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TEACHER CLASSROOM MANAGEMENT STRATEGIES AND LEARNING MOTIVATION OF STUDENTS IN PUBLIC SCHOOLS

Catherine A. Mejonda, Eugenio S.Guhao Jr. DM

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ABSTRACT

The study was conducted to determine which domain of teacher classroom management strategies best predicts the students' learning motivation. It utilized the quantitative non-experimental design using a correlational method of research. Two hundred fifty public elementary students were surveyed from the Municipality of New Corella in the Division of Davao del Norte. A stratified sampling technique was used to identify the respondents. Two sets of standardized and adapted research instruments were used in this study. To analyze the data to achieve the study's objectives, statistical tools were applied, including the mean, Pearson's r, and regression analysis. Findings revealed that the level of teacher classroom management strategies and the student's learning motivation was very high. On the other hand, the test of the relationship between the two variables shows no significant relationship when analyzed aggregately, but individually, it was noted that planning and support have a significant relationship and influence on the learning motivation of the students.

KEYWORDS: *Educational Management; Classroom Management; Strategies, Learning Motivation; Correlation Study; Regression; Philippines*

INTRODUCTION

Motivation is crucial for student success, but many students, like those in Singapore, face low motivation contributing to dropout (Chue & Nie, 2017). Effective classroom management fosters a positive, structured environment that boosts motivation and participation, while poor strategies can cause disengagement (Brown, 2017; Sieberer-Nagler, 2017; VanDerHeyden & Boice, 2018). On the other hand, teachers' classroom management techniques act as a tool and a coach in achieving the students' enthusiastic participation in class instruction. Through various methods, the teachers will use the learning environment in which they are placed; their techniques are intended to improve the performance of the pupils (Brown, 2017). In the Division of Davao del Norte, New Corella District, some students are at risk of dropping out due to various factors affecting their interests. It has been suggested that a teacher's approach to managing the classroom environment impacts pupils' motivation. A strategy that entices the students' motivation yields the students' interest in going to school. Conversely, when the teacher needs to employ the right strategy according to the learners' needs, there is a possibility of low classroom participation. While numerous studies emphasize the importance of motivation in the learning process and recognize classroom management as a key factor in enhancing student engagement, there is a lack of localized research specifically examining the relationship between students' motivation and teachers' classroom management techniques within the context of the New Corella District, Davao del Norte. Although international findings (e.g., in Singapore) highlight disparities in student motivation and link them to dropout rates, these insights may not fully capture the unique cultural, socio-economic, and educational dynamics influencing local students. Furthermore, despite general acknowledgment that teachers' strategies affect student behavior and classroom participation, there is insufficient empirical evidence directly connecting specific management techniques to motivational outcomes among students in this particular region. This gap hinders the development of targeted, context-sensitive programs and interventions designed to reduce dropout risks and enhance student engagement in local schools. This study examines the impact of classroom management on student motivation in New Corella District to support improved engagement and learning.

Research Objectives

The study's main objective was to determine which domain of teacher classroom management strategies significantly influences students' learning motivation. Specifically, it is geared towards achieving the following objectives:

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1. To describe the level of teacher classroom management strategies in terms of:
1.1 managing classroom behavior;
1.2 specific teaching techniques;
1.3 working with parents; and
1.4 planning and support
2. To determine the level of learning motivation in terms of:
2.1 self-efficacy;
2.2 active learning strategies;
2.3 learning value;
2.4 performance goal;
2.5 achievement goal;
2.6 learning environment stimulation
3. To ascertain the significance of the relationship between teacher classroom management strategies and motivation of students
4. To identify which domain of teacher classroom management strategies best predicts the students' learning motivation.

Hypothesis

The following hypotheses were tested at a 0.05 level of significance:
Ho There is no significant relationship between teacher classroom management strategies and students' learning motivation.
Ho There is no domain of teacher classroom management strategies that best predicts the students' learning motivation.

REVIEW OF RELATED LITERATURE

Teacher Classroom Management Strategies

This study highlights classroom management strategies—behavior control, instruction, parent collaboration, and environment setup—as crucial factors (Reinke et al., 2012). Reactive strategies influence student motivation (Little & Kienhuis, 2017), and professional teacher behavior fosters positive learning (Chaplain, 2018). Training builds teacher confidence, though emphasis varies (Kumar et al., 2017; Misra et al., 2018). Additionally, a good teacher uses professional autonomy to take actions that inspire students to stand tall as individuals who can comprehend knowledge, construct thoughts, master, and put methods into practice. It makes the case that students should be able to combine their knowledge from various sources to determine when to apply what they already know, understand, and can do.

Managing Classroom Behavior

Effective classroom management fosters student diligence and engagement, improving learning outcomes (Larson et al., 2018). Teachers' enthusiasm and personal traits like empathy and fairness strengthen their authority and support a positive environment (Papanastasiou, 2017; Mainhard, 2017). Aside from this, student discipline only arises when pupils are made to attend unsystematic status. No matter the teacher's method to keep the classroom in order, their primary responsibility is to motivate students to put in the effort and persevere to improve. Although using punishment to control behavior may temporarily tame disruptive tendencies, it rarely eliminates them. Discipline issues often stem from disorganization, and while punishment may control behavior temporarily, motivating students to persist is more effective long-term (Smyrnakis, 2017).

Specific Teaching Techniques

Specific teaching strategies are essential components for an engaging and dynamic learning environment. When teachers use effective methods for managing student behavior and attitude, they can finally design activities that align with the student's interests and, as a result, create a more engaging learning environment (Morrier et al., 2017).The interests and backgrounds of the personnel should serve as the foundation for top management's strategies. The definition of the tactics used will result in a more distinctive and tailored outcome for an activity or effort. Specific learning techniques are tools for using an effective process to produce effective results (Rodriguez, 2018).

Working with Parents

Collaboration between parents and schools is essential for creating an effective and dynamic learning environment. Active parental involvement—through conferences, reports, and school activities—positively influences student

outcomes, including reduced dropout rates and improved self-esteem. It also benefits parents by strengthening their connection to the school and their children.

However, cultural and socioeconomic differences can affect the level of parental involvement, with students whose parents are less engaged often missing out on academic and social benefits. True collaboration between schools, families, and communities aims to support students' independence and success, rather than simply producing good students. Schools must ensure equitable access to community programs for all families, despite challenges. Planning and support are also crucial components of effective teaching. While teachers are given planning time, it's often consumed by administrative tasks, leading them to prepare outside school hours. Effective teaching requires content knowledge, classroom management, strategic planning, and adaptability. Teachers use classroom management techniques to maintain order and enhance learning, tailoring methods to students' needs. Partnering with parents also supports students' academic, emotional, and social development. Overall, planning, support, and collaboration form the foundation of a successful educational environment.

Learning Motivation of Students

The study focuses on students' motivation as the dependent variable, measured through factors like self-efficacy, learning strategies, learning values, performance goals, achievement goals, and the stimulation of the learning environment (Tuan et al., 2005). Motivation plays a crucial role in academic success, driven by both internal and external factors that help students stay committed and overcome challenges (Gbollie & Keamu, 2017; Howard et al., 2021). Students' motivation is heavily influenced by their attitudes toward teachers, course content, and the learning environment. Teachers' interpersonal behaviors and responsible classroom conduct can significantly enhance student motivation (Dörnyei, 2020; Hiver & Al-Hoorie, 2020). Self-efficacy, outcome expectations, and personal traits also shape students' motivation, goal-setting, and self-regulated learning (Zimmerman, 2017). Drawing on positive psychology, research shows that teachers' communication behaviors are linked to increased student motivation and engagement, especially when students experience enjoyment and positivity in learning (Dewaele et al., 2019; Xie & Derakhshan, 2021; Kulakow & Raufelder, 2020).

Self-Efficacy

Self-efficacy is all about working efficiently and effectively for oneself and others. Self-efficacy is the attitude of a person who understands their wants, needs, goals, and aspirations. A person knows how to choose things suited to life and understands their function or role in the family or community (Krahn & Galambos, 2014). Nasir and Iqbal (2019) propose that students' academic performance may be impacted by their academic self-efficacy, given that they are typically faced with academic challenges. Cognitive perspectives, including believing in one's ability to accomplish different academic goals, having confidence in one's ability to complete tasks, and visualizing achievement, are examples of academic self-efficacy. Students' perceptions have a beneficial impact on their performance and assist them in increasing their effort to complete academic tasks successfully.

Active Learning Strategies

Teachers are increasingly expected to create engaging, tech-integrated, and interactive classrooms to prepare students for future roles (Woods & Henderson, 2018). Strategies like scaffolding and critical thinking questions boost motivation (Pedler et al., 2021), Nus and Short (2020) claim that a prevalent issue that can undermine students' self-assurance and inventiveness in the classroom is the absence of an engaging learning environment. This issue undoubtedly lowers student productivity in the classroom, particularly regarding the use of the English language. Consequently, creating an engaging learning environment is crucial. Active learning creation is a difficult task that requires planning and a few tactics from the teacher. Moreover, there often needs to be more systematic preparation of teachers as educators.

Learning Value

Positive attitude and behavior, rooted in compassion and commitment, lead to more meaningful and successful outcomes (Morrier et al., 2016). The relationship between students' perceptions of teachers' interpersonal behavior and academic emotions is also highly significant, as is the communion between teachers' interpersonal behavior and students' emotions. As anticipated, we discovered that students who thought their teacher was quite friendly expressed a relatively high level of happy sentiments and a low level of bad feelings (Mainhard et al., 2018).

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Performance Goal

Setting performance goals motivates individuals to work harder and enhances overall performance (Rodriguez, 2018). Students exhibit better academic accomplishment and classroom engagement when they are allowed to create personal goals. Setting goals is deciding on a particular task to be completed in a particular field with quantifiable results, including actions and completion dates. A performance goal is a chance to improve motivation, encourage skill development, and increase learning engagement. They aimed to ascertain the impact of goal-setting on proactive involvement in the classroom. The association between the performance target and student engagement was beneficial. The findings corroborate earlier studies that found goal-setting training improves academic motivation and engagement.

Achievement Goal

Motivational factors like self-concept and task value strongly predict academic achievement beyond intelligence. Most motivational constructs predicted academic achievement beyond intelligence. Students' ability self-concepts and task values are more powerful in predicting their achievement than goals and achievement motives, according to the few studies that have been conducted on a variety of motivational constructs as predictors of school students' academic achievement above and beyond students' cognitive abilities and prior achievement (Steinmayr et al., 2019).
(Steinmayr et al., 2019).

Learning Environment

Active learning and a stimulating classroom environment enhance student participation, motivation, and self-control (Ondei et al., 2020; Schumacher & Ifenthaler, 2018). This study focuses on student motivation, exploring factors such as self-efficacy, learning values, and achievement goals, all shaped by the learning environment. The review of the related literature mentioned above is relevant to the study undertaken by the researcher since the articles discussed the influences of teacher classroom management on the student's learning motivation. The readings from various sources also serve as the basis for the formulation of the sub-questions of the study. Moreover, the articles are the support readings for the investigation results.

Correlation between Measures

Classroom management is the deliberate use of strategies and methods to create an environment that fosters effective learning and well-behaved students (Spencer, 2018). It varies based on the teacher's personality, subject matter, and student age group. Effective classroom management enhances teaching and learning by minimizing disruptions, increasing student focus, and supporting academic success (Aslindawaty, 2017; Kavrayici, 2021). Motivation is a key factor in student achievement, influencing behavior, engagement, and learning outcomes. Both intrinsic and extrinsic motivation drive students to pursue goals and overcome challenges. Intrinsically motivated students show higher engagement, retention, and enjoyment (Tokan & Imakulata, 2019; Froiland & Worrell, 2016). Teachers play a vital role in fostering motivation through classroom management, effective communication, planning, and instructional strategies. Positive teacher behaviors—such as encouragement, praise, and supportive communication—enhance student motivation and engagement (Dörnyei, 2020; Derakhshan, 2021). Allowing students autonomy and goal-setting also boosts their ownership and interest in learning (Singh & Prasad, 2021). Teachers must also be knowledgeable, skilled in classroom leadership, and adaptive to student needs and behaviors. The use of appropriate teaching methods tailored to content (e.g., reading strategies in English, demonstration in Math) further supports learning (Kapur, 2019). Despite extensive research on classroom management and student motivation, some aspects—like the specific role of teacher praise—remain underexplored. Overall, successful teaching depends on a well-managed classroom, motivated learners, and teachers who understand and support students' academic and emotional needs.

Theoretical Framework

This study is based on Skinner's Operant Conditioning and Bandura's Social Learning Theory, emphasizing reinforcement, punishment, and observational learning. The independent variable, classroom management strategies, is grounded in Canter and Canter's Assertive Discipline Theory, while the dependent variable, student learning motivation, follows Tuan et al.'s (2005) framework, which includes self-efficacy, learning strategies, and goal orientation. These theories collectively support the study's aim to examine the impact of classroom management on student motivation.

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Conceptual Framework

Figure 1 illustrates the hypothesized relationship between teachers' classroom management strategies—encompassing behavior management, instructional methods, parental involvement, and planning—and students' learning motivation, measured through self-efficacy, learning strategies, values, goals, and environmental stimulation.

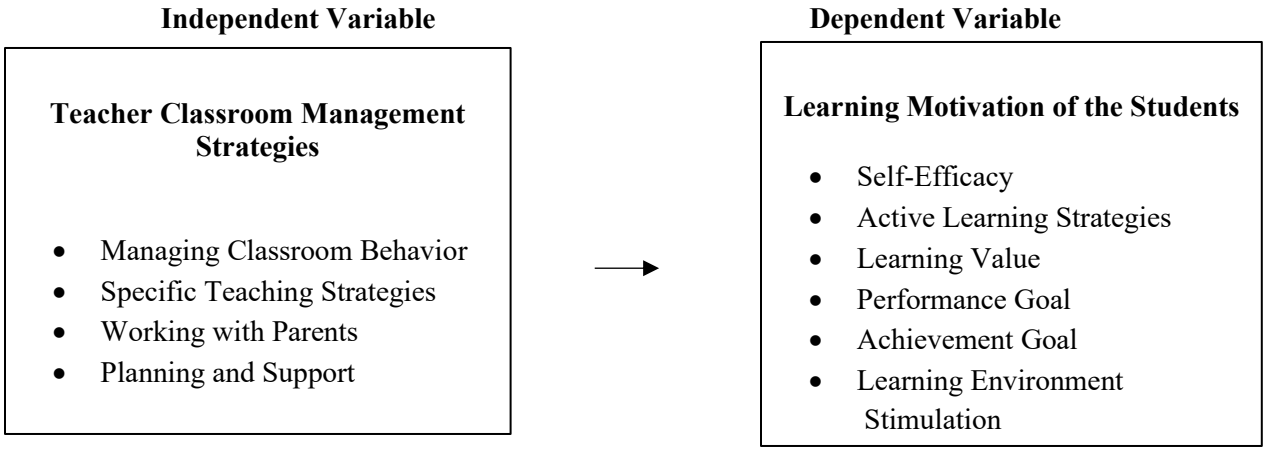


Figure 1. The Conceptual Model of the Study

METHODOLOGY

Research Design

This study utilized a quantitative, non-experimental, descriptive correlational design to examine relationships between variables without manipulation or random assignment. Data were collected through surveys, allowing for statistical interpretation and the identification of associations, aligning with established practices in educational research.

Population Sample

The study surveyed 250 sixth-grade students from five public elementary schools, with 50 participants from each. A **stratified random sampling** method was used to ensure fairness and representation across groups. Only public school students were included, and participation was **voluntary**, with students free to withdraw at any time, ensuring ethical standards were upheld.

Research Instrument

The study used two instruments: one for teacher classroom management strategies and another for student learning motivation. The classroom management tool was adapted from Reinke, Stormont, and Herman (2012) and consisted of a 25-item questionnaire across four subscales: managing behavior (items 1–3), specific teaching strategies (1–9), working with parents (1–8), and planning/support (1–5). The instrument showed good internal consistency, with a Cronbach's alpha of 0.614 and a mean inter-item correlation of 0.338.

The following scale was used to interpret the responses on teacher classroom management strategies

Mean Range	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Teacher classroom management strategies are always manifested.
3.40 – 4.19	High	Teacher classroom management strategies are often manifested.
2.60 – 3.39	Moderate	Teacher classroom management strategies are sometimes manifested.
1.80 – 2.59	Low	Teacher classroom management strategies are rarely manifested by respondents
1.00 – 1.79	Very Low	Teacher classroom management strategies are almost never manifested by respondents

The learning motivation questionnaire was adapted from Tuan, Chin, and Shieh (2005). The instrument is divided into six subscales, namely: Self-efficacy (1-7), Active Learning Strategies (1-7), Learning Value (1-5), Performance Goal

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(1-5), Performance Goal (1-5), Achievement Goal (1-5) and Learning Environment Stimulation (1-6). The dependent variable gained a Cronbach's Alpha of 0.702 with a mean inter-item of 0.424, which shows good internal consistency.

For interpreting the responses on students learning motivation, the following rating scale was used.

Mean Range	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Students learning motivation is always manifested by the students.
3.40 – 4.19	High	Students learning motivation is often manifested by the students.
2.60 – 3.39	Moderate	Students learning motivation is sometimes manifested by the students.
1.80 – 2.59	Low	Students learning motivation is rarely manifested by the students.
1.00 – 1.79	Very Low	Students learning motivation is almost never manifested by the students.

Data Collection

The researcher validated and pilot-tested the questionnaire before data collection. Approval was obtained from school authorities, and participants were informed of the study's purpose and their rights. Surveys were administered and collected on schedule, then analyzed according to the study's objectives.

Statistical Analysis

The following statistical tools were used to analyze the data and test the hypothesis at 0.05 level of significance.
Mean. This was used to characterize the teacher's classroom management strategies and students' learning motivation.

Pearson r. This was used to determine the significance of the relationship between teacher classroom management strategies and students' learning motivation.

Regression. This was used to determine the influence of teacher classroom management strategies and students' learning motivation.

Ethical Consideration

The study followed ethical guidelines set by the University of Mindanao Ethics Review Committee. Participation was voluntary, with informed consent obtained from both students and parents. Privacy and confidentiality were protected in accordance with the Data Privacy Act of 2012. Risks were minimized, and participants' well-being was prioritized. The study maintained academic integrity, with no evidence of plagiarism, fabrication, or conflict of interest. Formal permissions were secured from education authorities, and all data were handled responsibly.

RESULTS

Level of Teacher Classroom Management Strategies

Table 1 shows that teacher classroom management strategies were rated **very high** (M = 4.28, SD = 0.097), with *working with parents* scoring highest. This suggests students view their teachers as effective in managing behavior and engaging families. The findings support research linking strong classroom management to improved student motivation and learning outcomes. According to Ryan and Deci's (2020) research, teachers who provide more autonomous support are more likely to listen intently, be receptive to their student's needs, draw attention to their interests, support their abilities more, and show greater empathy for their viewpoints. These actions benefit the teachers and boost the pupils' motivation.

Furthermore, teacher management tactics are essential to create a setting that reduces interruptions, increases instruction time, and motivates pupils to participate in learning, according to the Centre for Education Statistics and Evaluation (2020). Positive learning outcomes are linked to efficient classrooms.

Furthermore, according to the American Psychological Association (2019), proficient classroom management is a crucial teaching ability that improves every student's learning. An efficient classroom system that promotes improved academic learning, fosters and accelerates social and emotional development, and reduces unfavorable behaviors

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involves many elements. In addition to promoting improved academic performance and a reduction in disruptive behaviors, classroom management creates a structured and supportive learning environment.

Table 1
Level of Teacher Classroom Management Strategies

Items	SD	Mean	Description
Managing Classroom Behavior	0.236	4.31	Very High
Specific Teaching Techniques	0.132	4.22	Very High
Working with Parents	0.200	4.32	Very High
Planning and Support	0.151	4.28	Very High
Overall	**0.097**	**4.28**	**Very High**

Level of Learning Motivation of the Students

Table 2 reveals that students demonstrated a very high level of learning motivation (M = 4.49, SD = 0.076) across all subscales. This indicates strong engagement, confidence, and persistence in learning. The finding is corroborated by Hiver and Al-Hoorie (2020), who show that attitudes and opinions about teachers, course material, and the learning environment can significantly impact students' motivation. Similarly, Dörnyei (2020) proposed that students' academic motivation is significantly influenced by their perceptions of their teachers' interpersonal and personal actions.

They were drawing from the positive psychology movement in a similar manner (Dewaele et al., 2019; MacIntyre et al., 2019; Wang et al., 2021). Similarly, Xie and Derakhshan (2021) also demonstrated a positive correlation between teachers' communication behaviors and their pupils' academic behaviors, including motivation and involvement. They claimed that language instructors might foster a positive learning environment where students enjoy learning new languages by modeling successful communication techniques. Students' enhanced motivation and engagement are highly dependent on their level of enjoyment (Kulakow & Raufelder, 2020; Pedler et al., 2021).

Table 2
Level of Learning Motivation of the Students

Items	SD	Mean	Description
Self-efficacy	0.165	4.45	Very High
Active Learning Strategies	0.158	4.30	Very High
Learning Value	0.207	4.36	Very High
Performance Goal	0.269	4.58	Very High
Achievement Goal	0.224	4.68	Very High
Learning Environmental	0.144	4.59	Very High
Overall	**0.076**	**4.49**	**Very High**

Significance of the Relationship Between Teacher Classroom Management and Learning Motivation of Students

Table 3 shows the results of the significance test on the relationship between levels of teacher classroom management strategies and the student's learning motivation. As reflected in the Table, the overall R-value is -0.038 with a p-value of 0.545. This implies the rejection of the hypothesis. This means there is a significant relationship between teacher classroom management and students' learning motivation. This implies that teacher classroom management has no significant relationship with the student's learning motivation. However, indicator planning and support are significantly related to learning motivation.

However, it was observed that when the indicators of teacher classroom management strategies were correlated with the indicators of learning motivation of the students, data revealed that in terms of managing classroom behavior, the overall r-value of -0.122 with p –value 0.053, not significant; Specific Teaching Strategies shows an overall r-value

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of -0.048 with p–value of 0.450, thus, also not significant; Working with Parents shows an overall r-value of -0.028 with p –value 0.662, thus, also not significant. On the other hand, Planning and Support show an overall r-value of 0.173 with p-value of 0.006, which is significant.

Table 3

Significance of the Relationship between Teacher Classroom Management Strategies and Learning Motivation of Students

Teacher Classroom Management	Self-Efficacy	Active Learning Strategies	Learning Values	Performance Goal	Achievement Goal	Learning Environment Stimulation	Overall Learning Motivation of the Students
Managing Classroom Behavior	0.020 (0.755)	-0.056 (0.379)	-0.086 (0.175)	-0.094 (0.136)	-0.032 (0.614)	0.014 (0.829)	-0.122 (0.053)
Specific Teaching Techniques	0.049 (0.442)	0.018 (0.774)	0.000 (1.000)	-0.050 (0.430)	-0.111 (0.079)	0.038 (0.545)	-0.048 (0.450)
Working with Parents	-0.048 (0.454)	0.029 (0.649)	0.069 (0.277)	-0.001 (0.986)	-0.080 (0.210)	-0.031 (0.628)	-0.028 (0.662)
Planning and Support	0.127* (0.045)	0.075 (0.240)	0.122 (0.053)	-0.039 (0.537)	0.116 (0.066)	0.035 (0.579)	0.173* (0.006)
Overall Teacher Classroom Management	0.053 (0.408)	0.014 (0.821)	0.030 (0.637)	-0.091 (0.151)	-0.052 (0.412)	0.021 (0.741)	-0.038 (0.545)

*significant at 0.05 level of significance

Regression Analysis on the Influence of Teacher Classroom Management Strategies to Learning Motivation of Students

Data shown in Table 4 is the Linear Regression Analysis to test the influence of teacher classroom management on the student's learning motivation. Data reveal that Teacher Classroom Management Strategies and Learning Motivation of Students in Public Elementary Schools yielded an R2 value of .056 and F= 3.639 with a probability value of p<0.007, which is lower than the 0.05 level of significance set in this study. Hence, overall influence is established among the four domains, and planning and support best predict the students' self-esteem.

Table 4

Regression Analysis of the Influence of Teacher Classroom Management Strategies and Learning Motivation of the Students

Teachers Classroom Management Strategies	β (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
Constant	4.528	.231	19.567	.000
Managing Classroom Behavior	-.144	-.046	-2.292	.023
Specific Teaching Techniques	-.067	-.039	-1.061	.290
Working with Parents	-.056	-.029	-.880	.380
Planning and Support	.195	.195	3.085	.002
R	.237			
R^2	.056			
F	3.639			
P	.007			

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DISCUSSION

Teacher Classroom Strategies

The findings indicate that teachers in the study consistently demonstrate a very high level of classroom management strategies across four key domains: behavior management, specific teaching strategies, collaboration with parents, and planning and support. This reflects a comprehensive and intentional application of practices that contribute to effective teaching and learning environments. The domain of parental collaboration received particularly high ratings, suggesting that teachers actively engage parents through home visits, conferences, and regular communication regarding students' social and cultural activities. This aligns with Sheridan's (2018) assertion that strong parent-teacher partnerships enhance students' academic achievement, social development, and emotional well-being, while also improving the communication and mutual support between parents and educators. Similarly, the high level of behavior management observed among teachers suggests strong competence in addressing classroom challenges and fostering positive emotional, social, and intellectual development. These findings are consistent with Dawdell's (2017) framework, which emphasizes the contextual nature of behavioral management and the influence of factors such as teacher experience, classroom composition, and school culture. The results also highlight a high degree of effectiveness in the planning and support domain. Teachers were found to be efficient in utilizing resources, supporting colleagues, and contributing to a positive school climate. This corroborates Woods and Henderson's (2018) perspective that planning, coupled with collective support, is foundational to successful educational outcomes. Lastly, the domain of specific teaching strategies was also rated very highly. Teachers were found to respect individual differences, promote positive social behavior, and employ customized instructional techniques.

Learning Motivation of Students

Students showed a very high level of learning motivation across all areas. They are goal-oriented, confident in their abilities, actively engaged in learning, and value classroom activities. Motivation is enhanced by a supportive environment, meaningful goals, and interactive strategies—reflecting their strong desire to succeed and participate in the learning process. The outcome supports the theory put forth by Woods and Henderson (2018), according to which educators across the country are reacting to demands from the political, economic, social, and technological spheres to be more attentive to the needs of their pupils and more concerned with their readiness for positions in society in the future. Teachers are already under pressure to reduce the number of lectures they give, enhance classroom interaction, incorporate technology into their lessons, and, when necessary, employ collaborative learning techniques.

Significance of the Relationship between Teacher Classroom Management Strategies and Learning Motivation of Students

A significant link was found between teacher classroom management and student motivation, with *planning and support* as the key contributing factor. The outcome aligns with the research findings of Evertson (1994), Clunies-Ross, Little, and Kienhuis (2008), which indicate that teacher management strategies mirror real-world situations, that teachers frequently worry about relatively minor student misbehaviors, and that teachers dedicate a significant amount of time to behavior management concerns. The results also showed a substantial correlation between students' learning motivation and adopting reactive management techniques. The ramifications of these findings for instructional strategies and student learning are significant.

Regression Analysis on the Influence of Teacher Classroom Management Strategies to Learning Motivation of Students

Findings reveal that only Planning and Support best predicts the students' learning motivation among the four domains. The result concurs with Misra, McKean, West, and Russo (2000) and Hammond (2011) that teachers who act as good managers and facilitators produce desirable outputs. These are well manifested in how a particular teacher projects their professional attributes, such as communicating the lessons and dealing with their responsibilities and commitment as facilitator and manager of the classroom. The way the teachers handle their relationship with the school personnel, parents, school administrators, and students is part of the professional behavior they must project.

CONCLUSION

The study results show that the level of teacher classroom strategies in managing classroom behavior, specific teaching techniques, working with parents, and planning and support is very high. The students' learning motivation in terms of self-efficacy, active learning strategies, performance goals, achievement goals, and learning environment is also very high. There is no significant relationship between teacher classroom management strategies and the student's

learning motivation. Finally, among the domains of teacher classroom management, strategies, planning, and support are the best predictors of students' learning motivation.

The outcome contradicts Wynne's (1986) operant conditioning theory, which holds that an individual's methods and strategies determine all of their behavior. Desired conduct rises when parents, instructors, or other social agents reward it; the opposite is true when they punish undesired behavior. Furthermore, he criticized the behavioral perspective for ignoring moral agency and human intention and for supposing that virtue can be developed without considering these factors.

Recommendations

Since the result revealed that teacher classroom management strategies and students' learning motivation are at very high levels, the researcher recommends sustaining the practices in the conduct of training, like the conduct of needs assessment and post-evaluation in every activity undertaken by the Division. Further, DepEd may look for more classroom management strategies and training workshops for teachers to increase students' learning motivation from high to very high levels.

Given the significant relationship between managing classroom behavior and planning and support of learning motivation, the Department of Education should focus on these domains. Also, teachers should employ strategies one at a time so that the students can handle all these strategies. Lastly, it is recommended that future researchers avoid using Grade 6 kids as responders because they may not yet have a complete sense of discernment.

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