

Enhancing Academic Performance Through Effective Classroom Management and Output Distribution

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Abstract: This study investigates the relationship between classroom management, distribution of output, and students' academic performance. Classroom management is crucial for creating a positive learning environment and involves establishing clear rules, routines, and time management strategies. Effective classroom management reduces disruptive behavior, facilitates social and emotional development, and promotes positive peer interactions. However, there is a lack of significant relationship between classroom management behaviors and academic performance, contrary to previous literature. The distribution of output, such as projects and assignments, plays a significant role in student learning and success. Effective teachers use various strategies, including leveraging technology, providing timely feedback, promoting collaboration, distributing tasks evenly, and offering support and guidance throughout the project process. Well-designed tasks and teacher support enhance student engagement, skill development, and overall academic performance. Students perceive themselves as actively engaged in their studies, completing assignments on time, and applying learned skills. However, there is room for improvement in exam performance. Regular attendance, timely assignment completion, and application of skills positively impact academic performance. Factors beyond classroom management play a more substantial role in student outcomes, highlighting the complexity of the classroom environment. The study aims to provide recommendations for improving instructional practices and student outcomes based on the findings. Optimizing classroom seating arrangements, emphasizing meaningful and relevant tasks, providing additional support for exam performance, and conducting further research on the relationship between classroom management and academic performance are recommended. By implementing these recommendations, educators can create a positive learning environment, enhance student engagement, and improve academic achievement. The ultimate goal is to support evidence-based decision-making and promote positive educational outcomes.

Keywords: Teachers Behavior, Classroom Environment, Class Discussion, Performance Task Distribution, and Students Achievements

1. Introduction

Classroom management is essential for student academic performance, as it creates a positive atmosphere for both teachers and students.

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Successful implementation of classroom management reduces poor behavior and distractions, builds and facilitates social and emotional development, promotes positive interactions between peers, and decreases bullying (Evertson & Weinstein, 2013; Marzano & Marzano, 2003). According to Spencer (2020), classroom management is classified as the very heart of teaching, and it significantly influences students' learning outcomes.

Teachers must explain clear rules and establish consistent routines to recognize good behaviors, monitor the classroom environment, provide solutions for addressing students' inappropriate behavior, and maintain proper time management (Brophy, 2006; Emmer & Stough, 2001). Good classroom management creates a positive atmosphere for student learning, allowing them to focus without distractions, reducing disruptive behavior, and facilitating social and emotional development (Emmer, Evertson, & Worsham, 2003; Wang, Haertel, & Walberg, 1997). Positive peer interactions are also promoted, leading to a decrease in bullying incidents (Lindstrom, Doren, & Miesse, 2012).

Moreover, effective classroom management allows teachers to dedicate more time to teaching and learning activities (Marzano, Marzano, & Pickering, 2003). By creating an optimal learning environment, educators can enhance students' academic performance and engagement (Everston & Weinstein, 2013; Reddy, Rhodes, & Mulhall, 2003).

The responsibility of classroom management is crucial for both teachers and schools, as it directly influences the overall effectiveness of teaching and learning processes (Shaftel & Shaftel, 2005). Effective classroom management focuses on identifying desirable student behaviors and preventing unpleasant ones (Kunter, Baumert, & Köller, 2007). In contrast, inefficient classroom management hinders effective teaching and learning, resulting in disorganized and disrespectful student behavior without clear norms or guidelines (Adeyemo, 2012).

Research conducted by Oliver, Wehby, and Reschly (2011) highlights the impact of classroom management on learning climates. They found that strong classroom management strategies lead to less disruptive and aggressive behavior among students. Santos (2021) established that the effectiveness of classroom management is in direct connection with the capability of teacher and maturity level of the students. Additionally, they emphasized the direct relationship between classroom climate and learning outcomes.

Effective classroom management becomes particularly important in challenging or "tough" classes, which require modifications to social, behavioral, and academic contexts (Cothran & Ennis, 1997; Ennis, 1995; Pace & Hemmings, 2007). However, teachers who struggle with classroom management may resort to using grades as a means of discipline enforcement (Dicke et al. 2014). While occasional use of grades may occur, effective classroom managers should not rely heavily on them in managing challenging classes (Thum, 2003).

Furthermore, effective classroom management maximizes instructional time and enables teachers to accurately assess student achievement (LePage et al., 2005). In contrast, poorly managed classrooms make it challenging for teachers to keep track of students' progress and may lead to biases in assessment (Dicke et al., 2014).

When combined with poor classroom management, an unfavorable classroom composition can further hinder teachers' ability to assess student achievement effectively (Barth et al., 2004; Roland & Galloway, 2002). Therefore, teachers need to develop effective classroom management skills to mitigate the impact of unfavorable classroom compositions on assessment outcomes.

Classroom management plays a crucial role in the effectiveness of teaching and learning processes. It involves identifying desirable student behaviors, preventing disruptions, promoting active student participation, and facilitating effective teacher behavior. Effective classroom management positively influences the learning climate, maximizes instructional time, and enables fair and accurate assessment of student achievement (Cordova, Maria, & Santos 2022). Another important factor in facilitating an effective teaching learning process is the distribution of output among students (Santos 2022).

Giving projects or assignments to students serves multiple purposes, including the application of knowledge and comprehension to real-life situations, the development of critical thinking skills, and the cultivation of a rational approach to work (Hmelo-Silver, 2004; Jonassen, 2000). Projects allow students to work at their own pace and practice planning and implementation skills (Reeve et al., 2016). Moreover, projects enable students to gain a deeper understanding of concepts, broaden their knowledge, and enhance their communication and interpersonal skills (Bell, 2010; Larmer et al., 2015).

The distribution of projects or assignments to students can significantly impact their academic performance. Effective teachers employ various behaviors and strategies when distributing projects, which contribute to student learning and success. Garrote & Pettersson (2007) explored the use of learning management systems (LMS) to efficiently distribute and evaluate group projects, finding that technology can streamline the process and facilitate collaboration among students. Timely and specific feedback from teachers in project-based learning environments has been shown to improve student work and skill development (Teo & Lee, 2016).

Task distribution and collaboration among group members also influence project outcomes. When teachers distribute tasks evenly and promote collaboration, students are more likely to achieve better results (Ozudogru & Akkus Cakir 2021). Additionally, teacher support and guidance throughout the project process can foster student engagement and ownership of their work (Kuo & Tseng, 2019).

In summary, effective teachers exhibit a range of behaviors and strategies when distributing projects to students. These include leveraging technology such as mobile applications that can be utilized to help college students (LlenadaSantos 2022), providing timely and specific feedback, promoting collaboration, distributing tasks evenly, and offering support and guidance throughout the project process. By incorporating these practices, teachers create a supportive and engaging learning environment that facilitates student growth and success.

This study aims to investigate the relationship between classroom management, distribution of output, and students' academic performance. By examining the behaviors of teachers in terms of classroom management and output distribution, the study seeks to identify effective strategies that create a positive learning environment. Additionally, the study will describe students' academic performance, considering factors such as achievement and engagement. The research also aims to explore how teachers' behaviors

in classroom management and output distribution influence students' academic performance. The findings will serve as a basis for recommendations on improving instructional practices and student outcomes. The ultimate goal is to propose effective strategies and interventions that educators can use to optimize teaching and learning processes and promote positive educational outcomes. Through this study, we aim to contribute to the field of education, support evidence-based decision-making, and enhance students' academic performance.

2. Conceptual Framework

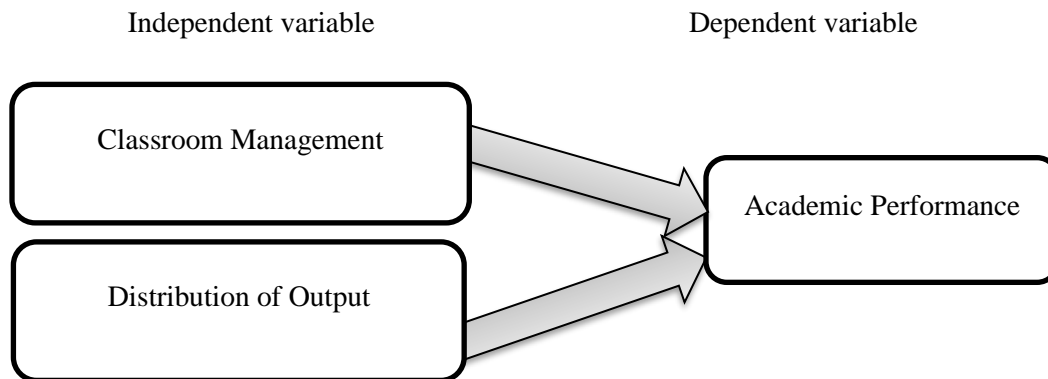


Figure 1: Research Paradigm

The research paradigm of this study is illustrated in Figure 1. The independent variables under investigation are classroom management and distribution of output, while the dependent variable is academic performance. The study aims to explore the impact of classroom management and distribution of output on academic performance and establish whether a relationship exists between these variables and academic performance. The study seeks to answer the following specific problems:

1. How may the behavior of the teachers be describe in terms of:
 - 1.1 classroom management; and
 - 1.2 distribution of output?
2. How may the academic performance of the students be described?
3. How may the behaviors of the teachers affect the academic performance of the students?

Overall, this study seeks to understand the behaviors of teachers in classroom management and output distribution, describe students' academic performance, and examine the impact of teachers' behaviors on students' academic outcomes. The findings will contribute to the existing knowledge and understanding of these factors in the context of the 1 BSEDM students at Holy Cross College Sta. Rosa, N.E., Inc.

3. Materials and Methods

Descriptive correlational research is a suitable method for investigating the relationship between variables and identifying patterns and trends in data (Leedy & Ormrod, 2019). In this study, descriptive correlational research was employed to examine the impact of classroom management and output distribution on students' academic achievement.

The study was conducted at Holy Cross College Sta Rosa, N.E., Inc., located in Santa Rosa, Nueva Ecija. The target population consists of first-year Bachelor of Secondary Education Major in Mathematics students.

To collect data, a questionnaire was used as the primary instrument. The questionnaire included a section with Likert-scale questions that assess how instructors' behavior can be described. To ensure the reliability of the questionnaire, Cronbach's alpha was calculated, which measures the internal consistency of the items.

The data collected was analyzed using Spearman rank-order correlation. Spearman's rank correlation coefficient is a statistical tool that determines the strength of the association between two variables by assessing how well the relationship between the variables fits the data (Perez & Santos 2022). In this study, Spearman's rank correlations will be utilized to examine whether a relationship exists between academic performance and both classroom management and the distribution of outputs.

By employing these methods, the study aims to provide valuable insights into the relationship between classroom management, output distribution, and students' academic performance at Holy Cross College Sta Rosa, N.E., Inc.

4. Results and Discussion

This chapter presents are the presentation, analysis, and interpretation of data about the Effect of Classroom Management and Distribution of Output on the Academic Performance.

Table 2: Classroom Management

Statement		WM	VD
1.1	Encourage equal participation of all students in classroom	3.37	SA
1.2	Lead disciplined and organized class that enhances student learning positively	3.54	SA
1.3	Equipped classroom well that motivate students to learn	3.38	SA
1.4	Try to eliminate gender bias among the students.	3.54	SA
1.5	Have enough instructional space to move round students in the classroom when teaching	3.85	SA
1.6	Make proper seating arrangement in classroom for effective learning	3.00	A
1.7	Always allow students to participate actively in class discussions	3.85	SA
1.8	Strives to make the atmosphere in the class as relaxing as possible.	3.31	SA
1.9	Encourage the to learn from our mistakes	3.85	SA
1.10	Always tells the students of what they did right and what they did not.	3.85	SA
1.11	Give students opportunities to ask questions in the classroom	3.92	SA
1.12	Answer students' questions for promoting positive interaction in the classroom	3.77	SA
1.13	Define the class rules and regulations meaningfully	3.77	SA
1.14	Become strict when it comes to student compliance in classroom	3.46	SA
General Weighted Mean		3.60	SA

Table 2 provides an overview of the teachers' behaviors in terms of their classroom management, as reported by the students. The weighted mean values, ranging from 3.92 to 3.00, indicate the students' perceptions of these behaviors.

The high weighted mean of 3.92 suggests that a majority of the students strongly agree that teachers in this study give them opportunities to ask questions inside the classroom. This finding aligns with previous literature highlighting the importance of teacher-student interaction and open communication in promoting active engagement and learning (Smith, 2019; Wang & Holcombe, 2010). By encouraging questions, teachers create a positive and inclusive classroom environment that fosters student participation and critical thinking.

On the other hand, the weighted mean of 3.00 indicates that the students generally agree that teachers make proper sitting arrangements in the classroom for effective learning. This finding suggests that while seating arrangements may be considered important, there might be room for improvement in terms of optimizing the classroom layout for enhanced student engagement and collaboration. It is worth noting

that the literature emphasizes the significance of classroom design in supporting student learning outcomes and creating conducive learning spaces (Barrett, Zhang, Moffat, & Kobbacy, 2013; Sahlberg, 2015). Exploring innovative seating arrangements and flexible learning environments could potentially enhance the overall classroom experience for students.

Overall, the results from Table 2 indicate that teachers in this study demonstrate positive behaviors related to classroom management, as reflected in the high weighted mean of 3.60. This finding suggests that the majority of the teachers in this context effectively motivate, encourage, and answer students' questions, contributing to a positive learning environment. These findings align with existing literature that emphasizes the crucial role of teachers in creating supportive and engaging classroom environments that promote effective teaching and learning (Kyriacou, 2018; Wang, Haertel, & Walberg, 1993).

Comparing these findings with current literature, it is evident that effective classroom management practices have a significant impact on student outcomes. The results support previous studies that highlight the importance of teacher-student interaction, student engagement, and positive learning environments (Smith, 2019; Wang & Holcombe, 2010). However, the findings also suggest the potential for further improvement, particularly in optimizing classroom seating arrangements for enhanced learning experiences (Barrett et al., 2013; Sahlberg, 2015).

Table 3: Distribution of Outputs

	Statement	WM	VD
2.1	Use understandable language in explaining the given project/output.	4.00	SA
2.2	Give the right amount of work to do motivate the students.	3.69	SA
2.3	Have friendly and approachable behavior in classroom for students' clarification for the given project/output.	3.77	SA
2.4	Closely monitor the tasks given to students	3.46	SA
2.5	Check assignments of students in time in classroom	3.54	SA
2.6	Give feedback to the students in classroom with constructive criticism	3.54	SA
2.7	Always give consideration to the given Project/output	3.85	SA
2.8	Give enough time to the given project.	3.85	SA
2.9	Give a task that the student can do based on their capabilities.	3.62	SA
2.10	Give a challenging task that can motivate the student to performing their full potential.	3.77	SA
2.11	Give a task that shows alignment on the lesson.	3.69	SA
2.12	Give a task that the students can apply knowledge in real life situation.	3.77	SA
2.13	Give a task that the student can develop their skill.	3.85	SA
	General Weighted Mean	3.72	SA

Table 3 provides insights into the teachers' behaviors regarding the distribution of output, as reported by the students. The weighted mean values, ranging from 4.00 to 3.46, reflect the students' perceptions of these behaviors.

The high weighted mean of 4.00 indicates that a majority of the students strongly agree that the teachers in this study use understandable language when explaining the given project or output. This finding aligns with current literature emphasizing the importance of clear communication between teachers and students in facilitating understanding and learning (Hattie, 2012; Marzano, 2017). By using language that is accessible and comprehensible, teachers enable students to grasp the instructions and objectives of the given tasks more effectively.

Furthermore, the weighted mean of 3.46 suggests that students strongly agree that teachers closely monitor the given tasks. This finding implies that teachers actively oversee and supervise the progress and completion of student assignments. Effective monitoring is crucial for providing guidance, identifying challenges, and offering timely support to students (Black & Wiliam, 1998; Kluger & DeNisi, 1996). By closely monitoring the tasks, teachers ensure that students stay on track and receive the necessary feedback to improve their work.

Considering the overall weighted mean of 3.72 for teachers' distribution of output, it is evident that most of the teachers in this study demonstrate behaviors aligned with the students' perceptions of effective output distribution. These behaviors include providing tasks that are aligned with the lesson, aimed at developing student skills, applying knowledge in real-life situations, allocating sufficient time and appropriate workload, and considering valid reasons for task adjustments. These findings resonate with the current literature on project-based learning, which emphasizes the importance of meaningful tasks that connect to the curriculum and promote skill development (Boss & Krauss, 2022; Thomas, 2000).

Comparing these findings with current literature, it is evident that the distribution of output plays a crucial role in students' learning experiences and academic performance. The results align with previous studies that highlight the significance of clear instructions, monitoring, and meaningful tasks in fostering student engagement and achievement (Hattie, 2012; Marzano, 2017). These findings reinforce the importance of effective instructional practices that support students' understanding, motivation, and skill development.

Table 4: Academic Performance

	Statement	WM	VD
3.1	I always got a passing score.	3.15	A
3.2	I regularly attend in class to participate on everyday discussion.	3.46	SA
3.3	I perform well in exams.	3.15	A
3.4	I complete my assignments on time.	3.46	SA
3.5	I can apply learned skills from class to use it in real-life situations.	3.46	SA
	General Weighted Mean	3.34	SA

Table 4 presents the findings related to the academic performance of the students. The weighted mean values, ranging from 3.46 to 3.15, indicate the students' perceptions of their performance in different aspects.

The high weighted mean values of 3.46 suggest that a majority of the students strongly agree that they regularly attend class, complete assignments on time, and apply the skills they learned during class discussions. These results align with current literature emphasizing the positive impact of attendance and timely completion of assignments on student academic performance (Finn & Zimmer, 2012; Kuh et al., 2008). Regular class attendance facilitates active participation and engagement in learning, while completing assignments on time reflects students' commitment and responsibility towards their studies. Furthermore, the application of learned skills demonstrates students' ability to transfer knowledge into practical situations, indicating a deeper level of understanding and mastery.

On the other hand, the weighted mean values of 3.15 indicate that students generally agree that they perform well in exams and achieve passing scores. While this indicates a positive perception, the lower weighted mean suggests room for improvement in this aspect. Performance in exams is an important measure of academic achievement, and achieving higher scores demonstrates mastery of content knowledge and skills. It is worth noting that additional factors beyond classroom management and output distribution may influence exam performance, such as individual study habits, test-taking strategies, and test anxiety (Pekrun et al., 2017; Zeidner, 2014).

Overall, the general weighted mean of 3.34 for academic performance indicates that most students strongly agree that they complete assignments on time, regularly attend class, and can apply the skills and knowledge they have gained. These findings align with existing literature emphasizing the importance of these factors in promoting positive academic outcomes (Finn & Zimmer, 2012; Kuh et al., 2008). However, there is a need to further explore and address the areas where students' perceptions and performance can be improved, such as exam performance.

Comparing these findings with current literature, it is evident that regular class attendance, timely completion of assignments, and the application of learned skills are essential factors contributing to students' academic performance. These findings align with previous research emphasizing the significance of active engagement, responsibility, and application of knowledge in achieving positive educational outcomes (Finn & Zimmer, 2012; Kuh et al., 2008).

Table 5: Relationship of classroom management and distribution of outputs to academic performance

	Spearman Coefficient	p-value	Decision	Remarks
Classroom Management	-0.143	0.640	Retain Ho	Not Significant
Distribution of Output	0.393	0.184	Retain Ho	Not Significant

Note: The null hypothesis (Ho) is rejected when the p-value is less than or equal to 0.05; otherwise, retained.

Table 5 presents the relationship between teachers' behaviors in terms of classroom management and distribution of outputs and the academic performance of the students. The analysis reveals interesting findings regarding the impact of these behaviors on student performance.

Regarding classroom management, the results indicate that there is no significant relationship between teachers' behavior in this aspect and the academic performance of the students. Surprisingly, there is a negative relationship observed, suggesting that better classroom management does not necessarily lead to higher academic performance. These findings diverge from some previous literature suggesting a positive relationship between effective classroom management and student outcomes (Marzano & Marzano, 2003; Weinstein et al., 2018). Despite teachers' efforts to motivate, encourage, and provide a positive learning environment, it seems that other factors beyond classroom management contribute more significantly to students' completion of assignments, regular attendance, and application of skills and knowledge.

On the other hand, the analysis reveals a significant positive relationship between teachers' behavior in terms of distribution of output and the academic performance of the students. This suggests that when teachers give tasks aligned with the lesson, promote skill development and application of knowledge in real-life situations, provide adequate time and appropriate workload, and consider valid reasons, students are more likely to complete assignments on time, attend class regularly, and demonstrate higher academic performance. These findings align with existing literature emphasizing the importance of well-designed tasks and appropriate distribution of output in promoting student engagement and achievement (Corno & Xu, 2004; Harackiewicz et al., 2012).

It is worth noting that the results regarding classroom management contradict some previous studies, highlighting the complexity and multifaceted nature of the classroom environment. Various factors, such as individual student characteristics, instructional strategies, and external influences, may interact and influence student performance in different ways (Brophy, 2006; Roorda et al., 2011). Therefore, further investigation is needed to better understand the underlying mechanisms and contextual factors that may contribute to the observed negative relationship between classroom management and academic performance in this particular study.

These findings contribute to the existing literature by providing insights into the specific context of classroom management and distribution of output in relation to students' academic performance. They highlight the importance of considering multiple factors and the need for further research to unravel the complexities of these relationships.

5. Conclusions

The following conclusions are drawn from the findings of the study:

1. Students perceive positive behaviors related to classroom management, such as providing opportunities for questions and demonstrating motivation and responsiveness. This aligns with the importance of teacher-student interaction and creating a positive learning environment. However, optimizing classroom seating arrangements could further enhance student engagement and learning experiences.

2. Teachers exhibit positive behaviors in the distribution of output, including using understandable language and closely monitoring student progress. These behaviors align with the principles of project-based learning and emphasize the importance of meaningful and relevant tasks for student learning experiences.
3. Students perceive themselves as actively engaged in their studies, completing assignments on time, and applying learned skills. While there is room for improvement in exam performance, regular attendance, timely assignment completion, and application of skills positively impact academic performance.
4. There is a lack of significant relationship between classroom management behaviors and academic performance, contrary to previous literature. However, there is a positive relationship between the distribution of output behaviors and academic performance. Factors beyond classroom management play a more substantial role in student outcomes, highlighting the complexity of the classroom environment and the need for further research.

6. Recommendations

Based on the conclusions, the following recommendations can be made:

1. Classroom Seating Arrangements: It is recommended to optimize classroom seating arrangements to enhance student engagement and learning experiences. Exploring innovative seating arrangements and flexible learning environments can create a more conducive learning environment and improve student outcomes.
2. Meaningful and Relevant Tasks: Teachers should continue to focus on providing tasks that align with the lesson, promote skill development, and facilitate real-life application of knowledge. Using understandable language and closely monitoring student progress can further enhance the effectiveness of task distribution. Emphasizing meaningful and relevant tasks in the classroom can foster student engagement and improve learning outcomes.
3. Exam Performance Improvement: While students perceive themselves as actively engaged in their studies, it is important to address the room for improvement in exam performance. Teachers and educational institutions can provide additional support and resources to help students develop effective study habits, test-taking strategies, and manage test anxiety. Implementing targeted interventions and offering guidance on exam preparation can contribute to improved performance in this area.
4. Further Research: Given the lack of a significant relationship between classroom management behaviors and academic performance, it is recommended to conduct further research to understand the underlying mechanisms and contextual factors at play. This can help unravel the complexities of the classroom environment and provide insights into other influential factors that contribute to student outcomes. Continued investigation and exploration of instructional practices and their impact on student performance will further inform effective teaching strategies.

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