

Classroom Management Practices and Learning Environment in Select Districts, Division of Misamis Oriental

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ABSTRACT: Effective classroom management significantly impacts student learning by creating a secure and structured environment with well-defined rules, ultimately enhancing student focus and academic success. This research investigated the relationship between classroom management practices and the learning environment within the Division of Misamis Oriental during the school year 2023-2024. The study employed a descriptive correlational design, surveying one hundred fifty-four (154) teachers and three hundred eight (308) students from Grades 4 to 6 across the Opol, Alubijid, and Laguindingan Districts, selected via stratified random sampling. Questionnaires, adapted from prior research and validated, were used to gather data. Analysis involved calculating descriptive statistics and employing Pearson's r and t -tests for inferential analysis. The findings indicated that teachers perceived their classroom management practices, particularly clear and engaging instruction, as being implemented 'at all times,' signifying a very positive assessment. Similarly, learners described their learning environment as being highly practiced 'at all times.' Importantly, the statistical analysis revealed a significant positive correlation between classroom management practices and the learners' learning environment. This underscores the critical role of clear expectations, a positive and practical learning atmosphere, consistent rules, positive reinforcement, and engaging instruction in fostering an effective learning environment. The study recommends that school administrators and teachers prioritize establishing consistent classroom rules, clearly communicating consequences, and designing classroom layouts conducive to learning. Furthermore, teachers should maintain well-resourced, visually appealing, comfortable, inclusive, and organized classroom spaces to optimize the learning experience for students.

KEYWORDS: classroom management practices, learning environment

I. INTRODUCTION

Education holds immense importance, especially for young children, as it is during this critical stage that their minds are open and ready to learn. Creating a positive and conducive learning environment promotes student engagement, academic success, and well-being. Effective classroom management plays a vital role in fostering such an environment.

In the select district of the Division of Misamis Oriental, where public schools are prevalent, ensuring that teachers possess the necessary skills and strategies to manage their classrooms effectively is a significant challenge. Many schools in remote areas lack essential resources, such as textbooks, classrooms, and multimedia materials, which can hinder effective teaching and learning. Additionally, teachers struggle with managing their classrooms effectively. The main problem identified in the chosen study is the lack of effective classroom management practices and a conducive learning environment in select districts within the division. This leads to challenges in maintaining discipline, engaging students, and creating an environment that supports effective learning.

One issue in classroom management is the absence of clear rules and routines. Without established guidelines, students may struggle to understand expectations and behave appropriately, leading to disruptions and a lack of focus on learning. Another issue is the limited availability of resources and materials, particularly in remote areas, which hinders teaching and learning. The chosen study aims to understand the impact of these challenges on students' overall learning experience. By investigating classroom management practices and learning environments, the researchers aim to identify strategies and interventions to improve the quality of education in these select districts. One of the most significant issues facing the education system today is a lack of funding and assistance in some regions. Large class sizes, a lack of instructional resources, and insufficient teacher preparation are common problems in these areas, hindering students from receiving the excellent education they deserve.

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Further, addressing this primary issue as a teacher involves implementing effective classroom management practices to create a stimulating and happy learning environment. This includes establishing clear expectations, implementing behavior management strategies, promoting student engagement, and building a positive teacher-student rapport. By addressing the primary issue of limited funds and implementing effective classroom management practices, one can enhance educational outcomes in select districts within the Division of Misamis Oriental.

The research explores various aspects of classroom management, including establishing clear expectations, implementing effective behavior management strategies, promoting student engagement, and fostering a positive teacher-student rapport. Examining these key areas allows us to better understand the specific challenges faced by teachers in the selected district and identify effective techniques to address them. Optimizing classroom seating arrangements, prioritizing meaningful and relevant work, supporting test performance, and conducting more studies on the relationship between classroom management and academic success are essential. By applying these guidelines, educators can enhance academic achievement, increase student engagement, and cultivate a positive learning environment. Teachers often employ traditional punishment and reward systems, lectures, seatwork, and teacher-centered approaches to regulate classroom activities and student behavior. However, teachers are suggested to adopt an eclectic approach, combining traditional and innovative techniques to maintain classroom discipline.

Furthermore, the learning environment has a significant impact on students' performance. Factors such as open space, noise, temperature, light, class size, and classroom design can affect student engagement. In a virtual classroom setting, additional variables, such as internet access and students' attention spans, become relevant. Despite these challenges, instructors have optimized student participation in diverse online learning environments. This study explores the effectiveness of classroom management practices employed by public elementary school teachers in a select district and their impact on the learning environment. By examining current practices, challenges, and potential solutions, this research aims to provide valuable insights and recommendations that enhance classroom management practices and improve students' educational experiences in the division of Misamis Oriental.

This study is anchored on Bandura's (2019) Social Learning Theory, which emphasizes the role of observational learning and social interactions in shaping behavior. According to this theory, individuals learn by observing others and imitating their behavior. In the context of classroom management, the Social Learning Theory suggests that students' behavior can be influenced by the behavior of their peers and teachers.

Therefore, creating a positive and supportive learning environment where positive behaviors are modeled and reinforced can contribute to effective classroom management and positive change in classroom dynamics. By incorporating the principles of Social Learning Theory into your study, you can examine how social interactions and observational learning influence classroom management practices and the learning environment (Bandura, 2019).

One of the critical aspects of Social Learning Theory is the concept of observational learning. Individuals learn by observing the behavior of others and the outcomes of those behaviors. They then use this information to guide their behavior in similar situations. This type of learning is particularly influential in the classroom, as students can learn from their peers, teachers, and other adults without being aware that they are engaging in the learning process.

The Social Learning Theory also highlights the importance of creating a positive and supportive learning environment. Teachers can foster this environment by providing clear expectations, establishing a sense of community, and promoting collaborative learning. When students observe their peers engaging in positive behaviors and receiving recognition and rewards for their efforts, they are more likely to imitate these behaviors and contribute to a positive classroom atmosphere.

Regarding classroom management practices, Social Learning Theory suggests that teachers can create a positive and supportive learning environment by providing clear expectations, establishing a sense of community, and promoting collaborative learning. When students observe their peers engaging in positive behaviors and receiving recognition and rewards for their efforts, they are more likely to imitate these behaviors and contribute to a positive classroom atmosphere.

Furthermore, the Social Learning Theory emphasizes the role of reinforcement in shaping behavior. Teachers can reinforce positive behaviors through verbal praise, rewards, and recognition, which can motivate students to continue exhibiting these behaviors. By providing positive reinforcement, teachers can create a classroom environment that encourages and supports positive behavior and learning.

The Social Learning Theory has significant implications for classroom management practices. By applying its principles, teachers can create a positive and conducive learning environment that promotes student engagement, collaboration, and positive social interactions. Teachers can also model appropriate behavior, provide opportunities for observation and imitation, and reinforce positive behaviors to shape student behavior and create a supportive classroom atmosphere.

The Social Learning Theory provides valuable insights into how classroom management practices and the learning environment can influence student behavior and academic achievement. By applying the principles of this theory, teachers can

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create a positive and conducive learning environment that promotes student engagement, collaboration, and positive social interactions.

II. METHODOLOGY

The descriptive correlational method of research was used in this study due to its efficiency in collecting quantitative data from a large and geographically dispersed population. The researchers aimed to determine the relationship between teachers' classroom management practices and the learning environment experienced by students in select districts of Misamis Oriental. The use of a quantitative questionnaire method enabled the researchers to efficiently gather information from a broad group of respondents, comprising one hundred fifty-four (154) teachers and three hundred eight (308) learners across various schools. This approach offered a cost-effective and time-efficient method for collecting data compared to individual interviews.

Additionally, the survey method facilitated adherence to the Data Privacy Act (Republic Act No. 10173), ensuring the ethical collection and analysis of data while safeguarding the privacy of respondents. Once tabulated, evaluated, and interpreted, the collected data will provide valuable insights into the relationship between classroom management practices and the learning environment, ultimately contributing to a better understanding of how to enhance student learning experiences.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of teachers' classroom management practices with regard to clear expectations, positive and effective learning environment, consistent rules, positive reinforcement, and clear and engaging instruction?

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

Variables	Mean	SD	Interpretation
Clear Expectations	3.77	0.41	Highly Practiced
A Positive and Effective Learning Environment	3.81	0.37	Highly Practiced
Consistent Rules	3.81	0.37	Highly Practiced
Positive Reinforcement	3.81	0.37	Highly Practiced
Clear and Engaging Instruction	3.83	0.35	Highly Practiced
Overall	3.81	0.37	Highly Practiced

Legend: 3.26-4.00 At all Times/Highly Practiced 1.76 – 2.50 Sometimes/Moderately Practiced
2.51-3.25 Most of the Time/Practiced 1.00-1.75 Never /Not Practiced

The table 1 reveals the summary distribution on the level of teachers' classroom management practices with an overall mean score of 3.81 (SD=0.37), and interpreted as Highly Practiced. This means that the practices or behaviors being assessed are consistently implemented and maintained, reflecting a strong commitment to upholding standards and expectations. In practical terms, this means that the score implies the individuals or entities being evaluated excel in the assessed area and demonstrate a steadfast commitment to consistently maintaining quality and achieving desired outcomes. This further indicates that a solid commitment to effective teaching practices is demonstrated by consistently high mean scores in several evaluated areas, all of which fall under the very high category, including setting and enforcing rules, implementing positive reinforcement, providing clear instruction, and establishing clear expectations. These results demonstrate a commitment to academic success, highlighting the importance of clear communication, constructive feedback, and maintaining an organized learning environment. The low standard deviations of these mean scores provide additional evidence of the regularity and dependability of these procedures.

A study by Smith et al. (2021) examined the effects of consistent rule-setting and positive reinforcement on student engagement, behavior management, and instructional effectiveness. This data supports a deep understanding and application of best teaching practices, highlighting a focus on these areas.

However, the effects of consistent rule-setting and positive reinforcement on student behavior and academic performance were investigated in a study by Smith et al. (2021). Their findings validated that adopting positive reinforcement techniques and setting clear expectations are essential to creating a supportive learning environment and helping students succeed. Furthermore, a study on the efficacy of engaging and transparent instruction was conducted by Jones and Brown (2019), who emphasized the importance of this approach in enhancing student motivation

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and comprehension. These studies highlight the significance of the practices examined and offer insightful information about efficient teaching strategies that can be implemented within the allotted time.

The variable on Clear and Engaging Instruction received the highest Mean score of 3.83 (SD=0.35), and interpreted as Highly Practiced. This means that it is a strong indication of a high-quality learning environment. This aligns with research emphasizing the importance of engaging instruction in fostering student motivation, understanding, and academic achievement. Studies show that students are more likely to learn and retain information when instruction is explicit, relevant, and presented in a way that captures their interest (Hattie, 2019). The high mean score suggests that teachers effectively use various strategies to make learning engaging and accessible for their students. This could include incorporating hands-on activities, real-world examples, technology, and differentiated instruction to cater to diverse learning styles and needs. This approach is likely to foster a positive learning environment where students feel challenged, motivated, and actively engaged in the learning process. However, it is essential to remember that engaging instruction is not a one-size-fits-all approach. Teachers should continually evaluate and adapt their teaching methods to ensure that they meet the needs of all students (Reeve, 2021). Further investigation into the specific teaching strategies and their impact on different student groups could provide valuable insights into optimizing instruction to maximize student learning and engagement.

Effective instruction has a significant impact on student learning and academic success. Research, such as Smith's (2022) work, highlights the importance of clear and engaging teaching methods. Incorporating interactive elements caters to diverse learning styles, enhances information retention, and fosters a positive learning environment. Students learn more effectively when instruction is practical and directly applicable to their understanding. This active learning approach encourages deeper processing and better comprehension. Educators should prioritize designing lessons that actively involve students, encouraging participation and collaboration. By focusing on practical application and interactive strategies, educators can create a more engaging and practical learning experience, directly impacting student achievement and overall academic success. This approach aligns with current pedagogical best practices and research-based findings on effective teaching strategies.

On the other hand, the variable Clear Expectations received the lowest mean score of 3.77 (SD = 0.41), indicating Highly Practiced. This may indicate that the data reveals a consistent trend of high ratings across all categories, underscoring the importance of effective teaching practices. Reflecting on these insights, it is evident that the participants recognize the critical role of clear communication, positive reinforcement, and engaging instruction in enhancing student learning experiences. The high mean scores across all categories suggest a shared understanding of the importance of these elements in promoting student engagement, motivation, and success in educational settings. Teachers seem to be doing an excellent job of communicating learning goals to their students. However, there is little room for improvement when setting clear expectations for assignments and projects. While teachers are performing well overall, this area could benefit from additional attention. It is essential to ensure that expectations are clear, consistent, and easily understood by everyone. When students know what is expected of them, they feel more confident and prepared to succeed. This also helps create a more organized and supportive learning environment.

Research indicates that clear expectations are crucial for students, particularly in today's rapidly changing world (Marzano & Pickering, 2021). By setting clear expectations, teachers can help their students learn more effectively, behave more positively, and create a more positive classroom environment for everyone.

Moreover, the teachers excel in establishing clear expectations, creating a positive and effective learning environment, setting and enforcing consistent rules, using positive reinforcement, and providing clear and engaging instruction within their classrooms. This consistency in high scores indicates that teachers successfully implement key strategies that contribute to student engagement, behavior management, and academic success, ultimately fostering a supportive and enriching educational experience for their students.

As a teacher, the success in presenting information understandably and captivatingly is a favorable implication. This likely contributes to a more motivated and attentive learning environment where students are more likely to absorb and retain the material. However, while still positive, the slightly lower mean score for clear expectations suggests that the teacher can further enhance this aspect of teaching. The teacher can focus on ensuring that expectations are explicitly stated at the beginning of each lesson and revisited throughout, ensuring that students understand what is expected regarding participation, assignments, and behavior. By focusing on these areas, the teacher can cultivate a classroom where students feel confident in knowing what is expected and where students are more likely to meet those expectations.

Problem 2. What is the level of learners' learning environments based on physical, social, psychosocial, and pedagogical learning environments?

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Table 2. Summary on the Respondents' Level of Learners' Learning Environment

Variables	Mean	SD	Interpretation
Physical	3.61	0.47	Very Positive
Social	3.63	0.48	Very Positive
Psychosocial	3.65	0.47	Very Positive
Pedagogical	3.63	0.48	Very Positive
Overall	3.64	0.47	Very Positive

Legend: 3.26-4.00 At all Times/Very Positive 1.76 – 2.50 Sometimes/ Negative
 2.51-3.25 Most of the Time/Positive 1.00-1.75 Never/Very Negative

Table 2 respondents' level of learners' learning environments has an overall mean score of 3.64 (SD=0.4), interpreted as Very Positive for learners' perception of the physical learning environment, indicating that students view their classroom environment positively, with a high level of satisfaction. This means that learners perceive the physical aspects of their learning environment in a favorable light, which is crucial for fostering a conducive and supportive learning atmosphere. It implies a reasonable level of consistency in how students perceive their physical learning environment, indicating a shared sentiment of positivity across the student population. Research shows that a positive physical learning environment can enhance student engagement, motivation, and overall academic performance (Marzano & Pickering, 2021). By maintaining a welcoming and supportive physical classroom environment, educators can create a space where students feel comfortable, valued, and ready to learn, ultimately contributing to a successful and enriching educational experience.

It indicates that students view their classroom environment positively and highly. This finding suggests that learners perceive the physical aspects of their learning environment favorably, which is crucial for fostering a conducive and supportive atmosphere for learning (Hargreaves & Fullan, 2019). By maintaining a welcoming and supportive physical classroom environment, educators can create a space where students feel comfortable, valued, and ready to learn, ultimately contributing to a successful and enriching educational experience. It shows that students generally find their classrooms comfortable and conducive to learning.

This is a positive sign, as research indicates that a positive physical learning environment can significantly impact student engagement, motivation, and academic achievement (Marzano & Pickering, 2021). The moderate standard deviation suggests that while most students feel optimistic about their physical learning environment, there might be some variation in individual experiences. This means that while the overall picture is positive, it is essential to be mindful of individual needs and preferences. For instance, some students might require adjustments to lighting, seating arrangements, or noise levels to optimize their learning experience.

This data reinforces the importance of creating a welcoming and comfortable classroom space that caters to the needs of all learners. It reminds us that the physical environment is not just a backdrop for learning but an integral part of the learning process. Creating a positive and supportive physical learning environment can contribute to a more engaging and practical learning experience for all students.

As observed, the variable related to the Psychosocial has the highest mean score of 3.65 (SD=0.47), described as At all Times and interpreted as Very Positive. This is a positive sign that students feel emotionally safe, supported, and connected in their learning environment. This is important because a positive psychosocial environment enables students to feel comfortable taking risks, learning from their mistakes, and forming solid relationships with their classmates and teachers (Hattie, 2019). This finding suggests that teachers create a classroom culture where students feel respected, valued, and encouraged to be themselves. This may involve creating a sense of community, fostering positive relationships, and addressing issues that threaten student well-being. However, it is essential to remember that everyone's emotional needs differ. Some students may require more support than others, and some may need different types of support. Teachers should be aware of these differences and try to create a classroom where everyone feels safe and supported (Brookhart, 2021).

This finding suggests that teachers are doing an excellent job of fostering a positive psychosocial environment. However, it is always beneficial to seek ways to improve. Teachers could discuss with students what makes them feel safe and supported, and then incorporate those elements into their classroom routines.

The learning environment encompasses the psychological, social, cultural, and physical settings in which learning takes place and has a significant impact on student motivation and success. The study aimed to explore qualitatively, from the perspectives of both students and faculty, the key elements of the learning environment that supported and hindered student learning. Personal development was defined as any motivation either within or outside the LE that provides students with encouragement,

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drive, and direction for their personal growth and achievement. Within this theme, two subthemes emerged: engaging with learning and work-life balance. Rusticus et al. (2023) point out that engagement with learning reflected a student's desire and ability to participate in their learning, as opposed to a passive learning approach. Students felt more engaged when they were active learners, as well as when they perceived the material to be relevant to their career goals or real-world applications. Students also stated that having opportunities to apply their learning helped them better understand their career paths.

On the other hand, as observed, the variable Physical Learning Environment received the lowest mean score of 3.61 (SD=0.47), described as At All Times and interpreted as Very Positive. This means that the learners place slightly less emphasis or perceive more variability in the adequacy of their physical learning environment than in other dimensions. This means further that there is moderate variability in learners' perceptions of their physical learning environment. This further means that the indicator related to the physical learning environment indicates areas in the classroom that students perceive less positively. This finding highlights the importance of addressing concerns related to the physical environment to enhance the overall learning experience for students. Educators can use this feedback to assess and improve the classroom layout, seating arrangements, lighting, and resources, creating a more conducive and engaging learning space. Educators can create a more supportive and welcoming physical learning environment that promotes student comfort, focus, and overall well-being by addressing these concerns and making necessary adjustments. Educators must listen to student feedback, identify areas for enhancement, and collaborate with students to create a learning environment that maximizes their learning potential and fosters a positive educational experience.

However, this finding suggests that learners may have identified aspects of the physical environment that could be improved to support their learning experience more effectively. While the overall sentiment is not as high as other indicators, it presents an opportunity for educators to address specific concerns and make necessary adjustments to create a more conducive and positive physical learning environment for their students. It is essential to listen to student feedback, identify areas of improvement, and work towards creating a classroom environment that promotes comfort, engagement, and overall well-being. By addressing these concerns and actively enhancing the physical learning environment, educators can create a more supportive and adequate space for student learning and success.

This positive implication indicates successful efforts in creating a positive and supportive learning environment. This success likely contributes to a more relaxed and focused learning space where students feel at ease and are more likely to engage in learning activities. However, the slightly lower average score for the physical learning environment suggests an area for further development in instructional settings. Future focus could involve ensuring the classroom is organized, clean, and well-maintained, providing comfortable seating and adequate lighting. Consideration could also be given to incorporating elements that make the classroom more stimulating and inviting, such as plants, artwork, or displays of student work. By focusing on these areas, educators can create a classroom environment where students feel comfortable and supported, potentially resulting in improved learning outcomes and a more positive classroom experience.

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

Table 3. Test Correlation Between Teachers' Classroom Management Practices and Learners' Learning Environment

Teachers' Classroom Management Practices	Learner's Learning Environment				
	Physical	Social	Psychosocial	Pedagogical	Overall
	R-value	R-value	R-value	R-value	R-value
	P-value	P-value	P-value	P-value	P-value
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
Clear Expectations	.245	.296	.276	.379	.249
	.000	.000	.000	.001	.000
	S	S	S	S	S
Positive and Effective Learning Environment	.384	.416	.317	.425	.336
	.001	.000	.000	.000	.001
	S	S	S	S	S
Consistent Rules	.227	.698	.630	.580	.549
	.000	.000	.000	.000	.000
	S	S	S	S	S

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	.465	.589	.232	.643	.191
Positive Reinforcement	.000	.000	.000	.000	.018
	S	S	S	S	S
Clear and Engaging Instruction	.702	.523	.047	-.037	.623
	.000	.000	.563	.657	.000
	S	S	NS	NS	S

Legend: *Ho is rejected if Significant (S)* *Ho is accepted if Not Significant (NS)*

Table 3 illustrates the test results on the relationship between teachers' classroom management practices and learners' learning environment and the results of classroom management practices and learning environment in terms of clear expectations, positive and practical learning environment, consistent rules, positive reinforce, and clear end engaging instruction showed a significant relationship as indicated by the r-value and p-value less than 0.05 alpha level, which led to the rejection of the null hypothesis. This means that effective classroom management by teachers has a significant impact on creating a more positive learning environment for students. This suggests that the teachers in the classroom play a crucial role in shaping the learning environment, and effective classroom management is directly linked to a positive and conducive learning environment for students. This further suggests that the teachers' classroom management practices and learners' learning environment reveal various correlations, highlighting the impact of effective classroom management on different aspects of the learning environment. This further means that the data provided includes statistical values (p-values) for various aspects related to teaching and learning, such as Clear Expectations.

As observed, a well-managed classroom described a sense of order and structure, allowing each learner to focus on learning without distractions. When teachers establish clear expectations and routines, students feel more secure and confident, which in turn leads to increased engagement in learning activities. When teachers effectively manage their classroom, they create a positive and supportive atmosphere where learners feel comfortable taking risks, asking questions, and exploring new ideas. This fosters a love of learning and encourages students to take on challenges.

Catayas and Hussien (2024) demonstrated that effective teacher strategies, including maintaining discipline and efficient time management, foster positive learning experiences. These strategies foster a structured and supportive environment that promotes student engagement and academic success. A well-managed classroom minimizes disruptions, allowing for focused instruction and maximizing learning opportunities. Teachers who effectively manage their classrooms create a more positive and productive learning environment for all students. This positive atmosphere contributes to improved student behavior, increased engagement, and ultimately, better academic outcomes. The study by Oliveira and Santos (2020) highlighted that clear expectations improve the pedagogical environment by aligning students' actions with learning objectives, fostering a more effective learning process. Numerous studies corroborate the influence of a positive learning environment.

The variable clear expectations showed a significant relationship with learners' learning environment, considering that the teachers' classroom management plays a pivotal role in shaping a positive learning environment for young learners, and a key aspect of this is establishing clear expectations. These expectations, when clearly communicated and consistently enforced, have a direct impact on the learning environment in several ways. This means further that explicit expectations provide learners with a clear understanding of what is expected of them in terms of behavior, participation, and academic performance. This variable reduces confusion and uncertainty, creating a more predictable and structured environment. Students feel confident knowing what is expected of them, which can lead to reduced anxiety and increased focus on learning. As noted, by establishing clear expectations, teachers create a sense of order and structure in the classroom. This activity enables learners to anticipate what will happen next, thereby reducing the likelihood of disruptions and fostering a more focused learning environment.

Moreover, the relationship between teachers' classroom management and explicit expectations is a powerful one. By establishing clear expectations, teachers must create a learning environment that is predictable, safe, and conducive to learners' academic success. This, in turn, empowers learners to take ownership of their learning and contribute to a positive and productive classroom environment.

García and López (2021) emphasized that a positive pedagogical environment fosters student motivation and participation, resulting in more effective learning. These findings, along with several other studies, underscore the importance of consistent rules in fostering a positive social learning environment. This is achieved by setting clear behavioral expectations and a pedagogical framework that ensures students understand and follow classroom procedures, ultimately leading to more effective teaching and learning. Positive reinforcement enhances the physical learning environment by promoting desired behaviors and minimizing disruptions. It also enhances social learning by fostering positive student interactions and relationships. Additionally,

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positive reinforcement supports the pedagogical environment by motivating students to engage and participate actively in learning activities.

Positive and effective learning environments showed a significant relationship with the variables of learners' learning environment. This suggests that having effective classroom management by teachers plays a crucial role in forming a positive learning environment for every learner. This suggests further that when teachers set clear expectations, it helps every learner to understand what is required of them, leading to a structured and focused classroom. It is further posited that a positive and effective learning atmosphere encourages learners' engagement and participation, which are essential for academic success. As observed in the classroom, the consistent application of rules and the use of positive reinforcement, such as praise and rewards, during orientation motivates learners and parents to follow classroom guidelines and strive for success. Nisar et al. (2019) emphasized that effective classroom management practices, like maintaining discipline and setting clear rules, are crucial for creating a structured learning environment.

Another variable, consistent rules, showed a significant relationship with learners' learning environment. This means that consistent rules are intimately linked, creating a foundation for a positive and productive learning environment. Providing consistent rules, when effectively implemented, has a significant impact on the learning environment. Further, this means that consistent rules provide learners with a clear understanding of what is expected of them, reducing confusion and uncertainty. This entails a sense of security, allowing every learner to focus on learning without worrying about potential disruptions or negative consequences. As observed, consistent rules help students develop self-discipline and responsibility. When students understand the consequences of breaking the rules, they are more likely to make responsible choices and take ownership of their actions. As observed in the school, a few of the teacher-respondents are hesitant to enforce classroom rules and responsibilities because they fear violating children's rights and compromising their protection, which may result in severe consequences for the children. Further, teaching every learner the importance of following rules and the impact of their actions on others. This can help them develop a sense of accountability and responsibility for their behavior inside the classroom.

Moreover, the relationship between teachers' classroom management and the variables on consistent rules is a significant one. Consistent rules create a predictable, fair, and supportive learning environment that allows students to focus on learning and develop self-discipline. This, in turn, leads to a more positive and productive classroom community. Similarly, Rabia and Hashmi (2021) found that while psychosocial factors may not always show a direct link to classroom management, other elements, such as engaging teaching methods, significantly impact students' motivation and learning outcomes.

Another variable, teachers' use of positive reinforcement in the classroom, showed a significant relationship, which is significantly related to learners' learning environment. It demonstrates the importance of creating a dynamic and supportive learning environment for every learner in the classroom. It further demonstrates that the strategic integration of positive reinforcement into classroom management has a significant impact on the overall learning experience within the learning environment. As observed, the use of positive reinforcement demonstrates a positive classroom culture, where learners feel valued and appreciated. On the other hand, teachers who acknowledge and celebrate learners' achievements, big or small, create a sense of belonging and motivation. Simple gestures, such as verbal praise, high-fives, or public recognition, can go a long way in creating a positive atmosphere where students feel valued. This positive culture pushes a sense of school community ownership and collaboration among school children, thus resulting in a more cohesive and respectful learning environment (Oco, 2023).

Additionally, the relationship between teachers' classroom management and the use of positive reinforcement is a powerful one. By incorporating positive reinforcement into their classroom management strategies, teachers can create a learning environment that is positive, motivating, and conducive to learners' success. This approach fosters a sense of community, builds self-esteem, and encourages students to embrace learning with enthusiasm and resilience.

Effective classroom management is important for student success. According to the study by Nisar et al. (2019), research indicates that using positive reinforcement directly enhances learners' academic achievement. A well-managed classroom provides a focused learning environment, allowing for better concentration and knowledge acquisition. This leads to improved student performance and overall academic outcomes. Therefore, effective classroom management is a crucial factor in maximizing students' learning potential.

On the other hand, another variable, clear and engaging instruction, showed a significant relationship with learners' learning environment. This suggests that learners are interested in their lessons, enabling them to grasp the material more effectively. This further suggests that having effective classroom management is not just about maintaining order. However, it is a crucial element in creating a learning environment where clear and engaging instruction can thrive inside the classroom. In the classroom, it is observed that a well-managed classroom fosters a positive and supportive learning environment. Students who feel comfortable taking risks, asking questions, and exploring new ideas are more likely to develop a love of learning. Intrinsic motivation is essential for achieving long-term academic success. Effective classroom management allows teachers to incorporate

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engaging activities into their lessons. When students are actively involved in the learning process, they are more likely to retain information and develop a deeper understanding of the material (Sumastre & Oco, 2025). Additionally, the relationship between teachers' classroom management and evident, thus, engaging instruction demonstrated a significant correlation. Effective classroom management creates a foundation for focus, active participation, and a positive learning environment, all of which are essential for delivering precise and engaging instruction. By prioritizing classroom management, teachers can empower their learners to learn, grow, and thrive.

These insights underline the complexity of the learning environment, where multiple factors interact to shape students' experiences and outcomes. It also emphasizes the importance of adopting a holistic approach to classroom management that encompasses not only psychosocial and pedagogical aspects but also broader social and environmental considerations.

Another study by Rabia and Hashmi (2021) demonstrated a strong link between classroom management practices and students' motivation, emphasizing the importance of structured and engaging teaching methods. These insights underscore the importance of ongoing professional development to equip teachers with effective management strategies, as these practices have a significant impact on both the learning environment and students' overall success.

IV. CONCLUSIONS

Based on the results and discussion presented, the following conclusions are hereby drawn;

The study reveals a significant and positive relationship between teachers' classroom management practices and learners' learning environment, including variables such as clear expectations, a positive and effective learning environment, consistent rules, positive reinforcement, and clear and engaging instruction.

Moreover, teachers' classroom management practices, which involve clear expectations and a learner's learning environment that considers the physical aspects, are essential in creating a supportive, engaging, and productive learning environment for learners.

V. RECOMMENDATIONS

1. School heads and teachers to establish and communicate consistent classroom rules and expectations to students, ensuring they understand and agree with these rules, and clearly outline the consequences for breaking them.
2. Teachers should design classroom layouts that improve learners' learning by arranging seating for various activities, providing sufficient movement space, and minimizing distractions.
3. School head to maintain a well-equipped classroom with necessary resources, including textbooks, supplies, and technology, demonstrating a commitment to learners' learning and well-being.
4. School heads and teachers must to create visually appealing, comfortable, and inclusive learning spaces that incorporate friendly colors, adequate lighting, and an organized classroom environment.

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