ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Classroom Management Practices of Public Junior High School Teachers and the Students' Level of Motivation in Caloocan North District I

Angelito C. Anatalio
Graduate School, Our Lady of Fatima University, Philippines; City College of San Jose del Monte, Philippines
angelito_anatalio@yahoo.com.ph

Date Submitted:
September 03, 2026

Date Accepted:
October 12, 2026

Date Published:
November 27, 2026

DOI:
10.5281/zenodo.24598251

ABSTRACT

Classroom management sets the conditions under which students engage in learning, yet few local studies have related specific classroom management practices to students' motivation. This study determined the classroom management practices of public junior high school teachers and the students' level of motivation in Caloocan North District I, Philippines. Using descriptive evaluative, comparative, and correlational designs, the study surveyed 440 teachers and 1,288 Grade 7 to 10 students from five public junior high schools during the first grading period of School Year 2023–2024. Teachers and students rated classroom management practices in four domains, namely physical condition, discipline, care of routine, and time management, using a questionnaire adapted from Afalla and Fabelico (2020), and students rated their motivation using a 20-item questionnaire adapted from de Dios (2014). Data were analyzed using frequency and percentage, weighted mean and standard deviation, independent t-test and ANOVA, and Pearson r. Teachers rated their practices as Always in all domains (M = 3.75–3.82), as did students (M = 3.53–3.68), and the two groups' assessments did not differ significantly. Students were Highly Motivated overall (M = 2.71). Teachers' self-assessments differed significantly by highest educational attainment in all four domains, with teachers holding MA/MS units rating themselves higher than bachelor's degree holders, while students' motivation related to care of routine differed by sex and grade level. Teachers' physical condition practices were significantly related to students' motivation in the domains of discipline, care of routine, and time management, whereas the other practices showed no significant relationship. The findings suggest that sustained investment in classroom facilities, continuing teacher training in classroom management, and attention to ventilation, lighting, and respectful discipline can support student motivation in public junior high schools.

Keywords: *classroom management practices, student motivation, physical condition, discipline, junior high school, Philippines*

INTRODUCTION

Terrell H. Bell, an educator and former United States Secretary of Education, emphasized that there are three things to remember about education: the first is motivation, the second is motivation, and the third is motivation (Ames, 1990). In schools, teachers are the primary individuals responsible for nurturing this motivation. Its absence carries real costs: a report on students in the United States found that 26% of high school dropouts left because of boredom and lack of motivation (Learning Liftoff, 2017). A similar pattern has been

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

observed in the Philippines, where the 2017 Annual Poverty Indicators Survey showed that about nine percent of the estimated 39.2 million Filipinos aged 6 to 24 were out of school, with lack of personal interest among the most common reasons given for not attending school (Philippine Statistics Authority [PSA], 2018). These data illuminate the importance of motivation in keeping students in school.

The teacher's primary role is to deliver classroom instruction that helps students learn, which requires preparing effective lessons, grading student work and offering feedback, managing classroom materials, navigating the curriculum, and collaborating with other staff (Cox, 2020). Instruction is challenging because it must reach students with dissimilar backgrounds, varied interests, wide-ranging behavior, and different abilities, so teachers unavoidably need to manage the classroom and its environment carefully (Adedigba & Sulaiman, 2020). Classroom management has been described as the range of skills and practices that teachers employ to keep the classroom running smoothly and to avoid interruptions (Iqbal et al., 2021), and as everything a teacher does to organize students, space, time, and materials so that optimal learning can take place (Magulod et al., 2019).

Classroom management practices, in turn, refer to the degree to which teachers implement specific classroom management practices (Gage et al., 2018). Classrooms with an encouraging atmosphere have been reported to exert a positive influence on students' intrinsic motivation (Thi & Nguyen, 2021), and research has shown a positive relationship between teachers' implementation of classroom management practices and student outcomes (Gage et al., 2018). However, few studies have examined how specific domains of classroom management practice, namely physical condition, discipline, care of routine, and time management, relate to students' motivation, particularly in Philippine public junior high schools. Classroom management is also a skill that no teacher fully perfects, and it requires steady revisiting for continuous improvement.

This study therefore determined the classroom management practices of public junior high school teachers and the students' level of motivation in Caloocan North District I. Specifically, it sought to describe the profiles of the teacher-respondents (age, sex, number of years of teaching, highest educational attainment, and grade level assigned) and student-respondents (sex and grade level); to determine the teachers' and students' assessments of the teachers' classroom management practices in terms of physical condition, discipline, care of routine, and time management; to determine the students' level of motivation in reference to these practices; to test whether teachers' assessments and students' motivation differed significantly by profile; to test whether teachers' and students' assessments differed significantly; to test whether teachers' classroom management practices were significantly related to students' level of motivation; and to identify how the findings may serve as inputs for improving classroom management practices. The results may help students stay in school, give teachers feedback for self-improvement, guide school principals and the Department of Education (DepEd) in supporting teachers, and inform future research on classroom management and motivation.

Literature Review

Classroom Management and Classroom Management Practices

Chalak and Fallah (2019) described the classroom as a place where students gain the knowledge necessary to reach their future goals, and noted that a well-managed classroom offers a conducive atmosphere for effective teaching and learning. Classroom management therefore is not limited to control and discipline but also involves creating low-stress, educational situations for students. It encompasses establishing rules to organize the class and its activities, explaining instructions, and dealing with misbehavior. Magulod et al. (2019) added that classroom management deals with the physical, affective, and temporal structure of the classroom environment created by the teacher.

Classroom management does not only mean avoiding chaotic environments; it also includes establishing an enabling situation that facilitates both teaching and learning (Farooq & Ahmed, 2021). It refers to the mechanisms a teacher uses to improve teaching and learning sessions, including proper seating arrangement, monitoring of behavior, coordination of learners' activities, interactive instruction, feedback from students, and

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

acceptance of diversity. Classroom management has also been found to predict students' learning motivation, with the learning atmosphere exerting the greatest influence (Chalak & Fallah, 2019).

Gage et al. (2018) defined classroom management practices as the degree to which teachers implement specific classroom management practices and found that teachers' implementation of these practices was related to student behavior. Afalla and Fabelico (2020) organized such practices into domains that include physical condition, discipline, care of routine, and time management. The present study is anchored on these ideas but extends them by assessing teachers' classroom management practices in the four domains from the perspectives of both teachers and students and by relating them to students' motivation.

Physical Condition of the Classroom

The physical environment influences student learning, participation, and involvement in class activities. It includes views, sound and comfort, seating arrangements, and the use of instructional media, and teachers must decide how best to arrange the environment to accommodate various activities (Megawati et al., 2020). Classrooms that are neat and clean, adequately lit, and free of noise make students comfortable and ready to learn. Classrooms should be arranged in line with learning goals, provide enough space for students to move freely, allow all students to see and hear the teacher, keep frequently used materials accessible, and keep displays visible.

Visibility, accessibility, and distractibility are key considerations in classroom design, and changing the physical layout of a room can make collaboration easier, revitalize tired students, reduce stress, and facilitate learning (Megawati et al., 2020). Seating may be arranged in rows, circles, horseshoes, or separate tables, and each arrangement has advantages and disadvantages depending on whether students work as a whole class, in groups, in pairs, or individually.

In the Philippines, DepEd holds that quality school buildings contribute greatly to the attainment of education goals, which led to the issuance of the Minimum Performance Standards and Specifications (MPSS) for DepEd School Buildings (Llego, 2017). The MPSS set acceptable minimum standards for the design of school buildings and consider ergonomics, anthropometrics, thermal comfort, illumination, ventilation, acoustics, color, and compliance with laws, all of which contribute to improved student performance.

Discipline, Care of Routine, and Time Management

The term discipline derives from the Latin *discipulus*, meaning to teach and learn, and it carries the sense of teaching someone to follow rules and control their actions in order to preserve order (Farooq & Ahmed, 2021). A classroom atmosphere that supports discipline helps students learn more efficiently, while indiscipline negatively affects learning outcomes and progress; effective schools emphasize school discipline and collaborative leadership, and school discipline prescribes the standard of behavior expected of teachers and students (Farooq & Ahmed, 2021). In the Philippines, DepEd Cordillera Administrative Region Regional Order No. 07, s. 2018, provided basic guidelines for developing learners' discipline manuals, anti-bullying policies, and child protection policies, and affirmed that schools shall maintain discipline and that teachers are persons in authority in the discharge of their duties (Llego, 2018).

Good behavior is a major contributing factor to learning. The Education Endowment Foundation (EEF, 2019) recommended that teachers know and understand their pupils, teach learning behaviors alongside managing misbehavior, use classroom management strategies to support good behavior, use simple approaches as part of regular routines, use targeted approaches for individual needs, and apply these consistently. One way of teaching good behavior is by establishing routines, which are most powerful when they are chosen carefully, taught explicitly, repeated regularly, introduced gradually, and refined at regular intervals (Diaz, 2021).

Time management is also integral to classroom management. A law-abiding student is expected to arrive on time for class, while a teacher is expected to observe the time allotted in the timetable, and efficient time management by students and teachers has been associated with better academic success (Farooq & Ahmed, 2021). Time management can thus be viewed as a means of controlling and managing one's performance of multiple tasks within a given time frame, requiring the involvement of both students and teachers.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Students' Motivation

Motivation can influence what, how, and when students learn, and given the reciprocal relationship between motivation and learning, it has been actively researched across a wide range of educational settings (Cabansag et al., 2020). Svinicki and Vogler (2012) described motivation as a process of interaction between the learner and the environment, marked by the selection, initiation, increase, or persistence of goal-directed behavior. Learning motivation has been defined as behavior that allows students to engage in learning and to complete the tasks given by their instructors in pursuit of their goals (Tan, 2020).

Learning motivation has internal and external sources. Internal factors, such as the intrinsic interest and perceived value of an activity and the desire for mastery, are the dominant type, while external factors include the learning environment, interaction with others, and cultural norms (Tan, 2020). Extrinsic motivation is involved in operant conditioning, in which behavior is shaped by rewards or consequences; with careful application, extrinsic motivation can lead to intrinsic motivation, in which a person performs a task well because it is enjoyable or fulfilling (Cherry, 2022b).

Classroom Management and Students' Motivation

Suprianto et al. (2021) examined classroom management and student learning motivation in the Office Administration Department of a vocational high school in Indonesia. They found that classroom management was in a good category across several approaches, that students' intrinsic and extrinsic learning motivation was high, and that classroom management had a significant positive effect on students' learning motivation.

Thi and Nguyen (2021) similarly reported that classroom management styles that create a favorable atmosphere strengthen students' intrinsic motivation, and noted that without students' engagement and aroused attention, there is little opportunity for other conditions that favor learning to take place. Adedigba and Sulaiman (2020) likewise examined teachers' classroom management styles in relation to pupils' motivation for learning and academic achievement, supporting the view that the way teachers manage the classroom shapes learners' motivation.

Theoretical Framework

The study was grounded on Maslow's Hierarchy of Needs Theory, one of the best-known theories of motivation. The theory states that human actions are motivated by physiological and psychological needs that progress from basic to complex: physiological needs, safety and security needs, social needs for love and belonging, esteem needs, and, at the peak, self-actualization (Cherry, 2022a). People are motivated to fulfill basic needs before moving on to more advanced needs. In the classroom, a physically comfortable, safe, orderly, and respectful environment addresses the lower-level needs that must be met before students can pursue esteem and self-actualization through learning.

The study was also anchored on Behaviorism, one of the classroom management theories, associated with Ivan Pavlov's classical conditioning and B. F. Skinner's operant conditioning. Behaviorism holds that anyone can be trained to behave in a certain way, and it encourages positive reinforcement by rewarding students for desired behavior, spaced repetition in which the interval between rewards is gradually increased, and periodic changes in the reinforcement marker to keep students alert; its major criticism is that it relies on a reward-and-punishment model rather than teaching moral values (Bordia, 2022). Rules, routines, verbal reinforcement, and merits for good behavior, which are part of the classroom management practices examined in this study, reflect this perspective.

Research Gap and Research Paradigm

The reviewed literature indicates that classroom management encompasses the physical, behavioral, procedural, and temporal organization of the classroom (Afalla & Fabelico, 2020; Magulod et al., 2019) and that it is related to student behavior and motivation (Gage et al., 2018; Suprianto et al., 2021; Thi & Nguyen, 2021). Most of these studies, however, were conducted outside the Philippine public junior high school context, assessed classroom management from a single perspective, or examined general management styles rather than specific domains of practice. This study addressed that gap by comparing teachers' and students' assessments of four

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

domains of classroom management practice and relating them to students' motivation in Caloocan North District I.

Figure 1 presents the research paradigm. The demographic profile of the teacher-respondents is linked to their assessment of classroom management practices (Ho1), and the demographic profile of the student-respondents is linked to their level of motivation (Ho2). The teacher-respondents' and student-respondents' assessments of classroom management practices are compared (Ho3), and the teachers' classroom management practices are related to the students' level of motivation (Ho4). The findings then serve as inputs for improving classroom management practices.

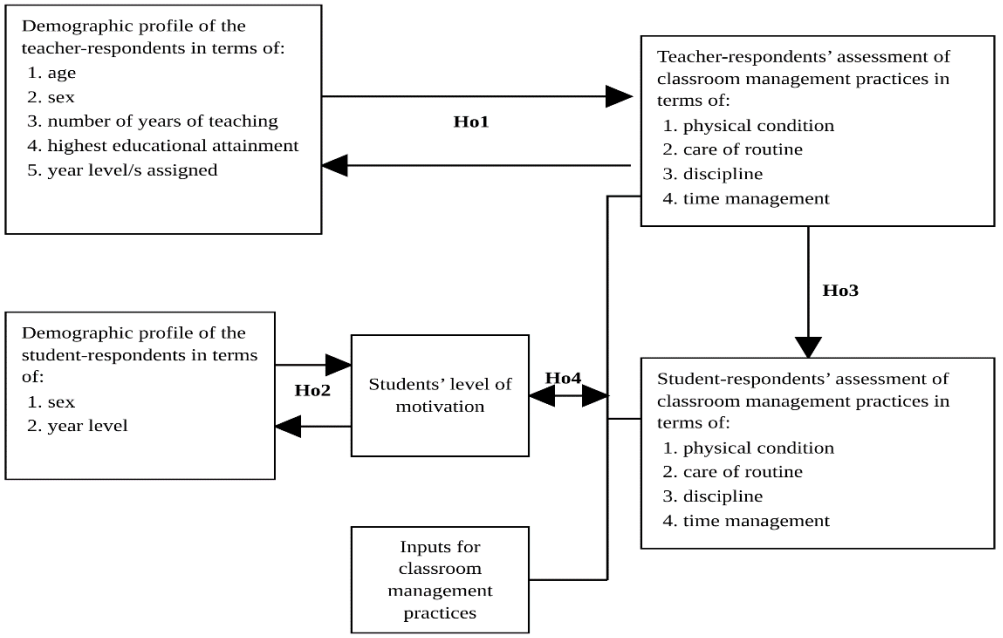

Figure 1. *Research Paradigm of the Study*

METHODS

Research Design

The study used descriptive evaluative, descriptive comparative, and descriptive correlational research designs. The descriptive evaluative design was used to describe the profiles of the respondents, the teachers' and students' assessments of the teachers' classroom management practices, and the students' level of motivation. The descriptive comparative design was used to determine significant differences in the teachers' assessments and in the students' motivation when profile was considered, as well as between the teachers' and students' assessments. The descriptive correlational design was used to determine the relationship between teachers' classroom management practices and students' level of motivation. Descriptive methods aim to describe the data, properties, and relationships of the phenomena studied systematically, factually, and accurately (Siedlecki, 2020).

Research Locale

The study was conducted in Caloocan North District I, Caloocan City, Metro Manila, Philippines, which covers the North Caloocan barangays north of EDSA and Circumferential Road 4. The district has nine public secondary schools, six of which are junior high schools. Based on DepEd size classifications for the National

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Capital Region, Schools A and B were large schools, School C was a medium school, Schools D and E were mega schools, and School F was a small school. Five of the six junior high schools held two shifts. Data were gathered during the first grading period of School Year 2023–2024.

Participants and Sampling Technique

The respondents were Teacher I to Teacher III personnel and Grade 7 to 10 students of the public junior high schools in the district; master teachers and head teachers were not included. Of the 762 teachers in the district, 440 participated. For the students, the sample size of each school was computed using Cochran's formula at a 95% confidence level and a 5% margin of error and was distributed equally across Grades 7 to 10. Students who were available during data collection were included through convenience sampling until the target was reached. The students were male and female, aged 12 to 17. As shown in Table 1, one school (School B) declined to participate because its teachers were preparing students for the first grading examination, and participation in other schools was affected by teachers' leaves, bad weather, and respondents' or parents' decisions not to consent. The final sample comprised 440 teachers (58% of the teacher population) and 1,288 students (66% of the computed student sample), below the 75% target retrieval rate.

Table 1. *Distribution of Teacher-Respondents and Student-Respondents by School*

School	Teacher population	Teachers participated	Student population	Computed student sample	Students participated
School A	108	104	3,391	348	281
School B	81	0	3,890	352	0
School C	50	17	614	240	106
School D	351	171	9,304	372	366
School E	142	125	3,455	348	262
School F	30	23	1,016	280	273
Total	762	440	21,670	1,940	1,288

Note. Population data were provided by the Schools Division Office of Caloocan City (September 2023). Computed student samples were distributed equally across Grades 7 to 10.

Research Instrument

Two adapted questionnaires were used. The first, adapted from Afalla and Fabelico (2020), gathered the teachers' demographic profile and assessed classroom management practices in four domains, namely physical condition, discipline, care of routine, and time management, with five items per domain. The same classroom management items were answered by teachers about their own practices and by students about their teachers' practices. Responses were interpreted as 3.50–4.00, Always; 2.50–3.49, Sometimes; 1.50–2.49, Rarely; and 1.00–1.49, Never.

The second questionnaire, adapted from de Dios (2014), contained 20 statements on students' motivation organized under the same four domains of classroom management practice, updated to the students' context and provided with Filipino translations. Responses were interpreted as 2.50–3.00, Highly Motivated; 1.50–2.49, Moderately Motivated; and 1.00–1.49, Not Motivated. The instruments were content-validated by the research adviser, an English master teacher, a year-level chairperson, and a Filipino teacher. They were pilot-tested with teachers and 25 students from a public junior high school in Caloocan North District II who were not part of the main study, yielding Cronbach's alpha coefficients of .941 for the classroom management questionnaire and .890 for the motivation questionnaire.

Data Gathering Procedure

Permission to conduct the study was obtained from the Schools Division Superintendent of the Division of City Schools of Caloocan, and letters requesting permission to administer the questionnaires were sent to the school principals. Parent consent forms were distributed to eligible students with the help of their advisers. After

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

the consent forms were retrieved, the questionnaires were administered to the students with the assistance of their advisers, a guidance counselor, and the researcher, and students took about 20 to 30 minutes to answer both questionnaires. Teachers answered the classroom management questionnaire. The accomplished questionnaires were collected, and the data were recorded, tallied, and summarized in a password-protected spreadsheet before being submitted to a statistician for analysis.

Data Analysis

Frequency and percentage distributions were used to describe the respondents' profiles. Weighted means and standard deviations were used to determine the teachers' and students' assessments of classroom management practices and the students' level of motivation. Independent-samples t-tests and one-way analysis of variance (ANOVA) were used to determine significant differences in the teachers' assessments and in the students' motivation when profile was considered, with post hoc tests for significant ANOVA results, and to compare the teachers' and students' assessments. Pearson's r was used to determine the relationship between teachers' classroom management practices and students' level of motivation. All tests were conducted at the .05 level of significance.

Ethical Consideration

The research protocol was reviewed by the Our Lady of Fatima University Institutional Ethics Review Committee, and written approval was obtained from the Schools Division Superintendent. Participants were given informed consent forms describing the procedures, benefits, and potential risks of the study, and parental consent was obtained for student-respondents. Participation was voluntary, and confidentiality was maintained by withholding any information that could identify the respondents or schools. Sources were properly cited, and the manuscript underwent similarity testing with an acceptable similarity index of 9%.

RESULTS AND DISCUSSION

Profile of the Teacher-Respondents and Student-Respondents

Table 2 presents the profile of the teacher-respondents. The largest age group was 41–45 years old (20.7%), followed closely by 36–40 (20.0%) and 31–35 (19.5%), while the 20–25 and 56–60 age groups were the smallest (3.2% each). Most teachers were female (71.1%), and more than half (53.9%) had 10 or more years of teaching experience, whereas only 2.0% had taught for less than a year. The largest group held a bachelor's degree with MA/MS units (43.0%), followed by bachelor's degree holders (25.0%) and master's degree holders (20.7%), while 1.8% held a doctorate. The proportion of teachers with graduate units or degrees suggests that many teachers were pursuing continuing professional development through post-graduate study. Teachers were distributed fairly evenly across grade levels, with Grade 7 teachers forming the largest group (27.3%).

Table 2. *Profile of the Teacher-Respondents (n = 440)*

Profile	Frequency	Percentage
Age		
20–25 years	14	3.2
26–30 years	62	14.1
31–35 years	86	19.5
36–40 years	88	20.0
41–45 years	91	20.7
46–50 years	36	8.2
51–55 years	31	7.0
56–60 years	14	3.2

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Profile	Frequency	Percentage
Above 60 years	18	4.1
Sex		
Male	127	28.9
Female	313	71.1
Number of years of teaching		
Below 1 year	9	2.0
1–3 years	40	9.1
4–6 years	95	21.6
7–9 years	59	13.4
10 years or more	237	53.9
Highest educational attainment		
Doctorate degree	8	1.8
MA/MS with doctorate units	42	9.5
Master's degree	91	20.7
Bachelor's degree with MA/MS units	189	43.0
Bachelor's degree	110	25.0
Grade level assigned		
Grade 7	120	27.3
Grade 8	95	21.6
Grade 9	108	24.5
Grade 10	117	26.6

Table 3 shows that the majority of the student-respondents were female (58.4%). Students were also fairly evenly distributed across grade levels, with Grade 9 students forming the largest group (26.9%) and Grade 10 students the smallest (22.9%). The differences in the number of participants per grade level may be attributed to students' willingness and availability to participate during data collection.

Table 3. *Profile of the Student-Respondents (n = 1,288)*

Profile	Frequency	Percentage
Sex		
Male	536	41.6
Female	752	58.4
Grade level		
Grade 7	312	24.2
Grade 8	334	25.9
Grade 9	347	26.9
Grade 10	295	22.9

Teachers' and Students' Assessments of Classroom Management Practices

Table 4 summarizes the teachers' self-assessments and the students' assessments of the teachers' classroom management practices. Teachers rated themselves Always in all four domains, with the highest mean in discipline (M = 3.82, SD = 0.39), followed by physical condition and care of routine (M = 3.81 each), and time management (M = 3.75, SD = 0.43). At the item level, teachers gave the highest ratings to maintaining cleanliness inside and outside the classroom (M = 3.89), seeing to it that order is maintained in the classroom (M = 3.87), giving clear and direct instructions (M = 3.86), and establishing guidelines for easy discussion (M = 3.86). The lowest-rated items, although still rated Always, were being firm on the timely submission of requirements (M =

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

3.65) and looking after ventilation and lighting, awarding merits for good behavior, and checking activities systematically (M = 3.75 each).

Table 4. *Teachers' and Students' Assessments of Classroom Management Practices*

Domain	Teachers M (SD)	Description	Students M (SD)	Description	*p*	Decision
Physical condition	3.81 (0.40)	Always	3.53 (0.66)	Always	.445	NS
Discipline	3.82 (0.39)	Always	3.62 (0.64)	Always	.506	NS
Care of routine	3.81 (0.40)	Always	3.68 (0.58)	Always	.815	NS
Time management	3.75 (0.43)	Always	3.56 (0.63)	Always	.109	NS

Note. 3.50–4.00 = Always; 2.50–3.49 = Sometimes; 1.50–2.49 = Rarely; 1.00–1.49 = Never. p values are for the comparison of teachers' and students' assessments. NS = not significant at p < .05.

The teachers' high rating in physical condition may reflect their efforts to keep classrooms in order as well as DepEd's efforts to improve public school classrooms through the MPSS for school buildings, which address ergonomics, thermal comfort, illumination, ventilation, and acoustics (Llego, 2017). Their highest rating in discipline is consistent with the view that effective schools emphasize discipline as the standard of behavior expected of teachers and students (Farooq & Ahmed, 2021). Time management received the lowest rating among the domains, suggesting that teachers recognize it as the hardest to control because it depends on how quickly students respond to and process tasks and information.

Students likewise rated their teachers Always in all four domains, giving the highest mean to care of routine (M = 3.68, SD = 0.58), followed by discipline (M = 3.62), time management (M = 3.56), and physical condition (M = 3.53). Students gave the highest item ratings to following procedures in delivering the lesson (M = 3.73), checking attendance regularly (M = 3.72), and using verbal reinforcement and maintaining order in the classroom (M = 3.69 each). Three items, however, were rated only Sometimes: being firm on the timely submission of requirements (M = 3.34), looking after proper ventilation and lighting for learners' comfort and ease (M = 3.45), and diminishing hostility and promoting respect by providing students with opportunities to experience their independence (M = 3.47).

The students' highest rating for care of routine indicates that they recognize the role of consistent, clearly taught routines in guiding their behavior, in line with guidance that routines should be explicit, repeated, and refined over time (Diaz, 2021; EEF, 2019). The Sometimes rating for ventilation and lighting suggests that some classrooms still lack adequate facilities despite the overall Always rating for physical condition. The Sometimes rating for diminishing hostility and promoting respect implies that students want discipline that fosters respect, protects their dignity, and gives them opportunities to decide for themselves, consistent with DepEd's guidelines linking learner discipline with anti-bullying and child protection policies (Llego, 2018). The Sometimes rating for firmness on deadlines may reflect teachers' consideration of students' circumstances in adjusting submission dates.

Students' Level of Motivation

Table 5 presents the students' level of motivation in reference to their teachers' classroom management practices. Students were Highly Motivated in all four domains, with the highest mean for care of routine (M = 2.73, SD = 0.49), followed by time management (M = 2.71, SD = 0.49), discipline (M = 2.70, SD = 0.50), and physical condition (M = 2.69, SD = 0.51), for a grand mean of 2.71 (SD = 0.50), interpreted as Highly Motivated. Students were most motivated when their teachers tried to correct discipline problems (M = 2.87) and planned lessons using findings from effective teaching (M = 2.84). The only item rated Moderately Motivated was teachers' use of bulletin boards to recognize students and provide stimulating displays (M = 2.46).

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Table 5. *Students' Level of Motivation in Reference to Teachers' Classroom Management Practices*

Domain	Weighted mean	SD	Description
Physical condition	2.69	0.51	Highly Motivated
Discipline	2.70	0.50	Highly Motivated
Care of routine	2.73	0.49	Highly Motivated
Time management	2.71	0.49	Highly Motivated
Grand mean	2.71	0.50	Highly Motivated

Note. 2.50–3.00 = Highly Motivated; 1.50–2.49 = Moderately Motivated; 1.00–1.49 = Not Motivated.

These results indicate that students are stimulated by the classroom management practices their teachers use. The high motivation associated with care of routine and discipline is consistent with Behaviorism, in which consistent rules and reinforcement shape desired behavior (Bordia, 2022), and with Maslow's view that orderly and secure conditions support higher-level needs such as esteem and achievement (Cherry, 2022a). It also agrees with findings that well-managed classrooms with a favorable atmosphere are associated with high learning motivation (Suprianto et al., 2021; Thi & Nguyen, 2021). The comparatively lower rating for bulletin boards suggests that classroom displays that recognize students are an underused source of extrinsic motivation (Cherry, 2022b).

Differences in Teachers' Assessments When Profile Is Considered

Table 6 shows that teachers' assessments of their classroom management practices did not differ significantly by age, sex, number of years of teaching, or grade level assigned in any domain ($p > .05$), so the null hypothesis was accepted for these profile variables. However, assessments differed significantly by highest educational attainment in all four domains: physical condition ($p = .007$), discipline ($p = .005$), care of routine ($p = .005$), and time management ($p = .002$), so the null hypothesis was rejected for this variable. Descriptively, teachers with doctorate degrees gave the highest ratings in physical condition, those with MA/MS units in discipline, and those with master's degrees in care of routine and time management. Post hoc comparisons showed that teachers with MA/MS units rated themselves significantly higher than bachelor's degree holders in physical condition ($p = .024$), discipline ($p = .024$), care of routine ($p = .030$), and time management ($p = .046$).

Table 6. *Differences in Teachers' Assessments of Classroom Management Practices by Profile (p Values)*

Domain	Age	Sex	Years of teaching	Highest educational attainment	Grade level assigned
Physical condition	.733	.057	.368	.007	.884
Discipline	.258	.386	.464	.005	.682
Care of routine	.393	.268	.267	.005	.620
Time management	.663	.200	.120	.002	.191

Note. Bold values are significant at $p < .05$. Post hoc tests showed that teachers with MA/MS units rated themselves higher than bachelor's degree holders in physical condition ($p = .024$), discipline ($p = .024$), care of routine ($p = .030$), and time management ($p = .046$).

These findings suggest that teachers' level of education contributes to their capacity to manage their classrooms. They are consistent with Liu (2021), who explained that higher educational attainment may reflect a teacher's greater human capital development or act as a positive signal of ability, academic motivation, and cognitive skills, which may in turn translate into more effective instruction and higher efficiency in classroom management. The absence of differences by age, sex, and experience suggests that self-assessed classroom management was uniformly high across these groups.

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

Differences in Students' Motivation When Profile Is Considered

As shown in Table 7, students' motivation in reference to physical condition, discipline, and time management did not differ significantly by sex or grade level ($p > .05$), so the null hypothesis was accepted for these domains. In contrast, motivation in reference to care of routine differed significantly by sex ($p = .043$) and grade level ($p = .011$), so the null hypothesis was rejected for this domain. Female students and Grade 8 students reported higher motivation in care of routine, and the post hoc comparison showed that Grade 8 students' ratings were significantly higher than those of Grade 7 students ($p = .029$). These results suggest that students respond to classroom routines differently by sex and grade level, and that routines may need to be taught more explicitly to students in the first year of junior high school, who are still adjusting to the routines of secondary school (Diaz, 2021).

Table 7. *Differences in Students' Level of Motivation by Profile (p Values)*

Domain	Sex	Decision	Grade level	Decision
Physical condition	.725	NS	.150	NS
Discipline	.532	NS	.219	NS
Care of routine	.043	S	.011	S
Time management	.141	NS	.127	NS

Note. S = significant; NS = not significant at $p < .05$. Post hoc comparison for care of routine showed Grade 8 > Grade 7 ($p = .029$).

Difference Between Teachers' and Students' Assessments

The comparison of teachers' and students' assessments in Table 4 showed no significant difference in physical condition ($p = .445$), discipline ($p = .506$), care of routine ($p = .815$), or time management ($p = .109$); thus, the null hypothesis was accepted. Although teachers' means were numerically higher than students' means in every domain, both groups rated the teachers' classroom management practices as Always. The agreement between the two perspectives strengthens confidence in the teachers' self-assessments and indicates that the practices teachers believe they implement are also perceived by their students.

Relationship Between Teachers' Classroom Management Practices and Students' Level of Motivation

Table 8 presents the results of the Pearson r tests between teachers' classroom management practices and students' level of motivation. Teachers' practices in physical condition were significantly related to students' motivation in the domains of discipline ($p = .015$), care of routine ($p = .003$), and time management ($p = .017$), but not to motivation in the domain of physical condition ($p = .832$). Teachers' practices in discipline, care of routine, and time management were not significantly related to any domain of students' motivation ($p = .136$ to .973). The null hypothesis was therefore rejected only for the relationships between physical condition practices and motivation in discipline, care of routine, and time management.

Table 8. *Relationship Between Teachers' Classroom Management Practices and Students' Level of Motivation (p Values)*

Teachers' practice	Motivation: physical condition	Motivation: discipline	Motivation: care of routine	Motivation: time management
Physical condition	.832	.015	.003	.017
Discipline	.216	.754	.364	.814
Care of routine	.381	.432	.464	.647
Time management	.844	.973	.136	.941

Note. Values are p values of Pearson r tests. Bold values are significant at $p < .05$.

The significant relationships involving physical condition may be attributed to the combined efforts of DepEd, the local government unit, school leaders, and stakeholders to continually improve school buildings and classrooms (Llego, 2017). This is consistent with literature describing how a clean, well-lit, well-ventilated, and

ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 11 (November 2026)

well-arranged classroom supports student comfort, concentration, and participation (Megawati et al., 2020), and with Maslow's premise that physiological and safety needs must be met before higher-level motivation can operate (Cherry, 2022a). The lack of significant relationships for the other domains contrasts with studies reporting a positive effect of overall classroom management on student motivation (Suprianto et al., 2021; Thi & Nguyen, 2021); one possible explanation is that teachers' self-ratings in these domains were uniformly high, leaving little variation to relate to students' motivation. Because the study used a correlational design, these relationships should not be interpreted as causal effects.

CONCLUSION

The teacher-respondents were mostly female, most frequently aged 41–45, experienced, and pursuing or holding graduate qualifications, while the student-respondents were mostly female and evenly distributed across grade levels. Both teachers and students rated the teachers' classroom management practices as Always in physical condition, discipline, care of routine, and time management, and the two groups' assessments did not differ significantly. Students were highly motivated in reference to their teachers' classroom management practices, although ventilation and lighting, respectful discipline, firmness on deadlines, and the use of bulletin boards emerged as areas for improvement.

Teachers' highest educational attainment was the only profile variable associated with differences in their self-assessed classroom management, suggesting that graduate education contributes to teachers' classroom management capacity. Students' motivation related to care of routine varied by sex and grade level. Among the four domains, only teachers' practices in maintaining the physical condition of the classroom were significantly related to students' motivation, specifically in the domains of discipline, care of routine, and time management. Taken together, the findings indicate that well-maintained classrooms and continuing professional development are key levers for sustaining student motivation in public junior high schools.

Recommendation

Based on the findings and conclusions, DepEd may strictly and consistently implement the Minimum Performance Standards and Specifications for school buildings and ensure that classrooms are well ventilated and properly lit to provide a conducive learning environment. DepEd's Brigada Eskwela and similar programs that prepare classrooms before the start of the school year should continue to be supported, as they help schools provide orderly classrooms for students.

Teachers should be trained continually in classroom management, since these skills must be relearned and adjusted in response to changing student characteristics and the increasing demands of the profession. School principals are encouraged to initiate training on classroom management and its components for Teachers I to III, head teachers, and master teachers, and to showcase classroom management best practices through in-service training or learning action cells. Teacher education institutions and higher education institutions offering teacher education programs may use the results in designing training on classroom management strategies and in revisiting the teacher education curriculum. Future researchers may extend the study by using other approaches to measuring the relationship between classroom management and students' motivation and by refining the questionnaires used.

References

Adedigba, O., & Sulaiman, F. R. (2020). Influence of teachers' classroom management style on pupils' motivation for learning and academic achievement in Kwara State. *International Journal of Educational Methodology, 6*(2), 471–480. https://doi.org/10.12973/ijem.6.2.471

Afalla, B., & Fabelico, F. (2020). Sustaining academic success through effective classroom management. *Humanities & Social Sciences Reviews, 8*(4), 220–234. https://doi.org/10.18510/hssr.2020.8422

Ames, C. A. (1990). Motivation: What teachers need to know. *Teachers College Record, 91*(3), 409–421.

Bordia, D. (2022, August 16). *Classroom management theories*. Teachmint. https://blog.teachmint.com/classroom-management-theories/

Cabansag, P. D., Cabansag, V. C., & Soriano, R. B. (2020). Students' motivation toward online learning: Basis for policy making. *International Peer Reviewed Journal, 4*. https://www.ejournals.ph/article.php?id=16463

Chalak, A., & Fallah, R. (2019). Effect of classroom management strategies on students' achievement at undergraduate level. *Language Teaching Research Quarterly, 11*, 81–98. https://doi.org/10.32038/ltrq.2019.11.08

Cherry, K. (2022a, October 22). *Maslow's hierarchy of needs*. Verywell Mind. https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760

Cherry, K. (2022b, October 22). *What is extrinsic motivation?* Verywell Mind. https://www.verywellmind.com/what-is-extrinsic-motivation-2795164

Cox, J. (2020, January 28). *What is the role of a teacher?* ThoughtCo. https://www.thoughtco.com/what-is-the-role-of-a-teacher-208151

de Dios, D. S. (2014). *Best practices on classroom management among public secondary school teachers towards district wide bench marking* [Unpublished master's thesis].

Diaz, E. (2021, November 3). *The role of routines in behaviour for learning*. Shotton Hall Research School. https://researchschool.org.uk/shottonhall/news/the-role-of-routines-in-behaviour-for-learning

Education Endowment Foundation. (2019). *Improving behaviour in schools: Guidance report*. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

Farooq, M., & Ahmed, R. (2021). Classroom management practices and learners' academic achievement in public secondary schools in Rubaga division, Kampala-Uganda. *International Journal of Leadership Studies: Theory and Practice, 4*(3), 163–178. https://doi.org/10.52848/ijls.89282

Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders, 43*(2), 302–315. https://doi.org/10.1177/0198742917714809

Iqbal, A., Ullah, A., & Zeb, A. (2021). Classroom management practices of secondary school teachers in district Swat. *Journal of Social Sciences Review, 1*(1). https://doi.org/10.54183/jssr.v1i1.6

Learning Liftoff. (2017, January 23). *Why kids drop out of high school and how to prevent it*. https://learningliftoff.com/schools/high-school/why-kids-drop-out-of-high-school-and-how-to-prevent-it/

Liu, J. (2021). Cognitive returns to having better educated teachers: Evidence from the China Education Panel Survey. *Journal of Intelligence, 9*(4), 60. https://doi.org/10.3390/jintelligence9040060

Llego, M. A. (2017, December 15). *DepEd school buildings performance standards and specifications*. TeacherPH. https://www.teacherph.com/deped-school-buildings-standards/

Llego, M. A. (2018). *DepEd guidelines in the development of learners' discipline manual*. TeacherPH. https://www.teacherph.com/learners-discipline-manual/

Magulod, G. C., Jr., Capili, J. D., & Pinon, R. M. (2019). Exploring the relationship and labels attached by students: How classroom management styles in a Philippine higher education institution prevail? *European Journal of Educational Research, 8*(3), 893–904. https://doi.org/10.12973/eu-jer.8.3.893

Megawati, I., Basikin, & Wibawa, S. (2020). Teacher's strategies of managing classroom and students' response: A case study. *İlköğretim Online – Elementary Education Online, 19*(2), 20–33.

Philippine Statistics Authority. (2018, June 6). *Nine percent of Filipinos aged 6 to 24 years are out of school (Results from the 2017 Annual Poverty Indicators Survey)*. https://psa.gov.ph/content/nine-percent-filipinos-aged-6-24-years-are-out-school-results-2017-annual-poverty-indicators

Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist, 34*(1), 8–12. https://doi.org/10.1097/NUR.0000000000000493

Suprianto, Sirait, E. J. M., & Arhas, S. H. (2021). The influence of classroom management on students' learning motivation in the Department of Office Administration. *Jurnal Office: Jurnal Pemikiran Ilmiah dan Pendidikan Administrasi Perkantoran, 7*(1), 159–168.

Svinicki, M. D., & Vogler, J. S. (2012). Motivation and learning: Modern theories. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 2336–2339). Springer. https://doi.org/10.1007/978-1-4419-1428-6_392

Tan, C. (2020). The impact of COVID-19 on student motivation, community of inquiry and learning performance. *Asian Education and Development Studies, 10*(2), 308–321. https://doi.org/10.1108/AEDS-05-2020-0084

Thi, T. T., & Nguyen, H.-T. T. (2021). The effects of classroom management styles on students' motivation and academic achievement in learning English. *International Journal of Learning, Teaching and Educational Research, 20*(1), 223–239. https://doi.org/10.26803/ijlter.20.1.12