

Behavioral and Organizational Techniques and Academic Performance of Grade VI Learners

Rocin Joy D. Ylanan

Student, Medina College – Ozamiz City

Abstract— Education serves as a fundamental foundation for developing learners' knowledge, skills, values, and competencies essential for their academic and personal growth. This study aimed to determine the behavioral and organizational techniques of teachers, the academic performance of Grade VI learners, and the significant relationships between these variables at Maquilao Integrated School, Tangub City, during the School Year 2024–2025. Specifically, it assessed teachers' behavioral techniques in terms of positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring; organizational techniques in terms of classroom rules and procedures, physical classroom organization, time management, and instructional organization; and the academic performance of Grade VI learners. The study employed a quantitative descriptive-correlational research design involving 50 teacher-respondents selected through complete enumeration. A validated researcher-made questionnaire was used to gather data on teachers' behavioral and organizational techniques, while learners' academic performance was determined using their General Weighted Average (GWA) from official school records. Data were analyzed using frequency and percentage distribution, mean, standard deviation, and Pearson's Product-Moment Correlation Coefficient at the 0.05 level of significance. The findings revealed that teachers demonstrated Very High levels of behavioral techniques ($M = 3.27$) and organizational techniques ($M = 3.28$), while the majority of Grade VI learners achieved Very Satisfactory academic performance. Significant positive relationships were found between behavioral techniques and academic performance ($r = 0.531$, $p = 0.000073$) and between organizational techniques and academic performance ($r = 0.487$, $p = 0.000335$), leading to the rejection of both null hypotheses. The study concludes that strengthening teachers' behavioral and organizational techniques contributes to a positive learning environment and improved academic performance among Grade VI learners.

Keywords— Behavioral Techniques, Organizational Techniques, Academic Performance, Grade VI Learners, Descriptive-Correlational Research.

I. INTRODUCTION

Background of the Study

Education serves as a fundamental foundation for developing learners' knowledge, skills, values, and competencies essential for their academic and personal growth. The quality of learning that takes place in the classroom is greatly influenced by teachers, whose instructional practices and classroom management strategies help create an environment conducive to learning. Among these practices, behavioral and organizational techniques play a crucial role in promoting an orderly, engaging, and supportive classroom where learners can actively participate in instructional activities. When effectively implemented, these techniques foster positive learner behavior, maximize learning opportunities, and facilitate meaningful educational experiences.

Consequently, the manner in which teachers manage classroom behavior and organize the learning environment may significantly influence the academic performance of learners.

Recent studies have consistently emphasized the importance of teachers' classroom practices in fostering learners' academic success. A meta-analysis by Tao et al. (2022) found that teacher support significantly enhances student engagement, which in turn contributes to improved academic achievement, highlighting the critical role teachers play in facilitating meaningful learning experiences. Similarly, Yassine et al. (2020) reported that establishing positive student–teacher relationships and implementing effective behavior management strategies promote desirable learner behavior and

create supportive classroom environments conducive to learning. Moreover, Safiullah et al. (2023) revealed that effective classroom management practices have a significant positive impact on students' academic achievement by maintaining orderly and productive learning environments.

Despite the growing body of literature highlighting the importance of teachers' behavioral and organizational techniques in promoting learner engagement, discipline, and academic achievement, limited studies have simultaneously examined these two dimensions in relation to the academic performance of Grade VI learners within the Philippine elementary school context.

Most existing studies have focused on general classroom management practices or investigated either behavioral or organizational strategies independently, with little emphasis on how these distinct yet complementary techniques relate to learners' academic performance. Moreover, few empirical investigations have been conducted in public integrated schools, particularly in the local setting of Tangub City, where contextual factors may influence teachers' classroom practices and learners' academic outcomes. This gap underscores the need to examine the behavioral and organizational techniques employed by teachers and determine their relationship with the academic performance of Grade VI learners at Maquilao Integrated School, Tangub City, during the School Year 2024–2025. The findings of this study are expected to contribute to the existing body of knowledge on classroom management and provide evidence that may serve as a basis for enhancing teaching practices and improving learners' academic performance.

This study was conducted to determine the behavioral and organizational techniques employed by teachers and the academic performance of Grade VI learners at Maquilao Integrated School, Tangub City, during the School Year 2024–2025. Specifically, it sought to assess the level of teachers' behavioral techniques and organizational techniques, determine the academic performance of the Grade VI learners, and examine the significant relationships between the teachers'

behavioral and organizational techniques and the learners' academic performance. Ultimately, the findings of this study are expected to provide empirical evidence that may serve as a basis for strengthening classroom management practices and enhancing learners' academic performance.

II. RESEARCH METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to determine the behavioral and organizational techniques of teachers and their relationship with the academic performance of Grade VI learners at Maquilao Integrated School, Tangub City, during School Year 2024–2025. The design was appropriate for describing teachers' behavioral techniques in terms of positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring, as well as organizational techniques in terms of classroom rules and procedures, physical classroom organization, time management, and instructional organization, and for examining their relationship with learners' academic performance without manipulating the variables (Creswell & Creswell, 2018).

Research Setting

The study was conducted at Maquilao Integrated School, a public school in Barangay Maquilao, Tangub City, Misamis Occidental, Philippines, under the Department of Education, Schools Division of Tangub City. The school offers elementary and secondary education and serves learners from the surrounding communities. The study focused on Grade VI learners and their teachers during School Year 2024–2025 to examine teachers' behavioral and organizational techniques and their relationship with learners' academic performance.

Research Respondents

The respondents were the 50 teachers of Maquilao Integrated School, Tangub City, during School Year 2024–2025. Complete enumeration was used, including all eligible teachers who were actively teaching and willing to participate. Teachers who were on extended leave or unavailable during data collection were excluded. This approach provided

comprehensive data on the teachers' behavioral and organizational techniques relevant to the study.

Research Instrument

The study utilized a researcher-made structured questionnaire consisting of three parts: Part I gathered the respondents' demographic profile; Part II assessed teachers' behavioral techniques in terms of positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring; and Part III measured organizational techniques in terms of classroom rules and procedures, physical classroom organization, time management, and instructional organization.

A four-point Likert scale was used: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. The Grade VI learners' General Weighted Average (GWA) was obtained from official school records with proper authorization and was used to determine their academic performance.

The questionnaire responses and learners' GWA served as the basis for examining the relationship between teachers' behavioral and organizational techniques and learners' academic performance.

Data Gathering Procedure

The researchers secured permission from the School Head of Maquilao Integrated School and obtained informed consent from the teacher-respondents before administering the validated questionnaire. The respondents were informed of the study's purpose, voluntary participation, and confidentiality of their responses.

After retrieval and checking of the completed questionnaires, permission was also obtained to access the Grade VI learners' General Weighted Average (GWA) from official school records, with confidentiality maintained. The collected data were then organized, encoded, tabulated, and subjected to appropriate statistical analysis to address the objectives of the study.

Ethical Considerations

The study adhered to established ethical principles in social research (Bell & Bryman, 2007). Permission to conduct the study and access the Grade VI learners' General Weighted Average (GWA) was obtained from the School Head of Maquilao Integrated School. Informed consent was secured from all teacher-respondents, whose participation was voluntary and who were informed of their right to withdraw without penalty.

Confidentiality, anonymity, privacy, and integrity were maintained throughout the research process, and all collected data were used solely for research purposes. The researchers also ensured that no participant was subjected to deception, harm, or unnecessary risk.

Data Analysis

The collected data were coded, tabulated, and analyzed using descriptive and inferential statistics. Mean and standard deviation were used to determine the levels of teachers' behavioral techniques—positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring—and organizational techniques—classroom rules and procedures, physical classroom organization, time management, and instructional organization.

The mean indicated the average rating, while the standard deviation described the variability of responses. Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to determine the significant relationship between teachers' behavioral techniques and learners' academic performance, as well as between organizational techniques and academic performance, using the learners' General Weighted Average (GWA).

Hypotheses were tested at the 0.05 level of significance. Mean scores were interpreted as Very High (3.26–4.00), High (2.51–3.25), Low (1.76–2.50), and Very Low (1.00–1.75), while learners' academic performance was interpreted based on the grading descriptors prescribed in DepEd Order No. 36, s. 2016.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. *Level of Behavioral Techniques of the Teachers*

Components	Mean	Interpretation
Positive Reinforcement	3.28	Very High
Corrective Feedback	3.30	Very High
Classroom Discipline	3.27	Very High
Behavior Monitoring	3.22	High
Grand Mean	3.27 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 1 presents the summary of the level of behavioral techniques of the teachers. The findings reveal an aggregated mean of 3.27, interpreted as Very High, indicating that teachers consistently employ behavioral techniques in managing Grade VI learners. This implies that teachers effectively integrate positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring into their classroom practices to promote desirable learner behaviors and maintain a conducive learning environment.

Among the four dimensions, corrective feedback obtained the highest mean of 3.30 (Very High), indicating that it is the behavioral technique most consistently practiced by the teachers. In contrast, behavior monitoring registered the lowest mean of 3.22 (High), indicating that although teachers frequently monitor learners' behaviors, this dimension is practiced relatively less consistently than the other behavioral techniques. Overall, the findings imply that teachers demonstrate a strong commitment to employing a wide range of behavioral management

strategies, with particular emphasis on providing constructive feedback while continuously monitoring learners' behaviors to sustain an effective and learner-centered classroom environment.

The findings of the present study are supported by recent studies highlighting the importance of behavioral techniques in effective classroom management. Obispo et al. (2021) found that teachers' classroom management styles significantly influence student-teacher connectedness and create a positive classroom environment that supports learners' engagement and well-being. Similarly, Garcia (2025) reported that the consistent implementation of classroom management approaches, including positive reinforcement, corrective feedback, classroom discipline, and behavior monitoring, promotes orderly classrooms and encourages positive learner behavior. Furthermore, Salama et al. (2025) concluded that integrating multiple classroom management strategies enhances learner behavior, increases classroom participation, and fosters a productive learning environment in primary schools.

Table 2. *Level of Organizational Techniques of the Teachers*

Components	Mean	Interpretation
Classroom Rules and Procedures	3.27	Very High
Physical Classroom Organization	3.24	High
Time Management	3.28	Very High
Instructional Organization	3.31	Very High
Grand Mean	3.28 Very High	

Scale: 3.26 - 4.00 = Very High; 2.51 – 3.25 = High; 1.76 – 2.50 = Low; 1.00 – 1.75 = Very Low

Table 2 presents the summary of the level of organizational techniques employed by the teachers.

The findings reveal an aggregated mean of 3.28, interpreted as Very High, indicating that teachers

consistently employ organizational techniques in managing Grade VI learners. This implies that teachers effectively organize classroom routines, instructional activities, learning resources, and instructional time to create an orderly and productive learning environment.

Among the dimensions, Instructional Organization obtained the highest mean of 3.31 (Very High), indicating that teachers consistently organize lesson objectives, instructional activities, teaching strategies, and assessments to ensure effective learning experiences. This implies that teachers place strong emphasis on systematic lesson planning and instructional delivery, enabling learners to participate actively and achieve the intended learning outcomes. In contrast, Physical Classroom Organization obtained the lowest mean of 3.24 (High), indicating that although teachers frequently maintain an organized physical learning environment, this aspect is practiced less consistently than the other organizational

techniques. This implies that further enhancing the arrangement of classroom space, seating, and learning materials may contribute to a more conducive learning environment and improve learner participation during classroom activities.

The findings of the present study are supported by recent studies emphasizing the role of organizational techniques in effective classroom management. Arifin et al. (2024) reported that well-organized classroom environments and instructional practices positively influence learners' engagement and academic performance by providing a structured and conducive learning atmosphere. Furthermore, Salama et al. (2025) concluded that organizational techniques, such as effective time management, instructional organization, and classroom structuring, are essential classroom management practices that foster learner engagement, minimize disruptions, and promote meaningful learning experiences.

Table 3. Academic Performance of Grade VI Learners

Grade Scale	f	%	Descriptor
90–100	17	20.00%	Outstanding
85–89	31	36.47%	Very Satisfactory
80–84	26	30.59%	Satisfactory
75–79	11	12.94%	Fairly Satisfactory
Below 75	0	0.00%	Did Not Meet Expectations
Total	85	100.00%	

Table 9 presents the academic performance of the Grade VI learners based on their final grades. The findings reveal that the largest proportion of learners, 31 (36.47%), obtained grades ranging from 85–89, described as Very Satisfactory. This was followed by 26 (30.59%) learners who achieved grades of 80–84 (Satisfactory), 17 (20.00%) learners who attained grades of 90–100 (Outstanding), and 11 (12.94%) learners who obtained grades of 75–79 (Fairly Satisfactory). Notably, no learner (0.00%) obtained grades below 75, indicating that none of the learners fell under the Did Not Meet Expectations descriptor. This implies that the majority of the Grade VI learners demonstrated Very Satisfactory academic

performance, while all learners achieved at least the minimum academic standards prescribed by the Department of Education.

The findings of the present study are supported by previous studies emphasizing the factors that contribute to learners' academic performance. Lichtenfeld et al. (2022) found that positive achievement-related emotions are associated with improved academic performance among elementary learners. In the Philippine context, Segundo (2025) identified both school-related and learner-related factors as important determinants of the academic performance of Grade VI learners

Table 4. Test of Significant Relationship Between Teachers' Behavioral Techniques and Academic Performance of Grade VI Learners

Test Variables	Pearson's r	P value	Decision
Teachers' Behavioral Techniques and Academic Performance	0.531	0.000073	Reject the Ho

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

Table 3 presents the test of the significant relationship between teachers' behavioral techniques and the academic performance of Grade VI learners. The findings reveal a moderate positive correlation between the two variables ($r = 0.531$) with a p-value of 0.000073, which is lower than the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that there is a significant relationship between teachers' behavioral techniques and the academic performance of Grade VI learners. This implies that the consistent use of effective behavioral techniques by teachers is associated with improved academic performance among learners.

The findings of the present study are supported by previous studies demonstrating the positive influence of teachers' behavioral techniques on learners' academic performance.

Herman et al. (2020) found that effective classroom behavior management significantly improves students' academic achievement by creating an orderly and supportive learning environment. Similarly, Fatima et al. (2023) reported that reinforcement strategies positively influence learners' classroom behaviors, leading to greater participation and improved learning outcomes.

Table 5. Test of Significant Relationship Between Teachers' Organizational Techniques and Academic Performance of Grade VI Learners

Test Variables	Pearson's r	P value	Decision
Teachers' Organizational Techniques and Academic Performance	0.487	0.000335	Reject the Ho

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

Table 11 presents the test of the significant relationship between teachers' organizational techniques and the academic performance of Grade VI learners. The findings reveal a moderate positive correlation between the two variables ($r = 0.487$) with a p-value of 0.000335, which is lower than the 0.05 level of significance. Consequently, the null hypothesis is rejected, indicating that there is a significant relationship between teachers' organizational techniques and the academic performance of Grade VI learners. This implies that teachers who consistently employ effective organizational techniques, such as establishing classroom rules and procedures, maintaining an organized classroom environment, managing instructional time efficiently, and organizing instruction systematically, contribute to improved academic performance among Grade VI learners.

The findings of the present study are supported by previous studies demonstrating the positive influence of teachers' organizational techniques on learners' academic performance. Adedigb (2020) found that effective classroom management practices significantly improve pupils' motivation for learning and academic achievement. Likewise, McKeown (2025) emphasized that a well-organized physical classroom environment contributes to improved academic achievement and supports learners' overall well-being.

IV. SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION

Summary of Findings

1. The teachers demonstrated a Very High level of behavioral techniques, with an aggregated mean of 3.27. Among the four dimensions, Corrective Feedback obtained the highest mean (3.30),

followed by Positive Reinforcement (3.28) and Classroom Discipline (3.27), all interpreted as Very High. Behavior Monitoring obtained the lowest mean (3.22), interpreted as High.

2. The teachers demonstrated a Very High level of organizational techniques, with an aggregated mean of 3.28. Among the four dimensions, Instructional Organization obtained the highest mean (3.31), followed by Time Management (3.28) and Classroom Rules and Procedures (3.27), all interpreted as Very High. Physical Classroom Organization obtained the lowest mean (3.24), interpreted as High.
3. The academic performance of the Grade VI learners revealed that the majority, 31 learners (36.47%), obtained grades ranging from 85–89, described as Very Satisfactory. This was followed by 26 learners (30.59%) with Satisfactory performance, 17 learners (20.00%) with Outstanding performance, and 11 learners (12.94%) with Fairly Satisfactory performance. No learner obtained a grade below 75, indicating that none fell under the Did Not Meet Expectations descriptor.
4. There was a significant positive relationship between teachers' behavioral techniques and the academic performance of Grade VI learners, with a Pearson's correlation coefficient (r) of 0.531 and a p -value of 0.000073, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected.
5. There was a significant positive relationship between teachers' organizational techniques and the academic performance of Grade VI learners, with a Pearson's correlation coefficient (r) of 0.487 and a p -value of 0.000335, which is lower than the 0.05 level of significance. Hence, the null hypothesis was rejected.

Conclusions

The study concludes that teachers' behavioral and organizational techniques are significantly associated with the academic performance of Grade VI learners at Maquilao Integrated School during the School Year 2024–2025. Teachers demonstrated very high levels of behavioral and organizational techniques, while the Grade VI learners generally attained very satisfactory

academic performance. The significant positive relationships between teachers' behavioral techniques and academic performance, as well as between teachers' organizational techniques and academic performance, indicate that the effective implementation of these classroom practices contributes to improved learner achievement. Overall, the findings affirm that strengthening teachers' behavioral and organizational techniques is essential in promoting a positive learning environment and enhancing the academic performance of Grade VI learners.

Recommendations

1. Based on the findings and conclusions of the study, the following recommendations are offered:
2. Grade VI Learners. Grade VI learners should actively participate in classroom activities, respond positively to teachers' behavioral and organizational strategies, and develop responsible learning habits that contribute to improved academic performance.
3. Teachers. Teachers should sustain and further strengthen the effective implementation of behavioral and organizational techniques, particularly in enhancing behavior monitoring and physical classroom organization, to foster a more conducive learning environment and improve learners' academic performance.
4. School Administrators. School administrators should strengthen the monitoring and support of teachers' classroom management practices by encouraging the consistent application of effective behavioral and organizational techniques and by maximizing existing professional development programs and instructional support provided by the Department of Education.
5. Future Researchers. Future researchers should conduct similar studies involving larger populations, different educational settings, or additional variables that may influence learners' academic performance to validate and extend the findings of the present study.

REFERENCES

- [1] Adedigb, O. (2020). Influence of teachers' classroom management style on pupils' motivation for learning and academic achievement in Kwara State. *International Journal of Educational Methodology*, 6(2), 471–480. <https://doi.org/10.12973/ijem.6.2.471>
- [2] Arifin, A., Suryaningsih, S., & Arifudin, O. (2024). The relationship between classroom environment, teacher professional development, and student academic performance in secondary education. *International Education Trend Issues*, 2(2), 151–159. <https://doi.org/10.56442/ietl.v2i2.467>
- [3] Bell, E., & Bryman, A. (2007). The ethics of management research: An exploratory content analysis. *British Journal of Management*, 18(1), 63–77. <https://doi.org/10.1111/j.1467-8551.2006.00487.x>
- [4] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- [5] Fatima, S., Kirmani, N. S., & Tanweer, L. (2023). Impact of reinforcement strategies on students' learning behaviors in classroom at primary level. *Journal of Development and Social Sciences*, 4(4), 276–283. [https://doi.org/10.47205/jdss.2023\(4-IV\)25](https://doi.org/10.47205/jdss.2023(4-IV)25)
- [6] Garcia, L. C. (2025). Four teachers' classroom management approaches (CMA): A case study in the Philippines. *The Asian Journal of Biology Education*, 17, 15–32. https://doi.org/10.57443/ajbe.17.0_15
- [7] Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2020). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. *Journal of Educational Psychology*, 114(1). <https://doi.org/10.1037/edu0000641>
- [8] Lichtenfeld, S., Pekrun, R., Marsh, H. W., Nett, U. E., & Reiss, K. (2022). Achievement emotions and elementary school children's academic performance: Longitudinal models of developmental ordering. *Journal of Educational Psychology*, 115(4). <https://doi.org/10.1037/edu0000748>
- [9] McKeown, R. P. (2025). Physical classroom environment impact on academic achievement and mental well-being. *DigitalCommons@CSP*. https://digitalcommons.csp.edu/teacher-education_masters/156
- [10] Obispo, R. T., Magulod, G. C., & Tindowen, D. J. C. (2021). Teachers' classroom management styles and student-teacher connectedness and anxiety. *International Journal of Learning, Teaching and Educational Research*, 20(5), 123–141. <https://doi.org/10.26803/ijlter.20.5.7>
- [11] Safiullah, Nadeem, H. A., & Asma. (2023). Impact of classroom management on students' academic achievement at secondary school level in Peshawar. *Journal of Social Sciences Review*, 3(2), 19–26. <https://doi.org/10.54183/jssr.v3i2.208>
- [12] Salama, M. S., Utaminingsih, E. S., Ramadhani, M. H., & Intania, B. Y. (2025). Classroom management and student behavior in primary schools: A systematic review of strategies and practices. *Jurnal Ilmiah Profesi Pendidikan*, 10(2), 1668–1678. <https://doi.org/10.29303/jipp.v10i2.3383>
- [13] Segundo, R. C. (2025). Factors affecting the academic performance of Grade 6 learners in Buguias, Benguet, Philippines. *Journal of Educational Leadership and Management*, 2(2), 130–143. <https://doi.org/10.69739/jelm.v2i2.910>
- [14] Tao, Y., Meng, Y., Gao, Z., & Yang, X. (2022). Perceived teacher support, student engagement, and academic achievement: A meta-analysis. *Educational Psychology*, 42(4), 1–20. <https://doi.org/10.1080/01443410.2022.2033168>
- [15] Yassine, J., Tipton-Fisler, L. A., & Katic, B. (2020). Building student-teacher relationships and improving behaviour-management for classroom teachers. *Support for Learning*, 35(3). <https://doi.org/10.1111/1467-9604.12317>