, including setting clear expectations, actively engaging students, and reinforcing positive behaviors. Implementing these strategies can lead to improved student behavior and increased academic engagement (Saucedo and Biagas (2019).

Table 2.1 *The Level of Academic Performance of Students in Terms of Autonomy*

Indicators	Sd	Mean
1. I take responsibility for my learning without relying too much on my teacher	0.87	3.19
2. I set academic goals and strive to achieve them.	1.02	3.05
3. I complete assignments and tasks independently.	0.93	3.16
4. I seek additional resources to improve my understanding of lessons.	1.04	3.17
5. I make my own study schedule and follow it.	0.98	3.13
Average Mean	3.153	

Scale: 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21– 5.00 “Very High”

Table 2.1 presents the level of academic performance of students in terms of autonomy. The overall mean score of 3.153 falls within the "Average" category, indicating that students demonstrate a moderate level of autonomy in their academic performance.

This suggests that while students exhibit some degree of independence in learning, there is still room for improvement in fostering self-directed learning habits.

The findings imply that instructional strategies should be enhanced to further develop students' ability to take charge of their own learning, set goals, and manage their academic responsibilities effectively.

Among the indicators, the highest mean score of 3.19 is observed in students taking responsibility for their learning without relying too much on their teacher, suggesting a fair level of self-reliance.

Seeking additional resources to improve lesson understanding follows closely with a mean of 3.17, indicating that students recognize the value of supplementary materials in enhancing comprehension. Completing assignments independently (3.16) and making a study schedule (3.13) also reflect an average level of autonomy.

However, the lowest mean score of 3.05, which pertains to setting academic goals and striving to achieve them, suggests that students may need additional guidance in goal-setting and motivation.

These findings highlight the need for instructional interventions that emphasize self-regulation strategies and academic goal-setting to further strengthen student autonomy.

These findings align with the study by Lañosa (2019), which found a significant relationship between effective classroom management strategies and positive classroom behavior, ultimately leading to improved academic performance among grade five pupils.

Table 2.2 The Level of Academic Performance of Students in Terms of Competence

Indicators	Sd	Mean
I feel confident in my ability to complete academic tasks.	1.18	3.21
I can understand the lessons taught by my teacher.	1.21	3.18
I actively participate in classroom discussions and activities.	1.12	3.12
I believe that I can meet my teacher's academic expectations.	1.10	3.09
I regularly review my lessons to improve my understanding.	0.95	3.15
Average Mean	3.151	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.2 presents the level of academic performance of students in terms of competence, yielding an average mean of 3.151. This result falls within the "Average" category, indicating that students generally possess a moderate level of confidence and ability in their academic tasks. While this suggests that they can manage their learning responsibilities to some extent, there remains room for instructional enhancement to elevate their competence to a "High" or "Very High" level. The findings imply that while students demonstrate an adequate grasp of their academic work, further improvements in teaching strategies and classroom management could enhance their overall performance.

Among the specific indicators, the highest mean score of 3.21 is observed in students' confidence in completing academic tasks, suggesting that they generally believe in their capability to accomplish schoolwork. Similarly, their ability to understand lessons, with a mean of 3.18, reflects a fair level of comprehension. The mean score of 3.15 for lesson review indicates that while students recognize the importance of reinforcement, there may be inconsistencies in their study habits. Participation in discussions and activities is slightly lower at 3.12, highlighting the need for strategies that encourage more active engagement. The lowest mean of 3.09 pertains to students meeting their teacher's academic expectations, suggesting that some may struggle with aligning their performance with instructional demands. These findings emphasize the need for instructional approaches that foster deeper engagement, motivation, and structured support to strengthen student competence.

These findings align with the study by Batool, Bhatti, and Waseem (2023), which found that teachers' use of classroom management strategies, including withitness, significantly impacts students' academic achievement. Their research emphasizes the importance of proactive behavior monitoring and intervention in fostering a conducive learning environment.

Table 2.3 The Level of Academic Performance of Students in Terms of Relatedness

Indicators	Sd	Mean
1. I feel comfortable asking my teacher for help when I don't understand something.	1.05	3.17
2. I feel a sense of belonging and connection with my classmates.	1.22	3.20
3. I work well with others during group activities.	0.87	3.21
4. I respect and cooperate with my teachers.	1.11	3.15
5. I believe that my teachers care about my academic progress.	1.19	3.20
Average Mean	3.187	

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.3 presents the level of academic performance of students in terms of relatedness, with an overall mean of 3.187, which falls within the "Average" category. This suggests that students generally experience a moderate sense of relatedness in the classroom, indicating that while they feel a certain level of connection with their teachers and peers, there is still room for improvement in fostering a more supportive and engaging learning environment. A stronger sense of relatedness can contribute to increased motivation, collaboration, and academic success, emphasizing the need for instructional strategies that enhance student-teacher and peer relationships.

Among the indicators, the highest mean score of 3.21 is observed in students' ability to work well with others during group activities, suggesting that collaborative learning is a relatively strong aspect of their academic experience. The lowest mean score of 3.15 is seen in

students' respect and cooperation with teachers, indicating a potential area for improvement in classroom interactions and discipline. The indicators related to feeling a sense of belonging with classmates and believing that teachers care about their academic progress both scored 3.20, highlighting the importance of maintaining supportive relationships between students and educators. Meanwhile, students' comfort in seeking help from teachers received a mean of 3.17, reflecting an average level of openness in communication that could be enhanced through more approachable and responsive teaching methods. These findings suggest that while relatedness is at a satisfactory level, fostering a more inclusive and supportive learning environment could further enhance students' academic engagement and performance.

These findings align with research indicating that positive student-peer relationships are significantly associated with academic achievement. Yu et al. (2023) found that among various personal relationships, student-peer relationships had the strongest correlation with academic performance, suggesting that fostering positive peer interactions can enhance students' academic success. This underscores the importance of creating a classroom environment that promotes collaboration and mutual support among students.

Table 2.4 *Summary of the Level of Academic Performance of Students*

Components	Mean	Interpretation
Autonomy	3.153	Average
Competence	3.151	Average
Relatedness	3.187	Average
Average Mean	3.163	Average

Scale: 1.0 – 1.80 "Very Low", 1.81 – 2.60 "Low", 2.61 – 3.40 "Average", 3.41 – 4.20 "High" 4.21– 5.00 "Very High"

Table 2.4 presents the summary of the level of academic performance of students, revealing an overall mean of 3.163, which falls within the "Average" category. This suggests that students demonstrate a moderate level of academic achievement, indicating that while they possess a fair degree of knowledge and skills, there is still room for improvement.

The findings imply that current classroom management strategies provide a stable learning environment but may require further enhancements to elevate students' academic performance to a higher level.

Instructional strategies and interventions should focus on strengthening engagement, motivation, and support mechanisms to foster better academic outcomes.

The analysis of individual components shows that relatedness scored the highest mean at 3.187, followed closely by autonomy at 3.153 and competence at 3.151, all categorized as "Average." The relatively higher score in relatedness suggests that students feel a sense of belonging and connection within the learning environment, which positively influences their performance.

However, the slightly lower scores in autonomy and competence indicate that while students exhibit a moderate level of independence and capability in their academic tasks, they may still require structured guidance and reinforcement to optimize their learning potential.

Addressing these aspects through improved classroom management strategies can further enhance students' confidence and ability to perform at higher academic levels.

These findings suggest that while relatedness is at a satisfactory level, fostering a more inclusive and supportive learning environment could further enhance students' academic engagement and performance. Research supports this notion, indicating that positive student-teacher relationships are associated with improved academic outcomes.

For instance, a study by Nonyelum et al. (2022) found that consistent communication, mutual respect, and emotionally open learning spaces between teachers and students significantly influence students' academic performance in mathematics.

This underscores the importance of nurturing strong interpersonal connections within the educational setting to promote better academic achievements.

Table 4. *Test of Significant Relationship Between Teachers' Classroom Management Control and Students' Academic Performance*

Test Variables	Correlation Coefficient	P value	Decision
Teachers' Classroom Management Control and Students' Academic Performance	0.139	0.131	retain the Ho

Note: If $p \leq 0.05$, with a significant relationship

Table 4 presents the test of the significant relationship between teachers' classroom management control and students' academic performance. The computed correlation coefficient of 0.139 and a p-value of 0.131 indicate that there is no statistically significant relationship between the two variables. Since the p-value is greater than the 0.05 level of significance, the null hypothesis is retained. This suggests that variations in classroom management control do not have a strong direct impact on students' academic performance, implying that other factors may play a more substantial role in influencing student outcomes.

The findings on each indicator further support this conclusion. In terms of rule enforcement, consistency, and teacher authority, the data suggest that while classroom management is essential for maintaining order, its influence on academic achievement remains limited. The results indicate that even with well-established rules and disciplinary measures, student performance is likely shaped by other elements such as instructional strategies, student motivation, and home environment. Similarly, the indicators related to engagement and participation highlight that while effective classroom management creates a conducive learning environment, it does not guarantee improved academic performance. These findings emphasize the need for instructional enhancements that integrate classroom management with pedagogical techniques to foster better learning outcomes.

It is important to note that while this study did not find a significant direct relationship between classroom management control and academic performance, other research has indicated varying results. For instance, a study Nisar et al. (2019) found a positive significant moderate relationship between teachers' perceived classroom management practices and students' academic achievement, suggesting that effective classroom management can contribute to better academic outcomes. This discrepancy highlights the complexity of factors influencing student performance and suggests that the impact of classroom management may vary depending on context and implementation.

V. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

1. Teachers exhibited a high level of classroom management control in all key areas: withitness (3.717), overlapping (3.782), smoothness and momentum (3.812), group focus (3.758), and behavior management (3.743), with an overall high mean of 3.762, indicating effective classroom control.
2. Students' academic performance in autonomy (3.153), competence (3.151), and relatedness (3.187) were all at an average level, resulting in a moderate overall academic engagement mean of 3.163.
3. There was no significant correlation between classroom management control and students' academic achievement, as the correlation coefficient was 0.139 with a p-value of 0.131, indicating no statistically significant relationship.

Conclusion

The results of the research show that teachers in Clarin North District have a high level of classroom management control, successfully maintaining order and student interest. However, students' academic performance was discovered to be at an average level, which implies moderate autonomy, competence, and relatedness in learning. Although strong classroom management practices were observed, statistical analysis did not find any significant association between teachers' classroom management control and students' academic performance. This implies that although proper classroom management is important for the provision of a well-organized learning environment, other issues like instructional strategies, student motivation, and extraneous factors could contribute more towards influencing academic performance.

Recommendations

Based on the research findings, it is recommended that teachers enhance student autonomy, competence, and relatedness by incorporating student-centered learning and interactive teaching methods. Students should be encouraged to take greater responsibility for their

learning through goal setting, effective study habits, and seeking help when needed. School administrators are advised to focus training programs on improving instructional strategies and student engagement, building on existing classroom management skills. Educational policymakers should integrate more evidence-based teaching approaches into teacher training to address both classroom management and academic performance. Future research should investigate additional factors influencing academic achievement, such as teaching techniques, student motivation, and parental involvement.

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