

Mediating Effect Of Classroom Behavioral Management To The Strategies And Academic Success Of Grade 6 Pupils

Regine M. Maliksi¹, Delon A. Ching, EdD²

Elementary Teacher II, City of Santo Tomas, Batangas, 4234, Philippines¹

Research and Development Director, San Pablo City Laguna, 4000, Philippines²

regine.maliksi@deped.gov.ph¹, delon.ching@lspu.edu.ph²

Abstract

Behavioral management is essential for academic success. Educators can create a positive and supportive learning environment that encourages engagement, motivation, and a love for learning. Strategies like clear behavior expectations, rewarding academic achievements, and providing support for struggling students help learners succeed. This research assesses teachers' classroom behavioral management strategies and the academic success of Grade 6 learners at Sto. Tomas South Central School. Findings show positive behavioral management in areas like Classroom Environment, Class Schedule, Student's Ability, and Health Status.

The overall mean score of 3.30 indicates effective utilization of behavioral management strategies, while a mean score of 3.31 reflects a strong teacher-student rapport, and an average score of 3.29 indicates a well-implemented reward system. Grade 6 students demonstrate high academic performance in areas such as Academic Skills, Internal Motivation, External Motivation, Concentration, Socialization, Career Decidedness, and Personal Adjustment.

The study concludes that there is a significant relationship between classroom behavioral management assessment, utilization of strategies, and academic success. Therefore, teachers should prioritize behavioral management strategies, including incentivizing positive behavior through feedback, rewards, and a reinforcing classroom culture. Ongoing training and support for teachers in implementing effective techniques are crucial for sustained success. By prioritizing behavioral management, teachers can create an environment that promotes positive behavior and supports academic success for all students.

Keywords: Classroom Behavioral management; Academic Success; Student's Ability; Health Status; Academic Skills

Introduction

One of the fundamental elements that characterize human conduct is behavioral management, which has an impact on how well children function in school. Its foundation is the idea that understanding and controlling individual behavior is the best way to manage conduct in schools since personality influences how people behave. This explains and forecasts how students will act in a classroom setting. Behavior includes a person's goals and actions as well as their attitudes about behavior, subjective norms, and perceived behavioral control. Considering how pupils behave according to Sword (2021), managing behavior outlines how knowledge is taken in, processed, and retained during learning. Students' motivation is influenced by a variety of factors. It is impossible to exaggerate the significance of social wants because it reflects a person's engagement in a social group. It's crucial for pupils to have demands and needs to be valued because they can require both to feel good about themselves. Understanding students' motivations and how to address conflicts and self-actualization can be of great help to improve academic performance and increase chances of success. Building relationships is the first step in effective behavioral administration. Pupils with an increased sense of belonging are inclined to be enthusiastic about learning and exhibit constructive conduct.

To effectively regulate student behavior, educators must, on the one hand, prevent inappropriate behavior and, on the other, foster a learning environment that is conducive to learning and instruction. A child's interactions in a group context can be impacted by a wide range of circumstances and influences. Oftentimes, modifications made in the classroom might support a youngster who is having trouble upholding appropriate behavior. On other occasions, children might need more structured intervention methods to offer a cohesive strategy for helping the student throughout the classroom. Long-term effects like cognitive functioning and cognitive profile may impact a child's ability to participate adequately in an educational context. According to Bissonnette (2016), other parts of life, such as a minor sickness that can cause momentary discomfort, could also have a short-term impact on the child's behavior. Without diligent upkeep, relationships will eventually disintegrate. Teachers can devote too much time to academics and too little time to assisting

students with their emotional well-being, slowly depleting the accumulated time they first established with them.

Background of the Study

Education aims to develop students into well-rounded people. A frequently entails ensuring students' behavior during the teaching and learning process. Planning and proper execution are fundamental roles of the teacher. It is hard to get children to calm down and behave as expected. For instance, it generates a mindset of fear that prohibits kids from flourishing in school—with long-term adverse impacts, including behavioral issues, lack of self-worth, or depression. Therefore, utilizing successful behavior management techniques is essential. Positive conduct is characterized by comprehending students, serving as an instance of a model, and promoting healthy behavioral growth, whereas positive behavioral management methods are just the beginning.

According to Salkovsky et. al. (2015), the significance of behavioral management is well-documented, suggesting that achieving successful educational results depends heavily on teachers' ability to effectively manage students' behavior. Teachers' psychological management methods may greatly impact their capacity to prioritize and control themselves when learning, independence and accountability, ethical and emotional growth, academic achievement, perspectives on academics and their teachers, the formation of social values, and the encouragement of healthy behavioral growth.

A component of managing behaviors involves impacting how students act. According to Sivri et al. (2015), behavioral management is "classroom established, schoolwork submission process, classroom regulations, instructional methods, conduct management strategy, seating visualizations, evaluation policies, among several other elements." While it is vital to have a strategy to cope with positive and negative conduct in place for the entire school year, it is also necessary to remember that other variables are involved in creating an effective learning environment. It's also essential to comprehend that since you welcome a new group of learners in each school, you must modify how you are prepared.

Theoretical/Conceptual Framework

This study is anchored with the Behavioral Management Theory of Gordon (2022) and the Motivation Theory of Learning of Seifert and Sutton (2016) which form the basis for the researcher's formulation of the problem statement. In addition, the theoretical framework is helpful for creating the study's paradigm, which serves as the foundation and model for constructing the areas of examination on which this research is focused.

The Behavioral Management Theory of Elton Mayo as cited by Gordon (2022) Includes parts of sociology, psychology, and anthropology to give a rationale for why students engage in the way they do. It focuses on why specific problems, which include communal necessities, conflicts, and self-actualization, motivate learners. It recognizes the diversity and the need for interpersonal management skills. In contrast to human relations theory, the behavioral approach positions leadership as an indicator of management performance. The following summarizes the key principles of the behavioral administration approach: Student conduct and academic achievement are influenced by a variety of views, opinions, and values that are common among them. Numerous factors can directly affect how pupils perform within teams or relationships between students in the educational setting.

Albert Bandura's social learning theory places as cited by McLeod (2016) anxiousness on the significance of observing, imitating, and replicating individuals' actions, attitudes, and responses to emotions. The notion of social learning considers how environmental and cognitive factors interact to affect how people think and act. In terms of learning through interaction, he concurs with the behavioral psychology theory of learning classic conditioning and operant conditioning. But he does provide two very important ideas: (1) Interactions amongst sources and reactions are orchestrated by processes. (2) The technique by which conduct is learned from what is around you is known as learning by observation.

This study presents and interprets the data collected through the survey by using generally accepted statistical tools and concepts. Primary sources of the data for this study came from survey questionnaires distributed to the Grade 6 pupils of Sto. Tomas South Central School.

Table 1. Summary Table on the Extent of Classroom Behavioral Management

Indicators	Mean	SD	Interpretation
Classroom Environment	3.18	0.30	Moderately Practiced
Class Schedule	3.19	0.30	Moderately Practiced
Student's Ability	3.13	0.31	Moderately Practiced
Health Status	3.19	0.30	Moderately Practiced

Overall	3.17	0.30	Moderately Practiced
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Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced
 1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

The table illustrates the level of classroom behavioral management based on the presented indicators. The data provided reflects a moderate degree of implementation as reported by the respondents. This suggests that the teachers moderately consider the classroom environment, schedule, students' abilities, and health status when managing student behavior. In other words, while these factors are considered to some extent, they may not be given the highest priority or receive the utmost attention in the teachers' approach to behavior management.

Regarding the classroom environment, it refers to how teachers shape the physical and emotional surroundings to create a conducive atmosphere for learning and positive behavior. A moderately practiced approach suggests that the teachers may make some efforts to establish an appropriate environment but may not fully optimize its impact on student behavior.

The schedule aspect highlights the teachers' management of time and routines within the classroom. A moderate consideration of the schedule suggests that teachers may pay some attention to structuring activities and transitions, but they may not thoroughly prioritize or fine-tune the schedule to enhance behavior management outcomes.

When it comes to students' abilities, a moderate consideration indicates that teachers may acknowledge individual differences and adjust their strategies to some extent based on student capabilities. However, they might not fully tailor their approach to cater to each student's specific needs or provide extensive support for diverse abilities.

Lastly, the mention of health status suggests that teachers moderately consider the physical and mental well-being of their students. This implies that they may consider basic health concerns and make some accommodations, but they may not extensively address or integrate health-related factors into their behavior management strategies.

Table 2 . Summary Table on the Extent of Behavioral Management Strategies

Indicators	Mean	SD	Interpretation
Teaching Techniques	3.30	0.30	Moderately Practiced
Teacher Student- Rapport	3.31	0.29	Moderately Practiced
Reward System	3.29	0.29	Moderately Practiced
Overall	3.30	0.29	Moderately Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced
 1.50-2.49 Less Practiced, 1.00-1.49 Not Practiced

The table provides an overview of behavioral management strategies, revealing that teachers have employed a moderate level of implementation across various areas, including teaching techniques, teacher-student rapport, and reward systems. This suggests that the surveyed teachers did not prioritize the mentioned indicators as primary behavioral strategies. It demonstrates that teachers have adopted a moderate approach when it comes to implementing techniques related to teaching, establishing rapport with students, and employing reward systems. This indicates that the teachers surveyed did not place significant emphasis on these factors as key elements of their behavioral management strategies. As Lane et al. (2015) stated, positive behavior strategies are based on empirical evidence for encouraging conduct conducive to learning. First of all, realize that behavior is an aspect of communication. In other words, a pupil conveys what they require through their actions. Our vital goal as teachers is to communicate these ideas and to equip students for success. Therefore, effective teaching methods that encourage pupils to be successful in school must be part of any system to support positive behavior.

The assessment of teacher's utilization of behavioral management strategies in terms of teaching techniques. It is shown that the overall mean score given by the respondents is 3.30. It indicates that the methods of instruction also impact how pupils behave when they are watching themselves. The term "teaching method" refers to a behavioral management strategy that describes an integrated organization comprising a range of educational resources, devices, tools, and attitudes that the teacher employs to make an instance clear or alter a vague concept to improve the learning process. Study, strengthening student-teacher relationships has positive and lasting effects on students' academic and social development. Merely enhancing the interactions between students and teachers won't result in increased achievement. However, students with positive, supporting relationships with their teachers will outperform those with tense or difficult ones in their educational setting.

Teacher's utilization of behavioral management strategies in terms of reward system. It is shown that the overall mean score given by the respondents is 3.29. It illustrates how teachers' praise of pupils' accomplishments also impacts their own behavior. The term "behavioral management strategies" refers to the techniques used to get students to act in a certain way when they are intrinsically or extrinsically rewarded. They are used to get students interested in and more involved in daily classroom tasks, responsibilities, and learning.

Table 3. Summary Table on the Extent of Academic Success

Indicators	Mean	SD	Interpretation
Academic Skills	3.19	0.27	Highly Practiced
Internal Motivation	3.22	0.31	Highly Practiced
External Motivation	3.26	0.31	Highly Practiced
Concentration	3.21	0.28	Highly Practiced
Socialization	3.22	0.28	Highly Practiced
Career Decidedness	3.20	0.28	Highly Practiced
Personal Adjustment	3.22	0.26	Highly Practiced
Overall	3.22	0.28	Highly Practiced

Legend: 4.50-5.00 Extremely High, 3.50-4.49 Very High, 2.50-3.49 Highly Practiced, 1.50-2.49 Low
1.00-1.49 Very Low

The extent to which behavior management strategies are used is significantly related to classroom behavioral management and academic success. When teachers build positive relationships with students, it has a positive impact on learning and academic performance. Giving tangible rewards or small incentives to motivated and diligent students reinforce positive behavior and encourages academic achievement. Additionally, adjusting school schedules to provide enough break time and gaps between classes for preparation can contribute to improved student achievement.

It's important to note that the relationship between classroom behavioral management and academic success is influenced by various factors. Effective practices, such as positive reinforcement, clear rules, and consistent consequences for misbehavior, are associated with better student behavior and academic performance. Teachers need to establish positive and supportive connections with their students for successful behavioral management. This involves using different strategies, monitoring progress, and adapting to individual student needs.

Bissonnette et al. (2016) state that effective behavior management encompasses proactive preventive measures and reactive remedial activities as evidence for their claim. Proactive interventions aim to establish a setting that supports teaching, learning, and suppressing unwanted behavior. Conversely, when kids behave inappropriately, remedial or corrective activities are required. Conversely, preventive methods stimulate the development of appropriate routines.

Academic success of the Grade 6 in terms of academic skills. It is shown that the overall mean score is 3.19 which means that the students have high academic skills based on their assessment of themselves. This means the abilities, tactics, and behaviors that can aid students in academic success. Typically, they enhance pupils' command of literacy and technical disciplines.

Students in academic success in terms of internal motivation. It is shown that the overall mean score is 3.22 which means that the students have highly practiced academic performance because of internal motivation. This means that the students practice of action for one's own rather than for a separate benefit. According to Lee (2016), intrinsic motivation depicts an activity done only for own contentment without any external anticipation. Challenge, curiosity, control, and fantasy are the key factors to trigger intrinsic motivation. In education, lots of willpower and a positive attitude is very much required to sustain motivation. Moreover, claim that intrinsic motivation and academic achievement share significant and positive bonding. Intrinsic motivation directs an individual to participate in academic activities only to experience fun, challenging, and uniqueness without any external pressure or compulsion.

The students in academic success in terms of external motivation. It is shown that the overall mean score is 3.20 and denotes a verbal interpretation of high which means that the students perceive the value of an activity and consider it to be personally relevant. Self-determined form of extrinsic motivation is integrated motivation, which occurs when the identified value of an activity is fully integrated with a part of the self.

The table also shows the highest mean score of 3.27 on the statement "learn with the intention of remembering concept" (Ako ay may layunin na matuto at makaalala ng konsepto). This means the students are aiming to learn with thoughts and all their senses. As for Al- Balushi et.al. (2015), concentration can be learned, and attention can be thought

of as a process that "encodes language input, maintains it active in working and short-term memory, and retrieves it from long-term memory." If one can maintain their focus, all knowledge or information given to them is properly retained, allowing them to use it to deal with immediate situations as well as apply it in the long run. There are more viewpoints that might be considered to comprehend attention better.

The students in academic success in terms of socialization. The overall weighted mean score given by the respondents is 3.22 and a verbal interpretation of highly practiced. This implies that the students have a highly practiced process of discovering socially acceptable behavior. They are transmitting, learning, and exchanging knowledge among their classmates and their shared knowledge of skills, norms, values, and behavioral patterns within the context of society.

The students in academic success in terms of career decidedness. It is shown that the overall mean score is 3.20 and denotes a verbal interpretation of "highly practiced". This indicates that the students rated themselves "highly practiced" in extent to which they are confident in their professional choice for the future. Students' attitudes, achievements, and standards can have a significant impact on young people's interest in picking and deciding on what to take.

The table above displays the data from the responses of the students in academic success in terms of personal adjustment. It is shown that the overall mean score is 3.22 which means that the students have high academic performance because of personal adjustment. This means that the students can handle the demands of life. Students that can adapt to new situations are the learners who are able to live in perfect harmony and adjust well to their environment and can lead happy lives.

Table 4. Mediation Analysis of Classroom Behavioral Management to the Relationship between the Behavior Management Strategies and the Academic Success

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.2736	.0718	.1317	.4156	3.8088	.0002
Indirect	.5978	.0852	.4269	.7628	7.0164	
Total	.8714	.0274	.8173	.9255	31.8271	.0000

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Behavior MS --> Classroom BM	.9563	.0256	.9057	1.0070	37.3038	.0000
Behavior MS --> Acad. Success	.2736	.0718	.1317	.4156	3.8088	.0002
Classroom BM --> Acad. Success	.6251	.0714	.4839	.7662	8.7514	.0000
BMS --> CBM --> AS	.5978	.0852	.4269	.7628	7.0164	

The table shows the mediating analysis of classroom behavioral management to the relationship between the behavior management strategies and the academic success. The results revealed a significant indirect effect of behavioral management and classroom behavioral management through trust ($p=.0000, t=37.3038$). The study also found a significant indirect effect of satisfaction ($p=.0002, t=3.8088$) on behavioral management and academic success. Furthermore, the direct effect of classroom behavioral management and academic success in presence of the mediators was also found significant ($p=.0000, b=8.7514$). Hence, both classroom behavioral management and academic success partially mediated the relationship between the classroom behavioral management and academic success of learners.

The relationship between classroom behavioral management and academic success of students is partially influenced by both factors. Classroom behavioral management practices, including positive reinforcement, clear rules, and consistent consequences for misbehavior, are associated with better student behavior and academic achievement. To achieve effective behavioral management, teachers should establish positive and supportive connections with their students. Successful classroom behavioral management involves using a variety of strategies, continually monitoring, and adapting them to meet the needs of individual students.

Classroom Behavioral Management practices such as positive reinforcement, classroom rules, and consistent consequences for misbehavior were associated with improved student behavior and academic achievement. Effective

behavioral management, there is a need for teachers to build positive and supportive connections with their students. Effective classroom behavioral management is a multifaceted process that requires a combination of strategies and ongoing monitoring and adjustment to meet the needs of individual students. Wang and Herzberg (2018)

The extent to which behavior management strategies are used is significantly related to classroom behavioral management and academic success. When teachers build positive relationships with students, it has a positive impact on learning and academic performance. Giving tangible rewards or small incentives to motivated and diligent students reinforce positive behavior and encourages academic achievement. Additionally, adjusting school schedules to provide enough break time and gaps between classes for preparation can contribute to improved student achievement.

It's important to note that the relationship between classroom behavioral management and academic success is influenced by various factors. Effective practices, such as positive reinforcement, clear rules, and consistent consequences for misbehavior, are associated with better student behavior and academic performance. Teachers need to establish positive and supportive connections with their students for successful behavioral management. This involves using different strategies, monitoring progress, and adapting to individual student needs.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings gathered by the researcher using an adopted and modified instrument. It also includes the conclusions derived from the findings, the recommendations based and aligned with the conclusions drawn.

Summary of Findings

This study aimed to find the relationship between classroom behavioral management to the strategies and academic success of grade 6 pupils.

The study reveals the following findings:

1. As the extent of classroom behavioral management manifested by the students: All the teacher-respondents moderately agreed on the manifested classroom behavioral management among learners in the aspects of Classroom Environment (3.18), Class schedule (3.19), Student's Ability (3.13) and Health Status (3.19) which are all supported by their attached overall mean.
2. As to teachers' utilization of behavioral management strategies: The respondents have generated an overall mean of 3.30 which means that the utilization of behavioral management strategies in the employed teaching techniques is highly practiced. The respondents have garnered the overall mean of 3.31 which means that they have highly practiced themselves utilizing behavioral management while establishing positive teacher-student rapport. The respondents' average score of 3.29 indicates a high level of implementation of behavioral management techniques in rewarding learners interpreted as highly practiced.
3. As to the level of academic success of the Grade 6 pupils: The respondents observed that learners gained highly practiced academic performance as to their Academic Skills (3.19), Internal Motivation (3.22), External Motivation (3.26), Concentration (3.21), Socialization (3.22), Career Decidedness (3.20) and Personal Adjustment (3.22) which are all supported by their attached overall mean.
4. It is revealed in the study that there is a positive significant relationship between the assessment of classroom behavioral management and the utilization of behavioral management strategies.
5. It is revealed in the study that there is a positive significant relationship between the assessed classroom behavioral management and level of academic success of the Grade 6 pupils.

Conclusion

The findings gathered in the study led to the formulation of the following conclusion.

1. The hypothesis being posited is not supported, therefore, there is a significant relationship between the extent of utilization of the behavioral management strategies and the Level of classroom behavioral management; and the Level of academic success.
2. The hypothesis being posited is not supported, therefore, there is a significant relationship between the level of classroom behavioral management and the level of academic success.
3. Finally, the hypothesis on mediation analysis is not supported, therefore, the level of classroom behavioral management significantly mediates the relationship between the extent of utilization of the behavioral management strategies and the level of academic success.

Recommendation

In the light of the conclusions of the study the following recommendations are set forth:

1. Based on the findings, it is recommended that teachers prioritize the use of behavioral management strategies, particularly in rewarding positive behavior, to foster a positive and supportive classroom environment. Teachers can achieve this by providing regular feedback, offering tangible incentives, and creating a classroom culture that reinforces positive behavior. Moreover, it is important for teachers to receive training and ongoing support in implementing behavioral management techniques to ensure their effectiveness and sustainability. By prioritizing behavioral management strategies, teachers can create a conducive learning environment that promotes positive behavior and academic success for all learners.
2. Based on the research findings, it is recommended that educators incorporate a range of effective behavioral management strategies into their teaching practice to promote a positive learning environment. These strategies could include providing clear expectations for behavior, establishing routines and procedures, implementing a reward system for positive behavior, and addressing disruptive behavior through constructive and consistent consequences. Additionally, it is important for educators to regularly assess the effectiveness of their behavioral management strategies and adjust as necessary to ensure the success of their approach.
3. It is recommended that educators prioritize the use of behavioral management strategies to promote academic success among learners. This could include providing positive reinforcement for academic achievements and setting clear expectations for academic performance. Additionally, educators should incorporate strategies for addressing and preventing disruptive behavior, such as promoting a positive and supportive classroom culture and providing targeted interventions for students who may be struggling academically.
4. The result of this study may also be presented to the forum or conferences of the higher-ups that may enlighten them and may lead to giving of assistance to the basic needs teachers in strengthening their potentials in managing the behavior of the pupils.
5. Based on the result of this study may be a basis of the curriculum developers who also give adequate feedback to the planners of education field as to helping them realize the effectiveness and improvements that may address the demands of the elementary students in achieving academic success through properly managed behavior.

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