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## EFFECTIVENESS OF CLASSROOM MANAGEMENT IN REDUCING STUDENTS' STRESS

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### ABSTRACT

This study aimed to determine the efficiency of classroom management in reducing Students' stress. A descriptive correlation design was used in this study. Descriptive designs aimed to describe the current state of the identified variables, whereas correlational designs attempt to use statistical data to determine the magnitude of the relationship between two or more variables. This research was conducted in the selected secondary schools in Impasug-ong Bukidnon. The result revealed that level of preparation needed to do the classroom management to reduce students' stress in terms of work environment, pupils' outcome and instructional supervision was categorized as always. Moreover, classroom management that can cause stress to students in terms of class rules, class activities and model behavior was labeled as always. Another result revealed that classroom management variables indicate a moderate positive correlation between the overall level of preparation for classroom management and reducing student stress, and this relationship is statistically significant. So, we reject the null hypothesis which states that there is no significant relationship between the level of preparation needed to do the classroom management to reduce student stress and classroom management that can cause student stress. This suggests that teachers may be given regular training and professional development opportunities to learn effective classroom management techniques. This can include workshops, seminars, and online courses. The training should cover topics such as creating a positive learning environment, managing student behavior, and promoting positive relationships with students. These may improve the level of preparation needed to do the classroom management to reduce students' stress in terms of work environment, pupils' outcome and instructional supervision.

**KEYWORDS:** Classroom Management, Students' Stress, Work Environment, Pupil's Outcome, Instructional Supervision, Class Rules, Class Activities, Model Behavior.

### ***INTRODUCTION***

An atmosphere that is constructive and conducive to learning for every student requires classroom management that is operating at an efficient level. The impact of stress on students' motivation, concentration, and overall academic performance can be detrimental. By examining the effectiveness of classroom administration in reducing student anxiety, academics can identify strategies that can improve students' academic performance. Moreover, tension has the potential to significantly impact the psychological welfare of students. Additional complications related to mental health, such as anxiety and depression, may ensue (Fleming, 2020).

Effective classroom management strategies can alleviate anxiety and advance mental health by cultivating a nurturing and supportive environment. Barrett et al. (2018) state that effective classroom management is a fundamental and critical component of multitiered school behavior models, including school-wide positive behavior support, which is predicated on effective instruction. In the absence of effective classroom administration, the effectiveness and applicability of evidence-based behavioral and mental health interventions for students in general education settings are diminished. Notwithstanding the considerable effort invested in the development, investigation, and assessment of a multitude of classroom management skills and practices, only three have been accepted as evidence-based and are frequently integrated into programs and interventions pertaining to classroom management: (1) behavior-specific praise (BSP); (2) teacher-directed opportunities to respond (TD-OTR); and (3) prompting for behavioral expectations.

### ***Conceptual Framework***

Below is a diagram of the study's independent-dependent connection. Any pedagogical journey requires good classroom management. It promotes excellent outcomes, a good learning environment, and student calm. Instructors must be ready to handle any issues to manage the classroom effectively (Carduk, S., 2020).

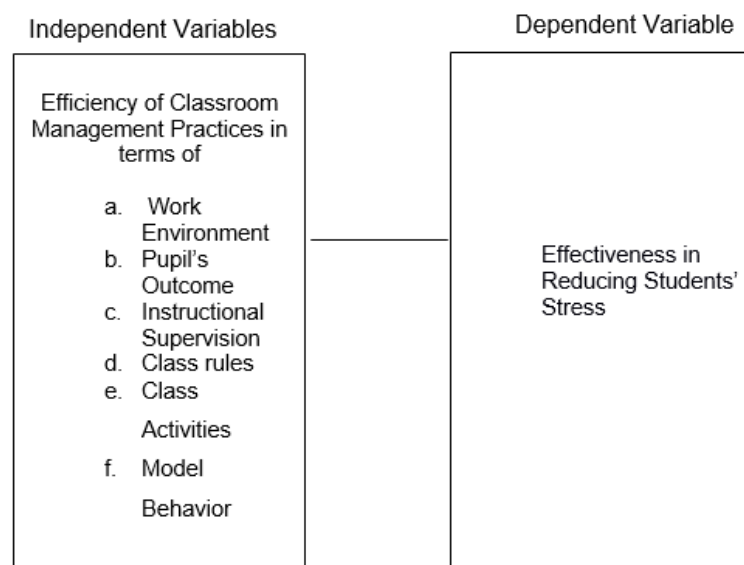
First, teachers must make sure their classroom is well-equipped and organized. This includes prepping materials, organizing seats, and keeping the classroom distraction-free. Teachers should also establish clear rules and expectations that are constantly enforced. This will help keep the classroom organized (Shengba, F., 2019). Instructors should be ready to address

student concerns. This may include helping struggling students and addressing school disruptions. Additionally, instructors should be able to praise students who follow rules and behave well and address negative behavior (Vernum, C., 2019). Teachers should be able to supervise. This may include assessing student progress, cooperating with colleagues to meet teaching goals, and providing feedback. Instructors must also have a plan to help struggling students (Deun, 2020). Classroom management involves coordinating and supervising student activities. It greatly affects student stress and knowledge retention (Flenum, G., 2018).

Effective classroom management relies on class regulations to set student conduct standards. Class rules must be created and implemented at the start of each academic year. Students should know and follow fair class rules. Students will grasp expectations and feel less stressed (Jacky, S., 2019).

Additionally, class activities can affect student tension. Students' developmental stages must be considered when designing activities. Thought-provoking activities should allow pupils to learn and practice new skills. Structured activities help students focus and relax, while unstructured activities help them have fun (Vlaeck, 2020).

Finally, good behavior calms students. Teachers must model classroom behavior. Teachers who follow class rules and respect students might set an example for their students. Instructors should praise students' good behavior and offer constructive feedback when needed (Sinschan, O., 2020).



**Figure 1. A Schematic Presentation showing the Variables between the Independent and Dependent Variables of the Study.**

### ***Scope***

This study looked at the effectiveness of classroom management in selected teachers who had been teaching in Impasug-ong, Bukidnon for at least one year. The study was carried out at Impasug-ong, Bukidnon, during the second semester of the academic year 2023-2024.

The study was conducted over four (4) weeks, with teachers receiving survey questionnaires evaluating the effectiveness of classroom management in reducing student stress.

### ***Significance of the Study***

The findings of this study hopefully targeted the effectiveness classroom management of teachers in the district of Impasug-ong Bukidnon. Hence, the results of this research are anticipated and intended to benefit the following individuals.

*To the Learners.* They will benefit from the expected outcome of this study, that is: improve the classroom management of the entire schools in Impasug-ong districts

*To the Parents.* To encourage the parents to participate in improving the school and classroom for the best learning output of their children.

*To the Teachers.* This study will benefit them by knowing uses appropriate strategies and techniques to foster a learning environment that creates a desire for students to improve their own performance in school.

*To the Administrators.* To provide necessary and appropriate assistance depending on the needs and recommendations of the study. Moreover, this will benefit them by come up with a good set of classroom management rules and are able to implement them well, then in all honesty, half the chaos in the classroom simply disappears.

*To the Community.* To create a collaborative environment for all members of the community for the betterment of the pupils' studies.

*To the School.* To benefit from significant classroom management and increased communal support with a higher reputation in the community.

*To the Future Researchers.* To make this study one of their references for future studies and researchers regarding efficiency of classroom management.

### ***Review of Literature***

According to Durak, (2018) of Philippine Normal University, classroom management is a top priority for teachers and a crucial part of instruction. Indigenous and non-indigenous students learn differently. This variety of learning styles requires different classroom management methods. This study uses Assertive, Business-Academic, Behavioral-Modification, Group

Managerial, Group Guidance, Acceptance, and Success classroom management methods. Conducting descriptive correlational research. The results will create a classroom atmosphere that improves teaching and learning, improving arithmetic comprehension for indigenous and non-indigenous pupils.

Obliopas (2018) found that faculty find classroom management practices "high utility" for managing classrooms, decreasing teacher fatigue, boosting student performance, and lowering improper classroom behavior. Milapre found in 2016 that the Department of Education should hold classroom management seminars or workshops to improve teachers' strategy implementation skills. Additionally, teachers should create tasks that engage kids, lowering disruptive conduct. In her study, she stressed that educators understand the importance of clear classroom rules and discipline and work to reduce classroom management stress by being courteous, positive, and attentive.

Mustafa, (2022) examined classroom technology integration effects. Interacting via instant messaging, asking questions about assignments during lessons, email correspondence (both sending and receiving), internet-based research (including file downloads), and sharing cultural experiences online were the most common positive outcomes. Most students in state colleges and universities in Caraga, Philippines, use technology in the classroom to achieve positive results, supporting the idea that technology integration improves classroom learning. Gabriel et al. (2020) found student academic

### ***Definition of Terms***

The key terms in the study were particular the following operational definition:

*Classroom Management.* This refers to the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.

*Work Environment.* Work Environment refers to physical and emotional in which teachers perform their daily tasks like teaching pupils.

*Pupils' Outcome.* Pupils' Outcome refers to the desired learning objectives or standards that schools and teachers want students to achieve, or the educational, societal, and life effects that result from students being educated.

*Instructional Supervision.* Instructional Supervision refer to the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students.

*Class Rules.* Class Rules refers to a set of rules and guidelines that are imposed by the teacher that the class must follow. These rules are designed to assist the teacher in behavior management and ensure there is a positive environment for learning where all pupils feel comfortable and safe.

*Class Activities.* Class Activities refers to the activities done by student inside the class as part of applying or doing the practical part of the lesson after listening to the theoretical part which is presented by the teacher. Activities outside class enable learners to explore more.

*Model Behavior.* Model Behavior refers to a person that observes the behavior of another and then imitates that behavior, he or she is modeling the behavior. This is sometimes known as observational learning or social learning. Modeling is a kind of vicarious learning in which direct instruction need not occur.

*Effectiveness.* Effectiveness refers to the ability to achieve desired results or goals. It is a measure of how well something or someone fulfills its intended purpose or objectives. In other words, effectiveness is the degree to which something or someone is successful in producing the desired outcome or impact.

### ***Research Methodology***

This study used a descriptive correlation design. Descriptive designs attempt to describe the current state of the specified variables, whereas correlational designs use statistical data to evaluate the strength of the relationship between two or more variables. Purposive random sampling is employed to chose 100 teachers as participants from various schools in Impasug-ong, Bukidnon. This is utilized because of the large size of the area.

### ***Research Locale***

This research was conducted in the selected secondary schools in Impasug-ong Bukidnon. Impasugong is a municipality in the landlocked province of Bukidnon.

Kalabugao National High School in Impasug-ong Bukidnon is a public secondary school located in the rural town of Impasug-ong. It was established in 1965 and has since been providing quality education to the youth in the community. The school has a spacious campus with well-maintained facilities, including classrooms, laboratories, a library, and a covered court. It also has a large field for sports and recreational activities. The school

follows the K-12 curriculum and offers Technical-Vocational-Livelihood (TVL) focusing on Automotive. It also has extracurricular activities such as clubs, organizations, and sports teams to cater to the interests of the students.

Bulonay Integrated School, also located in Impasug-ong Bukidnon, is a school that serves students from kindergarten to grade 6 and Junior High School Grade 7- Grade 8. It was founded in 1958 and has been a pillar of education in the community. The school has a simple yet functional campus with basic facilities and a playground. It follows the K-12 curriculum and provides a holistic education to its students.

Impalutao Integrated School in Impasug-ong Bukidnon is another school that serves students from elementary to senior high school. It was established in 1932 and has been a vital institution in the development of young minds in the community. The school has a small campus with basic facilities and a playground. It also follows the K-12 curriculum and offers a well-rounded education to its students.

Capitan Bayong National High School is a public secondary school located in Capitan Bayong, Impasug-ong Bukidnon. It was established in 2007 and has been a beacon of education in the community. The school has a modern campus with well-equipped facilities, including classrooms, laboratories, a library, and a covered court. It offers academic tracks such as HUMSS and ABM, as well as extracurricular activities to develop the skills and talents of its students.

Impasugong National High School is a secondary school located in Poblacion, Impasug-ong Bukidnon. It was founded in 1968 and has been providing quality education to students from Junior High School to Senior High School. The school has a spacious campus with basic facilities and a separate campus for senior high school which offers STEM and TVL tracks. It follows the K-12 curriculum and provides a well-rounded education to its students.

The municipality has a land area of 1,051.17 square kilometers or 405.86 square miles which constitutes 10.01% of Bukidnon's total area. Its population as determined by the 2020 Census was 53,863. This represented 3.49% of the total population of Bukidnon province, or 1.07% of the overall population of the Northern Mindanao region. Based on these figures, the population density is computed at 51 inhabitants per square kilometer or 133 inhabitants per square mile.

### ***Respondents of the study***

The respondents of the study were the teachers in selected schools in Impasug-ong Bukidnon. There are one hundred (100) teachers as respondents of the study.

### ***Sampling Procedure***

Purposive sampling was employed in choosing the respondents since the researcher had limited contact to the teachers. Purposive random sampling is employed to determine the 100 teachers as the participants from the different schools in Impasug-ong Bukidnon. This is employed due to the large scope of the locale.

### ***Research Instrument***

An adopted questionnaire from Obliopas, (2011) was utilized as the main instrument of this study. The questionnaire had 3 parts: efficiency of classroom management in terms of Work environment, Pupils' outcome and instructional supervision.

### ***Data Gathering Procedure***

Letters of confirmation from the Dean of Graduate Studies of the Valencia Colleges Inc. will be requested to conduct research in various schools in Impasug-ong Bukidnon.

After the letters are confirmed. The survey questionnaires will be given to the teachers. Sufficient time will be given to complete the questionnaire, which will be collected automatically after completed. The collected data will be integrated, tabulated, and interpreted accordingly. Quantitative data processing will be performed to provide an accurate analysis and interpretation of the results. Tables will be created to summarize and analyze the collected data and show how the variables are related to each other.

### ***Scoring Procedure***

The scoring of the questions was based on the criteria made by the researchers. Level of preparation needed to do the classroom management to reduce students' stress in terms of work environment, pupils' outcome; and Instructional supervision was interpreted using a Five Point Likert Scale.

### ***Statistical Treatment of Data***

The data that was gathered would be treated using descriptive statistics such as mean, standard deviation and Pearson r correlation.

Mean and standard deviation. This was used to describe the level of preparation needed to do the classroom management to reduce students' stress in terms of work environment, Pupils' outcome and Instructional supervision.

Mean and standard deviation. This was used to describe the classroom management that can cause stress to students in terms of class rules, class activities, and model behavior.

Pearson r correlation. This was used to determine the significant relationship between the level of preparation of the classroom management strategy and students' stress.

### ***FINDINGS***

The following findings were gathered in this study:

Level of preparation needed to do the classroom management to reduce students' stress in terms of work environment, pupils' outcome and instructional supervision was categorized as always.

Result revealed that the classroom management that can cause stress to students in terms of class rules, class activities and model behavior was labeled as always.

Another result revealed that classroom management variables indicate a moderate positive correlation between the overall level of preparation for classroom management and reducing student stress, and this relationship is statistically significant. So, we reject the null hypothesis which states that there is no significant relationship between the level of preparation needed to do the classroom management to reduce student stress and classroom management that can cause student stress.

### ***CONCLUSION AND RECOMMENDATION***

Classroom management can lower student stress in work environment, outcomes, and instructional supervision. Classroom management can lower students' stress in these three areas. This creates a positive learning environment for students, improving academic performance and teacher monitoring.

Positive classroom management strategies promote students' well-being and emotional health. Teachers should strive to create a welcoming and stress-free learning environment for all pupils. More research is needed to identify the factors that cause student stress and find effective treatments.

Classroom management preparedness reduces student stress. Well-prepared and competent classroom management teachers are more likely to provide a happy and stress-free learning environment. This underlines the importance of educating and supporting instructors to improve classroom management.

To lessen students' stress about the work environment, pupils' outcomes, and instructional supervision, the school should prioritize a supportive workplace. The school should ensure a positive learning atmosphere and mindset.

Teachers can set simple, consistent classroom rules that children can obey. Kids will be less stressed and confused. To accommodate students' varied learning styles and interests, teachers can use several class activities. This will stimulate learners and reduce stress. Teachers may model student conduct. This means respecting, being patient, and staying calm in tough situations. It's important to be a good example because students mimic teachers. Teachers can learn classroom management through frequent training and professional development. Workshops, seminars, and online courses are examples. The training should cover how to foster student connections, control student conduct, and establish a healthy learning environment.

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