INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue III
February 2026
Available online at https://www.instabrightgazette.com

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CLASSROOM MANAGEMENT APPROACHES AND THEIR INFLUENCE ON STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

This study investigated the preferred classroom management approaches in English and their influence on the academic achievement of engineering students at a higher education institution in Iloilo City during the Second Semester of Academic Year 2024–2025. The study involved 288 randomly selected engineering students from five engineering degree programs and a total of eight English instructors for a total of 296 respondents. A researcher modified questionnaire was used and duly validated by experts and tested for reliability using Cronback Alpha set at 0.05 level of coefficient. This study utilized descriptive and inferential statistical analyses. Findings revealed that, management approaches when taken as a whole and classified as to classroom management approaches was both moderately effective. The level of academic achievement of engineering students when taken as a whole and classified as to engineering degree program was thoroughly satisfactory. There was a significant difference in the level of academic achievement when classified as to engineering degree program and no significant influence of the management approaches on the academic achievement.

Keywords: *Classroom Management Approaches, Students' Academic Achievement, Influence*

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INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue III
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INTRODUCTION

Classroom management is a key and crucial element of good teaching which creates an atmosphere that encourages learning, cooperation, and respect among learners. Students that feel appreciated and respected flourish inside the classroom where healthy learning environment is established and reciprocal trust is fostered through developing relationships between teachers and students.

Classroom management is defined as the collection of abilities and tactics educators employ to make sure that their classrooms are well-structured, secure, and supportive of learning. Effective classroom management produces a setting where students can concentrate on their studies and feel at ease (Llego, 2022).

In real world setting, each student from a wide range of educational, socio-economic, and cultural backgrounds occupying the classrooms has his own particular needs, strengths, and difficulties. This implies that educators should accommodate a range of classroom management approaches, aptitudes, and behavioral patterns to meet the learning necessities of their students.

According to the study findings of Tingley (2020), effective classroom management involves more than just maintaining law and order. However, it should focus less on students and more on teacher-student relationships. In the classroom, a climate of mutual respect and trust promotes learning and lessens disruptions. Through conversations and assignments that encourage students to take an active role in their own education, teachers take into account their ideas and experiences.

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Building wholesome connections with the students in engineering degree programs and having a high degree of subjective well-being are undoubtedly among the hallmarks of effective actors in education and training. It is unrealistic to expect teachers instructing to effectively encourage the development of positive relationships with students and be a true source of efficient and successful training and education methods. Given the aforementioned, the researcher was interested in determining which type of classroom management approach is preferred by most engineering students and how it influences their academic achievement in school.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, sampling design, research instrument, validity of the research instrument, reliability of the research instrument, data-gathering procedure, data analysis, and the statistical tools used in the study. The goal of this study was to determine the influence of classroom management approaches on the academic achievement of engineering students.

Research Method

This study employed a descriptive-survey research method which utilized survey as a method of investigation with the use of a questionnaire administered to the respondents. The technique of collecting information about a population by addressing them questions and analyzing their responses is known as survey research. The practice of collecting information

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ISSN: 2704-3010
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about a population by asking them questions and analyzing their responses is known as the descriptive research method in survey form This research method was believed to fit this study because it looked into the influence of classroom management approaches on the academic achievement of students (Silverman, 2016).

Research Design

A descriptive-survey research design was employed in this study. Moreover, a quantitative research approach is used in studies that aim to provide static pictures of situations and demonstrate the influence between different aspects utilizing numerical data as the study's output. This approach offers a comprehensive and in-depth explanation that facilitates comprehension, classification, and interpretation of the topic (Fowler, 2013). The correlational research method examines the relationships between different variables and subjects. Its primary focus is on influence between fixed variables, which the researcher does not change or manipulate.

Respondents of the Study

The respondents of the study were the students registered in the various engineering degree programs at one of the higher education institutions in Iloilo City; they were enrolled in English 2, Second Semester, A.Y. 2024-2025. The office of the dean of the College of Engineering provided the total number of engineering students. The study respondents were chosen from among the total number of engineering students, which were determined using Slovin's formula with a 5% margin of error.

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The profile and demographics of the respondents are shown in Table 1. As shown, there were two hundred eighty-eight (288) student respondents from different engineering programs and a total of eight (8) English instructors, both part-time and full-time, in one of the higher education institutions in Iloilo City.

In terms of student respondents, majority of them were from the civil engineering program with one-hundred thirty-three (133) respondents, followed by the marine engineering with fifty-eight (58) respondents, electrical engineering with forty (40) respondents, mechanical engineering with thirty-seven (37) respondents, and the least number of them were from the computer engineering program with twenty (20) respondents. The respondents were verified and checked by the researcher as to their being officially enrolled in the Second Semester of Academic Year 2024-2025 and had their English 2 course in the duration of the study.

Sampling Design

This study employed a stratified random sampling technique. Stratified random sampling is a widely used statistical technique that separates a population into many subgroups, or strata, based on similar characteristics. The method of stratification ensures that each stratum is represented in the sample so that inferences may be made about certain population groupings. Additionally, the proportionate stratified random sampling formula was used, where the sample size for each stratum is directly proportional to the population size of the stratum as a whole. This indicates that the sampling fraction is the same for every stratum sample. In this study, the total number of student respondents was determined by means of

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taking the total number of engineering students enrolled in five engineering courses, then the representative sample was taken by means of Slovin's formula. A total of 8 English instructors were taken as respondents.

Table 1

Profile of the Student and Instructor Respondents

Profile Variables	N	n	%
Engineering Students			
Civil	477	133	46.18
Computer	74	20	6.94
Electrical	142	40	13.89
Marine	207	58	20.14
Mechanical	133	37	12.85
Total	1,033	288	100.00
English Instructors	8	8	100.00
Total	8	8	100.00

Research Instrument

The instrument used in the study was a researcher-made questionnaire which was modified from the questionnaire of Diana Baumrind (1960) and was utilized in this study to assess the perceived classroom management approach and its correlation to the academic achievement of the engineering students. The research instrument was submitted to the research adviser for content validation. The questionnaire was divided into two (2) parts, following the Five-Point Likert Scale:

Part I included the information regarding the respondent's name (optional), name of school, and the engineering program where the student was enrolled.

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Part II comprises the questions on the level of classroom management approach as perceived by the respondents. This section included the various types of classroom management approach such as the authoritarian approach, authoritative approach, indulgent approach, and permissive approach. The preferred classroom management approach was rated on the basis of the rating scale with their corresponding descriptions below:

Numerical Rating	Description	Interpretation
5	Very High	Highly Effective
4	High	Effective
3	Moderate	Moderately Effective
2	Low	Slightly Effective
1	Very Low	Not Effective

Validity of the Research Instrument

Validity is the extent to which an instrument functions as intended and measures what it is supposed to measure. Content validity, on the other hand, is the suitability of the content of an instrument, which would involve choosing representative questions from each unit section and comparing them to the desired outcomes. Items from the questionnaire created by the researcher were sent to the panel of jurors with research expertise for evaluation and revision. This instrument was validated by providing comments, revisions, and suggestions by the panel of validators about all the elements of the research instrument in preparation for the final questionnaire before the reliability or the pilot testing.

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Reliability of the Research Instrument

After the research instrument was validated, a pilot testing was conducted to test its reliability. Pilot testing, also referred to as the reliability study is conducted before the actual implementation of the research questionnaire but in a small-scale trial (Fowler, 2013).

The pilot testing was performed in other private colleges and universities in Iloilo City which also offered engineering programs involved in the study. The validated questionnaire was administered to thirty (30) students who were not the actual respondents of the study.

Cronbach's Alpha Analysis was used as the statistical tool to check the reliability of the research instrument the values of which range from 0 to 1. The general interpretations of the Cronbach's Alpha Analysis were based according to Moran (2024).

The reliability of the questionnaire is accepted if it achieves the coefficient of 0.70 and above. Items from the questionnaire which failed to achieve that certain value were revised accordingly prior to the final administration of the research instrument. Since the acquired reliability coefficient of the questionnaire was 0.709; therefore, the questionnaire was considered reliable.

Data-gathering Procedures

The validated and reliable research questionnaire was given to the sampled respondents from the population size. First, the researcher requested permission from the school administrators, especially to the Office of the College of Engineering, to conduct the survey to the respondents. Furthermore, the researcher ensured the availability as well as the consent of the respondents in answering the questionnaire. The questionnaire was personally

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given to the respondents to be answered in sufficient time. After the distribution and administration of the research questionnaire, the answers of the respondents were gathered and analyzed using the accurate statistical tools, including both descriptive and inferential statistics. The data obtained were compiled and organized in tabular form and were submitted to the statistician. The analysis and interpretation of the data gathered helped the researcher to come up with concrete and statistically-based answers to the objectives of the study.

Data Analysis

After the retrieval of the accomplished questionnaire, the data were gathered, organized, and tabulated using the computer installed with Microsoft Excel and Statistical Package for the Social Sciences (SPSS) software. The collected data were analyzed using appropriate statistical tools.

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	Highly Effective
3.41 – 4.20	High	Effective
2.61 – 3.40	Moderate	Moderately Effective
1.81 – 2.60	Low	Slightly Effective
1.00 – 1.80	Very Low	Not Effective

The using the table above with the numeral ratings on the perceived classroom management approaches scale of means was used in this study. The results of the study were described as follows: 1.00 – 1.80 as very low, 1.81 – 2.60 as Low, 2.61 – 3.40 as Moderate, 3.41 – 4.20 as High, 4.21 – 5.00 as Very High.

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For academic achievement, there was no questionnaire because the researcher used the institutional format for determining the interpretation of the subject institution as presented below:

Statistical Tools

Scale of Means	Description and Interpretation
1.0 – 1.2	Marked Excellence
1.3 – 1.5	Excellent
1.6 – 1.9	Superior
2.0 – 2.7	Thoroughly Satisfactory
3.0	Satisfactory

This study utilized both descriptive and inferential statistical analyses. For descriptive statistical analysis, frequency count, rank, percentage, and mean were used. Meanwhile, Kruskal-Wallis Test and Chi-square Test set at 0.05 level of significance (p-value) were utilized for the inferential statistical analysis.

Frequency Count. This statistical tool constitutes the number of respondents who fall into a particular group. This was used to identify the distribution of the respondents who provided their answers and determined which best described their perceptions.

Percentage. This statistical tool was used to find out the percentage of respondents in a particular group. In addition to being very helpful for comparing, this tool is very helpful when examining a difference when compared to a baseline or starting value.

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Mean. Mean is the average value of the numbers from a data set. The mean was used to obtain the average scores of the respondents that described the evaluation of the engineering students about the level of the classroom management approaches.

Kruskal-Wallis Test. This non-parametric statistical analysis was used to determine whether there are variations which are considered to be statistically significant in the mean of at least three (3) individual groups and the test is suitable for ordinal data.

Chi-square Test. It is a statistical test used to evaluate the correlation or the relationship between the two ranked variables. It was employed to determine whether the classroom management approaches had significant influence on the academic achievement of the students.

RESULTS AND DISCUSSIONS

This research was carried out to determine out the impact of strategies for managing the classroom on the academic achievement of engineering students. This descriptive-survey research involved two-hundred eighty-eight (288) student respondents enrolled in various engineering bachelor programs such as civil engineering, computer engineering, electrical engineering, marine engineering, and mechanical engineering and eight (8) English teachers in one of the elevated educational establishments within Iloilo City; thus, an overall sum of two-hundred ninety-six (296) respondents.

The instrument used a researcher-made questionnaire separately for student and teacher respondents which was validated and pilot tested for reliability analysis using Cronbach's Alpha.

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In the organization, computation, examination, and evaluation of the gathered information from the respondents, all statistical analyses were conducted utilizing the Statistical Package for the Social Sciences (SPSS) software using the following statistical tools: frequency count, percentage, rank, and mean for descriptive analysis; and Kruskal-Wallis Test and Chi-square Test for inferential analysis set at 0.05 level of significance.

The study yielded the following findings in relation to its specific research questions:

Findings revealed that, management approaches when taken as a whole and classified classroom management approaches the study variables as rated by the students and the teachers was both moderately effective.

The degree of educational success of engineering learners when considered as an entire group and classified according to the different engineering degree programs was thoroughly satisfactory.

There was a noteworthy disparity in the degree of academic performance of engineering students when classified based on the different engineering degree programs.

The classroom management approaches had no notable impact on the educational achievement of engineering learners.

CONCLUSION

According to the result of the research, the subsequent findings were established:

The extent of approaches to managing classrooms of engineering students, when considered collectively in terms of Authoritarian Approach, Authoritative Approach, Permissive

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Approach, and Indulgent Approach, is "Moderately Effective". For the students, the Authoritative Approach considered "Effective" and the least approach is "Permissive" which is Slightly Effective.

The level of classroom management approaches of educators, when considered collectively regarding Authoritarian Method, Authoritative Method, Permissive Method, and Indulgent Method, is likewise "Moderately Effective". For teachers, Authoritative Approach is "Highly Effective" and the least approach is Permissive which is "Slightly Effective".

The degree of academic success of the engineering students in English when considered as a complete group and sorted based on engineering degree program is "Thoroughly Satisfactory".

These further suggest that while students generally perform adequately in English, there is still room for improvement toward higher levels of academic performance such as "Superior" or "Excellent"

A statistically meaningful variation exists in the scholarly success of engineering students in English when categorized based on engineering degree program. This result further implies that the engineering degree program to which a student belongs may influence his academic performance in English 2, possibly due to differences in classroom management approaches imposed by the instructors. This emphasizes the importance of tackling the specific learning requirements and challenges faced by learners from different engineering disciplines.

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Students and teachers generally favor the same classroom management approach, hence reflecting a mutual understanding of effective teaching practices. This shared preference can help create a more cohesive and effective classroom atmosphere. The slight difference in perceived effectiveness suggests varied expectations in terms of impact.

Despite a common overall preference, noticeable differences exist within the groups regarding how they view other management approaches. This diversity in preferences may reflect individual teaching and learning approaches. It highlights the significance of adaptable approaches that can adjust to varying classroom dynamics.

There is an influence between students and teachers when their management approach preferences are directly compared. This shared perception may help foster better teacher-student relationships. It also suggests minimal conflict in expectations regarding classroom structure and discipline.

The influence amid the preferred classroom management strategies in English and the scholarly accomplishment of the engineering students demonstrates is not substantial. This result implies that students' academic performance in English 2 course is not significantly influenced by their preferred classroom management approaches. This further suggests that while classroom management approach may affect classroom dynamics, it does not directly translate into measurable difference in academic achievement among engineering students in this context.

Students performed well overall in the English 2 course, thus demonstrating strong comprehension and application of the subject. Achievement levels indicate that most students

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meet the academic standards expected in their program. Some disciplines may have conditions that support higher achievement levels.

The variation in academic performance across engineering programs points to potential differences in academic preparation or support structures. These disparities suggest that curriculum design or program-specific demands may affect student outcomes. Addressing these differences could help balance achievement across departments.

Classroom management approach does not significantly impact students' academic performance in English 2. This suggests that factors outside of classroom management, such as study habits or instructional methods, may have a greater effect. Educators should consider a broader range of influences when aiming to improve student achievement.

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