

Classroom Management Practices and Their Influence on Intermediate Learners Engagement in Togoron Elementary School

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Abstract

This study determined the classroom management practices and their influence on learner engagement among intermediate learners at Togoron Elementary School in Monreal, Masbate. It examined learners' perceptions of classroom management across five dimensions—classroom organization, establishment of rules and routines, management of learner behavior, teacher-learner interaction, and learning environment—and measured learner engagement in behavioral, emotional, and cognitive dimensions. A descriptive-quantitative research design was employed. Using Slovin's formula and convenience sampling, 81 intermediate learners who were officially enrolled served as respondents. Data were gathered through a validated, pilot-tested structured questionnaire employing a Likert-type scale; reliability was confirmed via Cronbach's Alpha. Frequency, percentage, weighted mean, and Pearson r correlation were applied for analysis. Results showed that learners strongly agreed with the effectiveness of classroom management practices, with composite means ranging from 3.62 (rules and routines) to 3.80 (learning environment). Highest indicators included proper desk arrangement, clear activity directions, addressing misbehavior through communication, allowing questions, and creating a comfortable classroom. Learner engagement was likewise high across behavioral (3.73), emotional (3.76), and cognitive (3.80) dimensions, with strengths in attentiveness, classroom comfort, and flexible problem-solving. A moderate positive linear relationship ($r = 0.53$) between classroom management practices and learner engagement was found to be statistically significant. The study concludes that stronger classroom management practices are associated with higher learner engagement, while identifying specific areas—material organization, clearer rule explanation, fairer application of rules, supportive interactions during difficulties, peer relationships, active participation, enjoyment of new learning, and conceptual understanding—that may be further strengthened. Recommendations include targeted improvements by teachers in organization, rule clarity, fairness, support, and activity design that foster participation and understanding, as well as continued institutional support for positive classroom environments; future studies may employ larger samples and examine additional influencing factors. The findings contribute to Sustainable Development Goal 4 (Quality Education) by highlighting practices that support inclusive, effective, and engaging learning environments for elementary learners. Sustaining well-managed classrooms strengthens institutional capacity for quality education delivery, promotes equitable learner participation, and supports long-term educational outcomes within the school community.

Keywords: Behavioral Engagement; Classroom Management Practices; Cognitive Engagement; Emotional Engagement; Intermediate Learners; Learner Engagement; Teacher-Learner Interaction; Togoron Elementary School

1. Introduction

A classroom is more than a place where lessons are taught; it is a setting in which learners spend time learning, sharing ideas, making friends, and building confidence. Because learners differ in needs, behaviors, and learning styles, teachers must apply classroom management practices that keep the environment orderly, safe, and welcoming. Effective management helps learners feel comfortable, pay attention, follow rules, and take part in activities. Learner engagement is equally critical: when learners are interested and feel supported, they listen, participate, ask questions, and complete tasks; when management is weak, focus and participation decline.

Classroom management addresses learner behavior and shapes a supportive learning climate. Cueme (2024) found that teachers used strategies such as promoting respect for cultural differences, recognizing positive behavior, and giving incentives to manage misbehavior, leading to an intervention program to strengthen practices. Impuesto (2024) reported that teachers' work conditions—workload, student behavior, school policies, facilities, and leadership support—influenced management practices and recommended improving those conditions. Allen et al. (2022) noted that teachers valued the structured approach, peer learning, and reflection offered by the Incredible Years Teacher Classroom Management program. Decristan et al. (2024) showed that translanguaging in multilingual classrooms produced no expected management problems and improved teaching quality. Andrin et al. (2021) documented classroom management practices among grade school teachers in a public school district, while Trivette (2021) identified exemplary practices among elementary teachers. De La Torre (2024) and Cabasag (2024) further examined classroom management skills of public elementary school teachers and their links to work performance.

Positive discipline offers another route. Padayao and Bantulo (2024) found that teachers addressed challenges through mentoring, positive reinforcement, proactive support, and a balance of kindness and firmness. Xie et al. (2021) identified reciprocal links among head teachers' negotiation management, teacher–student relationships, and students' externalizing behaviors. Classroom management is closely tied to engagement: Cacho (2022) linked instructional strategies to varying engagement levels; Benner et al. (2022) showed that the Classroom Reset program improved behavior and engagement among elementary learners with emotional and behavioral disorders; Li et al. (2024) reported that positive teacher–student and peer relationships raised engagement among low-achieving elementary learners. Mampao and Arazo (2023) found high implementation of the child-friendly school system yet no significant link to academic performance, recommending sustained dissemination. Palma and Caballes (2022) examined students' misbehavior and behavioral classroom management practices as perceived by both students and teachers, while Dimacangun and Sambo (2024) investigated classroom behavior of learners and its effect on academic performance. Collectively these findings underscore the value of appropriate management strategies, positive discipline, supportive working conditions, positive relationships, effective instruction, and a child-friendly environment for elementary learners. The present study therefore focuses on classroom management practices and their influence on intermediate-learner engagement at Togoron Elementary School.

Foreign literature consistently links positive teacher–student relationships to engagement. Huang et al. (2022) found that self-worth mediated and moderated the relationship between teacher–student relationships and engagement in rural schools. Thornberg et al. (2022) confirmed that relationship quality predicts engagement. Chang (2022) showed that teachers' social goals and self-efficacy shape classroom climate and engagement. Chen et al. (2021) demonstrated that teacher–student relationships and academic self-efficacy mediate the link between proactive personality and academic engagement. Pianta and Hofkens (2023) highlighted emotional support, classroom organization, and instructional support as observable indicators of quality interaction. Liu et al. (2023) proposed mathematically productive relationships as a management approach that fosters meaningful participation. Liu et al. (2022) examined learning behavioral engagement in live teaching contexts, while Abacioglu et al. (2023) showed that multicultural education affects student engagement through the mediating role of student relationships. Akyol and Erdem (2021) investigated behavioral engagement of elementary school students using mixed methods, and Martins et al. (2022) provided a systematic review of 35 years of research on school engagement in elementary school.

Effective management practices reduce off-task behavior and support success (Weber et al., 2022). Rahmaniar et al. (2023) showed that strategies promoting discipline and participation improve engagement in Islamic Education. Niazi et al. (2024) linked management techniques to learning effectiveness in public primary schools. Caldarella et al. (2021) cautioned that teacher reprimands can affect disruptive behavior and engagement. Johler et al. (2022) noted that technology-rich classrooms require adapted management roles. Yoldaş and Yıldırım (2023) and Zainuddin and Hardiansyah (2023) documented teachers' competencies and implementation of management skills. Nafisah et al. (2023) observed the use of rules, praise, consequences, and student involvement, alongside practical challenges. Şen (2022) emphasized clear rules for communication, quality education, and character development. Wills et al. (2022) supported structured programs that teach expectations and reinforce appropriate behavior. Tippet and Bruno (2022) and Çayır et al. (2022) connected teacher self-efficacy and evidence-based strategies to engagement. Aslan and Sucuoğlu (2022) and Poulou et al. (2022) underscored proactive practices and positive emotional expression. Aslan (2022) analyzed primary school teachers' classroom management styles in terms of selected variables. Azevedo et al. (2023) demonstrated that school-based interventions improve cognitive, emotional, and behavioral engagement. Tam et al. (2023) and O'Brien et al. (2024) highlighted measurement issues and the value of meaningful participation opportunities. Batool et al. (2023) reported the impact of classroom management strategies on academic achievements of students at the elementary level. Hardy

et al. (2022) measured adaptive teaching in classroom discourse and its effects on student learning in elementary science education. Scott and Nakamura (2022) argued that effective instruction forms the basis for classroom management. Gillies (2023) showed that cooperative learning enhances students' learning and engagement during inquiry-based science, while Gomes et al. (2023) modeled students' behavioral engagement through different in-class behavior styles. Wilkins et al. (2023) identified classroom management and facilitation approaches that promote school connectedness. Xu et al. (2023) applied a four-dimensional framework to examine student engagement and learning outcomes. Patall et al. (2024) conducted a meta-analysis of teachers' provision of structure in the classroom and students' academic competence beliefs, engagement, and achievement. Ishida and Sekiyama (2024) reviewed variables influencing students' learning motivation. Javornik and Klemenčič Mirazchiyski (2023) synthesized factors contributing to school effectiveness. Pan (2023) examined online learning environments, learners' empowerment, and learning behavioral engagement, with learning motivation as a mediator. Mastur (2023) discussed multicultural classroom management of students in elementary schools. Local studies reinforce these patterns. Callorina et al. (2024) linked teacher competence and management to engagement. Cambay and Paglinawan (2024) found significant relationships among management strategies, school environment, and engagement. Alegado (2022) reported satisfactory perceptions of management of the learning environment and individual differences. Apan (2024), Anonuevo et al. (2022), Catayas and Hussien (2024), Dilabayan and Sambo (2024), and Alarcon et al. (2024) documented management practices, challenges, and their links to discipline and achievement. Gabriz and Mackie (2023), Siton and Baguio (2024), and Lacre and Valle (2024) confirmed high levels of management practices and positive associations with performance. Cristo and Ching (2023), Agbuya et al. (2024), Lajom et al. (2023), and Sultan (2024) examined stakeholder involvement, reinforcement, and barriers. Mallari and Tayag (2022), Agregado et al. (2024), Fuertes et al. (2023), Gubaton (2024), Fernandez and Marcelo (2024), Pelarca, Malicia, and Nuezca (2024), and Dipolog (2022) connected classroom practices, motivation, and engagement dimensions. Albores and Baguio (2024) investigated classroom interactive problems of students and coping mechanisms of teachers in public elementary schools. Caresosa (2024) examined technology-based teaching practices, teachers' competence, and work values. Castillon and Limpot (2022) studied the mediating effect of effective teaching in the relationship between motivation in learning and student engagement. Delos Reyes and Callo (2021) analyzed teachers' classroom management practices in the new normal as input for developing pupils' 21st-century skills. Enide and Villocino (2023) explored interpersonal support and student engagement among Grade 6 learners. Granada and Oco (2024) linked classroom management and teaching competencies of elementary teachers. Mamon and Baguio (2024) assessed communication capacities and mutual connection systems of teachers in public elementary schools. Maurel and Villajos (2023) documented lived experiences of elementary teachers on classroom management during in-person classes. Naadat (2024) measured the extent of implementation of classroom management strategies and performance of elementary teachers. Obenza-Tanudtanud and Obenza (2023) evaluated teacher-student interaction and student learning engagement in the new normal. Oliva (2024) examined student engagement in the classroom from the stance of elementary teachers. Piquero (2023) correlated classroom management styles, learning motivation, and pupils' academic achievement. San Juan and Baguio (2024) studied adaptation administration practices and accommodating classroom organization of public elementary school teachers. Santander and Nabos (2024) related classroom management practices of teachers to academic performance of Grade 3 learners. Seraspe (2022) correlated teaching behavior and educational competence of public elementary school teachers. Sorbeto, Corpuz, and Alcantara (2022) examined teaching efficiency and classroom management towards learning outcomes. Suico (2021) identified teachers' attributes and self-efficacy as predictors of classroom management. Tomaszewski et al. (2022) demonstrated the impact of effective teaching practices on academic achievement when mediated by student engagement.

Across contexts, classroom management emerges as a multi-faceted set of practices—organization, rules, behavior guidance, interaction, and environment—that shape behavioral, emotional, and cognitive engagement. The study is situated in Togoron Elementary School, Monreal, Masbate, a school operating since 1905 with a long succession of administrators and currently staffed by a Teacher-In-Charge, an Administrative Officer, eleven regular teachers, and one Administrative Aide. It serves intermediate learners (Grades 4–6) in a rural Philippine setting. Nationally, the findings speak to DepEd priorities for orderly classrooms and active learner participation. Globally, the literature draws on studies from the United Kingdom, the United States, China, Turkey, Indonesia, and other systems, confirming that the relationship between management practices and engagement is a shared educational concern.

The study is anchored on three complementary theories. Kounin's Classroom Management Theory (Kounin, 1970) stresses withitness, overlapping, momentum, smoothness, and group focus as means of maintaining order and active involvement; these principles underpin the examined practices of classroom organization, rules and routines, behavior management, teacher–learner interaction, and learning environment. Dreikurs' Social Discipline Theory (Dreikurs, 1968) explains behavior through the need to belong, advocating democratic management, mutual respect, logical consequences, and responsibility—concepts that illuminate rules, behavior guidance, and positive interaction. Fredricks, Blumenfeld, and Paris' Theory of School Engagement (Fredricks et al., 2004) defines engagement as multidimensional—behavioral (participation, effort, attention), emotional (interest, belonging, affect), and cognitive (mental effort, willingness to understand and apply)—exactly matching the study's engagement indicators.

Conceptually, an Input–Process–Output framework organizes the inquiry: inputs are the five dimensions of classroom management practices and the three dimensions of learner engagement; processes include survey administration, descriptive statistics (percentage, weighted mean), and Pearson correlation; outputs are empirical levels of each variable and the tested relationship, with feedback looping to stakeholders for program refinement. While existing studies document management strategies, positive discipline, relationships, and engagement in various elementary and secondary settings, limited evidence focuses specifically on intermediate learners' perceptions of classroom management practices and their relationship to behavioral, emotional, and cognitive engagement at Togoron Elementary School. The present study addresses this localized gap by measuring perceived management levels across five dimensions, assessing engagement across three dimensions, and testing the statistical relationship between the two constructs within the school's unique rural context.

The study aligns principally with SDG 4 (Quality Education) by examining practices that foster orderly, inclusive, and engaging learning environments for intermediate learners. It also contributes to SDG 3 (Good Health and Well-Being) through the emotional-engagement dimension that supports learners' sense of belonging and positive classroom affect, and to SDG 16 (Peace, Justice and Strong Institutions) by promoting fair, respectful classroom governance that models constructive social relations.

Findings support educational sustainability by identifying management practices that sustain active learner participation and thereby strengthen the quality and continuity of elementary learning. They contribute to socio-economic sustainability by equipping teachers and school leaders with evidence that can improve classroom conditions, reduce behavioral barriers, and enhance learners' readiness for further education and future participation in community life. Institutionally, the results can inform DepEd, division, and school-level policies that sustain supportive working conditions and professional development for teachers.

2. Material and methods

2.1 Research Design

The study employed descriptive-quantitative research design. It described the level of classroom management practices as perceived by intermediate learners across classroom organization, establishment of rules and routines, management of learner behavior, teacher-learner interaction, and learning environment. It also determined the level of learner engagement in terms of behavioral, emotional, and cognitive engagement and examined whether a significant relationship existed between the two variables.

2.2 Locale of the Study

The study was conducted in San Pascual, Masbate, specifically at Togoron Elementary School, to facilitate data gathering within the limited time allotted and because of the exclusivity and homogeneity of the sample respondents.

2.3 Respondents of the Study

The respondents were the intermediate learners of Togoron Elementary School who were officially enrolled during the conduct of the study. They were selected because they directly experience their teachers' classroom management practices and can report on their own participation and involvement in classroom activities. Their responses provided the basis for determining the levels of classroom management practices and learner engagement.

2.4 Sample and Sampling Procedure

Slovin's formula was applied to the total population of intermediate learners to determine the required sample size. After the sample size was established, convenience sampling was used to select participants who were available and willing to take part during the data-gathering period. The researcher coordinated with the school and concerned teachers prior to distribution of the questionnaires, explained the purpose of the study, and provided clear instructions. Only learners who were available and willing were included.

2.5 Research Instrument

The primary instrument was a structured questionnaire organized according to the study objectives and the specific research questions. The first section addressed classroom management practices and contained statements covering classroom organization, establishment of rules and routines, management of learner behavior, teacher-learner interaction, and learning environment. The second section addressed learner engagement and contained statements under behavioral engagement, emotional engagement, and cognitive engagement. A third section supported analysis of the relationship between the two main variables. Responses were recorded on a Likert-type scale using simple, clear language suitable for intermediate learners. The questionnaire was reviewed and validated by experts to ensure item clarity, relevance, and age-appropriateness. A pilot test was then conducted with a separate group of intermediate learners who were not part of the final sample. Cronbach's Alpha was computed to assess internal consistency reliability. Based on expert validation and the reliability results, the instrument was finalized for use.

2.6 Data Gathering Procedure

After the thesis proposal was approved by the school thesis committee, the researcher obtained a permit noted by the adviser and submitted it to the Schools Division Superintendent of Masbate Province Division for approval, then to the school principal for release of the questionnaires. The validated instrument was reproduced in 81 copies and distributed to the selected respondents with their consent. Retrieval occurred beyond the planned one-month period because of school activities and other operational concerns, which delayed data processing. Completed responses were tallied and prepared for statistical treatment.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the demographic profile of the respondents. Weighted mean was computed to determine the numerical levels of classroom management practices and learner engagement. Pearson R correlation was applied to test the significance of the relationship between classroom management practices and learner engagement. An expert statistician assisted with the statistical computations; the resulting findings were then described, analyzed, and interpreted.

3. Results and Discussion

3.1 Level of Classroom Management Practices as Perceived by the Intermediate Learners

3.1.1 Classroom Organization

The composite mean for classroom organization was 3.70, interpreted as Strongly Agree. The highest indicator mean was 3.96 for proper arrangement of desks, while the lowest was 3.41 for keeping classroom materials in their proper places; both remained within the Strongly Agree range. These results indicate that intermediate learners strongly perceive their teachers as effective in maintaining an organized classroom, preparing the learning space, and ensuring sufficient room for movement, with strength in desk arrangement. The findings align with Pianta and Hofkens (2023), who emphasized classroom organization as a key observable indicator of quality teacher–student interaction within the CLASS framework, and with Liu et al. (2023) and Aslan and Sucuoğlu (2022), who highlighted organization and proactive practices as supports for meaningful student participation.

3.1.2 Establishment of Rules and Routines

The composite mean for establishment of rules and routines was 3.62, interpreted as Strongly Agree. The highest indicator mean was 3.81 for explaining what learners should do during activities, while the lowest was 3.48 for explaining classroom rules clearly; both remained within the Strongly Agree range. Learners therefore strongly perceive their teachers as effective in providing clear activity directions, reminding them of expectations, and maintaining routines. The findings are consistent with Nafisah et al. (2023), who documented teachers' use of rules and routines as core management practices while noting challenges in consistent application.

3.1.3 Management of Learner Behavior

The composite mean for management of learner behavior was 3.76, interpreted as Strongly Agree. The highest indicator mean was 3.86 for talking to learners when they misbehave, while the lowest was 3.63 for treating learners fairly when rules are broken; both remained within the Strongly Agree range. These results show that intermediate learners strongly perceive their teachers as effective in reminding them to behave properly, addressing misbehavior through communication, explaining consequences, and recognizing appropriate behavior. The findings support Wills et al. (2022), who demonstrated the value of structured approaches that teach expectations and reinforce appropriate behavior, and Azevedo et al. (2023), who linked behavior-support interventions to improved engagement.

3.1.4 Teacher-Learner Interaction

The composite mean for teacher-learner interaction was 3.78, interpreted as Strongly Agree. The highest indicator mean was 3.91 for allowing learners to ask questions, while the lowest means (both 3.72) concerned speaking kindly and respectfully and helping learners when they have difficulty; all remained within the Strongly Agree range. Learners therefore strongly perceive their teachers as approachable, respectful, supportive, and encouraging of participation. The findings are consistent with Abidin and Muhammad (2024), who reported that positive teacher-student interaction contributes to a conducive learning environment and encourages focus, participation, and motivation.

3.1.5 Learning Environment

The composite mean for learning environment was 3.80, interpreted as Strongly Agree. The highest indicator mean was 3.86 for making the classroom comfortable for learning, while the lowest was 3.70 for helping learners get along with one another; both remained within the Strongly Agree range. These results indicate that intermediate learners strongly perceive their teachers as creating a safe, comfortable, respectful, and welcoming classroom setting. The findings align with Hofkens and Pianta (2022), who linked the quality of relationships within the learning environment to student engagement and outcomes.

3.2 Level of Learner Engagement among Intermediate Learners

3.2.1 Behavioral Engagement

The composite mean for behavioral engagement was 3.73, interpreted as Strongly Agree. The highest indicator mean was 3.86 for paying attention during class, while the lowest was 3.63 for joining classroom activities; both remained within the Strongly Agree range. Intermediate learners therefore demonstrate strong behavioral engagement through regular attendance, following instructions, completing tasks on time, participating in activities, and maintaining attention. The findings are consistent with Poulou et al. (2022), who showed that positive teacher emotional expression and management approaches support students' social-emotional and behavioral competence.

3.2.2 Emotional Engagement

The composite mean for emotional engagement was 3.76, interpreted as Strongly Agree. The highest indicator mean was 3.88 for feeling comfortable in the classroom, while the lowest was 3.70 for feeling happy when learning new things; both remained within the Strongly Agree range. Learners therefore report strong emotional engagement characterized by enjoyment of activities, comfort, interest in lessons, positive feelings toward learning, and a sense of belonging. The findings align with Dao and Sato (2021), who observed that positive emotional engagement is related to learners' interactional behaviors and participation.

3.2.3 Cognitive Engagement

The composite mean for cognitive engagement was 3.80, interpreted as Strongly Agree. The highest indicator mean was 3.86 for trying different ways to solve difficult tasks, while the lowest was 3.70 for trying to understand the lesson rather than merely memorizing it; both remained within the Strongly Agree range. Intermediate learners therefore demonstrate strong cognitive engagement through careful thinking, flexible problem-solving, connecting new material to prior knowledge, asking questions, and seeking deeper understanding. The findings support Li and Lajoie (2022), who emphasized cognitive involvement as a central component of active, self-regulated learning.

3.3 Significant Relationship Between Classroom Management Practices and Learner Engagement

Pearson *r* correlation yielded a computed value of 0.53, indicating a moderate positive linear relationship. With 79 degrees of freedom and a critical value of ± 0.2185 at the 0.05 level of significance, the computed value exceeded the critical value, leading to rejection of the null hypothesis. The statistically significant moderate positive relationship indicates that higher levels of classroom management practices—across organization, rules and routines, behavior management, teacher-learner interaction, and learning environment—are associated with higher levels of behavioral, emotional, and cognitive engagement among intermediate learners at Togoron Elementary School.

4. Conclusion & Recommendations

Intermediate learners at Togoron Elementary School strongly perceive their teachers' classroom management practices across classroom organization, establishment of rules and routines, management of learner behavior, teacher-learner interaction, and learning environment, with composite means ranging from 3.62 to 3.80, all interpreted as Strongly Agree; the highest indicators included proper desk arrangement, clear activity directions, addressing misbehavior through communication, allowing questions, and creating a comfortable classroom, while relatively lower means pointed to opportunities for strengthening material organization, rule explanation, fair rule application, supportive help during difficulties, and peer relationships. Learners likewise demonstrated strong behavioral, emotional, and cognitive engagement, with composite means of 3.73, 3.76, and 3.80 respectively, reflecting attentiveness, classroom comfort, and flexible problem-solving, though areas such as active participation, enjoyment of new learning, and conceptual understanding over memorization remain open to further support. A moderate positive linear relationship was found between classroom management practices and learner engagement, confirming that stronger management practices are associated with higher engagement levels.

Teachers should improve the organization and placement of classroom materials, explain classroom rules more clearly, apply rules fairly and consistently, provide more supportive interactions when learners encounter difficulties, and foster positive relationships and cooperation among classmates; they should also design additional activities that promote active participation, enjoyment, curiosity, problem-solving, and deeper conceptual understanding rather than reliance on memorization. School heads and teachers are encouraged to strengthen classroom management practices that sustain an organized, fair, supportive, and positive learning environment, while future researchers may conduct similar studies with larger samples and examine additional factors that influence student engagement.

5. Compliance with ethical standards

This study involving intermediate learners (minors) was conducted in accordance with ethical research standards. Prior permission was obtained from the school administration of Togoron Elementary School. Informed consent was secured from parents or guardians, and assent was obtained from the participating learners. Participation was voluntary, and respondents were informed of their right to withdraw at any time without consequence. All data was collected anonymously through questionnaires, treated with strict confidentiality, and used solely for research purposes. No physical, psychological, or academic harm was incurred by any participant.

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