
***MAPEH TEACHERS' CLASSROOM MANAGEMENT PRACTICES AND
STUDENT PARTICIPATION AMONG JUNIOR HIGH SCHOOL
LEARNERS***

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ABSTRACT

This study examined the relationship between MAPEH teachers' classroom management practices and student participation among junior high school learners in public secondary schools in District VIII, Division of Valencia City. The investigation was anchored on Marzano's Classroom Management Theory and the behavioral engagement framework of Fredricks, Blumenfeld, and Paris.

A descriptive–correlational research design was employed to determine the level of classroom management practices and the level of student participation, as well as the relationship between the two variables. The respondents were public secondary school teachers teaching MAPEH in the district, selected through purposive sampling. Data were gathered using an adopted questionnaire measuring five dimensions of classroom management practices, rules and procedures, behavior management, classroom organization and physical arrangement, teacher–student relationships, and motivational strategies, and four indicators of student participation: active involvement, on-task behavior, attendance and preparedness, and cooperative participation. Mean and standard deviation were used to describe the levels of the variables, while Pearson's Product–Moment Correlation was applied to determine the relationship between them.

Findings revealed that teachers demonstrated a high level of classroom management practices and that student participation in MAPEH was generally very high. The analysis further indicated a significant relationship between classroom management practices and student participation, suggesting that well-structured classroom environments contribute to higher levels of learner engagement in performance-based activities. The study highlights the

importance of effective classroom management in promoting active participation and meaningful learning experiences in MAPEH classes.

KEYWORDS: Classroom management practices, student participation, MAPEH instruction, behavioral engagement, junior high school learners, descriptive–correlational research.

INTRODUCTION

The contemporary junior high school classroom demands that teachers manage not only instruction but also increasingly diverse learner behaviors, interests, and participation patterns. In MAPEH (Music, Arts, Physical Education, and Health), where lessons are highly interactive, performance-based, and often held in dynamic spaces, classroom management becomes central to ensuring that learners actively participate rather than remain passive or disengaged. Yet, in many public schools, teachers continue to report uneven levels of student participation in MAPEH activities despite curriculum reforms and co-curricular initiatives intended to promote holistic development, wellness, and creativity among Filipino adolescents.

International literature consistently affirms that effective classroom management is a key driver of student engagement and participation. Studies show that when teachers establish clear routines, use positive reinforcement, and create supportive classroom climates, learners are more likely to participate in discussions, group work, and performance tasks. For example, research on secondary classrooms underscores how well-structured management strategies reduce off-task behavior and promote sustained engagement, particularly when combined with active supervision and consistent expectations.

Student participation itself is now recognized as a critical dimension of engagement rather than a mere by-product of instruction. Recent work on classroom engagement highlights those visible behaviors such as recitation, cooperative work, and willingness to perform are strongly shaped by how teachers organize activities, manage time, and respond to learner behavior. Studies in mathematics and other subjects reveal that participatory classrooms where students are encouraged to question, perform, and collaborate are linked with higher motivation, persistence, and confidence in learning tasks.

In the Philippine context, MAPEH presents unique classroom management challenges. Teachers routinely handle large classes, rotating subject components, and performance-based tasks that require movement, the use of equipment, and frequent peer interaction. Research on MAPEH instruction notes that the successful implementation of practical activities and

assessments is highly dependent on how teachers manage space, routines, and student conduct during music, art, and physical activities. During and after the pandemic, studies also documented how issues of engagement, preparation, and behavioral expectations in MAPEH became more complex when classes shifted modalities, further emphasizing the need for strong classroom management practices in this learning area.

Recent Philippine studies point to the close link between teachers' classroom management strategies and learner behavior. Local research on behavior management in MAPEH shows that strategies such as clear rules, structured transitions, and consistent corrective feedback help reduce disruptive behavior and encourage learners to participate in performance tasks and group activities. Other Filipino studies highlight the value of positive reinforcement, noting that regular praise, recognition, and incentives significantly improve students' motivation to participate and follow classroom routines.

Findings on MAPEH teachers further indicate that their competence and management practices directly influence how learners engage in the subject. Studies on the competence of secondary MAPEH teachers report that classroom management is a critical domain where teachers must be "very competent" to handle diverse behavior and to sustain interest in physically active and performance-oriented lessons. More recent descriptive-correlational research on teachers' classroom management and learners' behavior in Philippine public schools likewise underscores that well-implemented management practices contribute to more orderly, respectful, and participatory classrooms.

At the policy level, Philippine laws and DepEd issuances underscore the importance of classroom management anchored on child protection and positive discipline. (DepEd Order No. 40, 2012). The Child Protection Policy mandates that schools provide safe, rights-respecting environments and explicitly discourages corporal punishment and other harmful disciplinary practices, guiding teachers to adopt preventive and constructive management strategies. Complementary guidelines on learners' discipline reinforce the mandate to maintain orderly classrooms through non-violent, learner-centered approaches. More recently, proposed measures such as the "Classroom Management Support and Protection for Teachers Act" seek to institutionalize support mechanisms for teachers in matters of student discipline and classroom management, signaling national recognition that managing learner behavior and participation is both a rights-sensitive and professionally demanding task.

Despite this convergence of research and policy, several gaps remain. Many empirical studies on classroom management in the Philippines focus on its relationship with academic performance or teacher competence in general, rather than specifically on student

participation as a behavioral outcome in MAPEH classes. Existing MAPEH research often emphasizes competencies, instructional materials, and assessment techniques, or it foregrounds student experiences during disruptions such as the COVID-19 pandemic, leaving limited empirical work that directly links MAPEH teachers' day-to-day management practices with observable participation in junior high school settings. Furthermore, much of the literature captures learners' or mixed stakeholders' perspectives, while fewer studies deliberately center on teachers' perceptions of how their own classroom management practices influence learner participation.

Framework of the Study

This study is anchored on Marzano's Classroom Management Theory (Marzano, 2017), which provides a comprehensive explanation of how teachers' management practices shape student behavior and engagement during instruction. Marzano argues that well-managed classrooms function as orderly environments where routines, expectations, and positive interactions are deliberately established to support active learner involvement. This theoretical view directly aligns with the independent variable of the study, MAPEH teachers' classroom management practices, which include setting rules, managing behavior, organizing the learning environment, building teacher–student relationships, and encouraging motivation. According to Marzano, these components operate collectively and not in isolation; when teachers implement them consistently, students are more likely to demonstrate higher levels of participation during lessons. In the context of MAPEH, where tasks are interactive and performance-based, these management practices become even more essential as they determine the level of structure, safety, and engagement that learners experience in class.

The dependent variable, student participation, is anchored on the behavioral engagement framework of Fredricks, Blumenfeld, and Paris (2004). The framework explains student participation through visible behaviors such as involvement in activities, sustained attention, preparedness, and cooperation with peers. These indicators reflect the learners' willingness to take part in classroom tasks and their capacity to remain focused and engaged during learning activities. In MAPEH settings, participation becomes evident when students volunteer during demonstrations, complete performance tasks, interact during group activities, and adhere to routines required during music, arts, or physical exercises. The behavioral engagement framework positions participation as a direct consequence of the classroom context shaped by

the teacher, meaning that students participate more actively when the environment is managed effectively.

The interrelationship between the variables becomes clear when Marzano's theory is viewed with Fredricks et al.'s engagement framework. Marzano states that classroom rules, procedures, and behavioral expectations create clarity and reduce uncertainty, which encourages on-task behavior among learners. This supports the sub-variable of on-task behavior, a key participation indicator in Fredricks' model. Likewise, Marzano emphasizes the importance of a well-organized physical environment and smooth transitions; these organizational practices help students become prepared and attentive, especially in MAPEH, where materials, equipment, and movement-based tasks require structure. His emphasis on positive teacher–student relationships also aligns with the indicator cooperative and social participation, as supportive interactions foster confidence and willingness to participate in group-based or performance activities. Furthermore, Marzano's focus on motivation and reinforcement complements the participation indicators of active involvement and responsiveness, reflecting how encouragement and recognition stimulate learners to take part in MAPEH tasks more consistently.

Together, the theory and the concept form a coherent lens for understanding the study. Marzano explains how teacher practices generate the conditions necessary for orderly and motivating classroom environments, while Fredricks and colleagues explain how students respond behaviorally when these conditions are present. In effect, the framework suggests that strong classroom management practices enhance student participation by shaping learners' engagement behaviors. This theoretical linkage provides a solid foundation for examining the strength and nature of the relationship between the two variables within junior high school MAPEH classes.

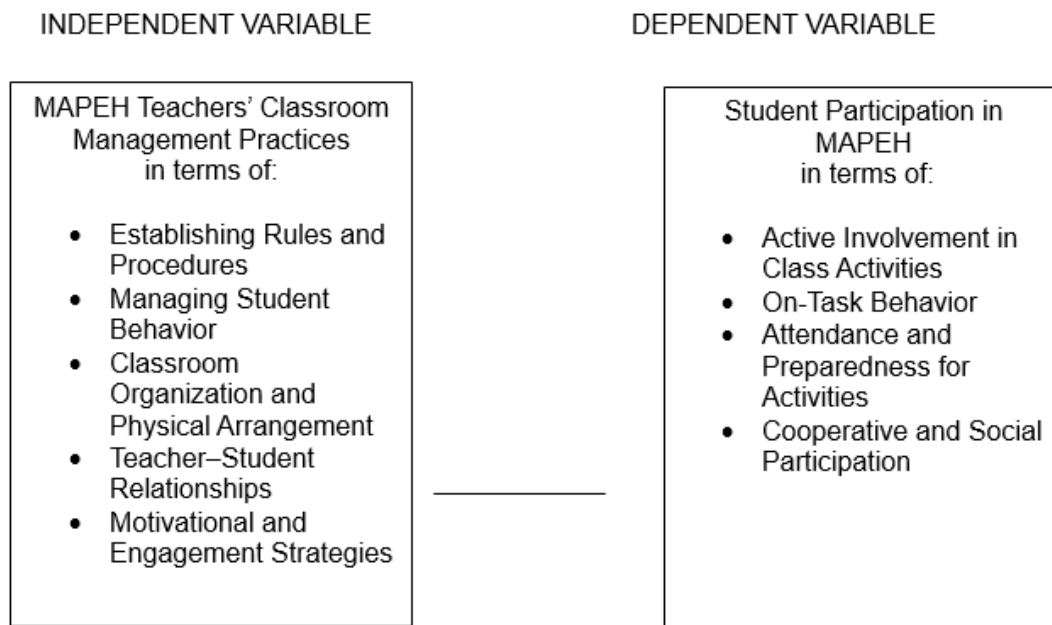


Figure 1. Schematic Diagram of the Study.

Statement of the Problem

This study aims to determine the relationship between MAPEH teachers' classroom management practices and student participation among junior high school learners as perceived by teachers.

Specifically, it seeks to answer the following questions:

- 1.What is the level of MAPEH teachers' classroom management practices in terms of: establishing rules and procedures; managing student behavior; classroom organization and physical arrangement; teacher-student relationships; and motivational and engagement strategies?
- 2.What is the level of student participation as perceived by MAPEH teachers in terms of: active involvement in class activities; on-task behavior; attendance and preparedness for activities; and cooperative and social participation?
- 3.Is there a significant relationship between MAPEH teachers' classroom management practices and student participation among junior high school learners?

Significance of the Study

This study was conducted to generate evidence on how MAPEH teachers' classroom management practices will influence student participation in junior high school. Its findings will be beneficial to various stakeholders who will directly use the results to strengthen instructional delivery and classroom engagement.

For MAPEH Teachers, the study will provide practical insights into which classroom management practices will be most effective in encouraging student participation. The results will help them refine routines, adjust behavior strategies, and adopt more responsive approaches suited to performance-based and activity-centered lessons in MAPEH. Through these findings, teachers will gain clearer direction on how to sustain active and meaningful participation among learners.

For School Heads, the study will serve as a reference for identifying areas where teachers may need professional development in classroom management and learner engagement. The findings will guide them in designing coaching, mentoring, or LAC sessions that will strengthen instructional supervision, particularly in subject areas requiring high levels of student involvement like MAPEH.

For the Curriculum Implementers at the Division Level, the results will offer data-based insights that will support planning for division-wide programs, policy enhancements, and targeted capability-building activities. Since the study will focus on the specific context of District VIII, it will provide localized evidence that can inform broader instructional improvement efforts.

For Students, the study will indirectly benefit them because more effective classroom management will create environments that will encourage participation, cooperation, and engagement. Improved classroom systems will help them become more confident, more attentive, and more willing to perform tasks required in MAPEH, contributing to better learning experiences.

For Parents, the findings will highlight how structured, positive, and well-managed classrooms will support their children's participation in school activities. The study will help parents understand the value of classroom routines and teacher-led strategies that will motivate learners to become more involved in performance tasks and collaborative activities.

For Future Researchers, the study will serve as a relevant reference for exploring similar variables or extending the investigation to other learning areas or districts. Its conceptual framework, methodology, and findings will offer a foundation for comparative studies, validation of indicators, and further refinement of classroom management and participation research.

Review of the Literature

Dimensions of MAPEH Teachers' Classroom Management Practices

To anchor this study, it is important to clarify how classroom management will be understood as a multi-dimensional construct that shapes what happens in MAPEH classes on a daily basis. Recent research describes classroom management as a set of coherent practices rather than a single action that helps teachers maintain order, support engagement, and create conditions where students can participate in meaningful learning activities. In activity-oriented subjects such as MAPEH, these dimensions become even more crucial because lessons often require movement, group work, and performance tasks that can easily become chaotic without clear management structures.

Establishing Rules and Procedures

To begin with, establishing rules and procedures is widely recognized as a foundational dimension of classroom management. Studies on secondary teachers' management practices show that when teachers co-create classroom rules, explain the reasons behind them, and explicitly teach procedures, students gain a clearer understanding of what is expected during lessons. In MAPEH classes, this includes procedures for handling equipment, moving between stations, preparing for performance tasks, and observing safety protocols in physical activities—areas where a lack of structure can easily lead to off-task behavior or classroom disruptions.

Managing Student Behavior

Moreover, managing student behavior is another central dimension that extends beyond punishment and includes preventive and constructive responses. Recent work on classroom management strategies and student engagement in secondary schools highlights those teachers who use clear consequences, positive reinforcement, and calm redirection tend to report fewer disruptions and higher levels of on-task behavior. In the MAPEH context, where learners may be excited, noisy, or highly active, such proactive behavior management helps maintain a safe and respectful environment while still allowing for energetic participation.

Classroom Organization and Physical Arrangement

Furthermore, classroom organization and physical arrangement constitute a distinct dimension that directly influences how students participate. Studies on classroom seating and layout have found that seating patterns, mobility of furniture, and visibility of the teacher and peers can significantly affect participation, collaboration, and student engagement. In

MAPEH settings, where lessons may shift from discussion to movement drills or performance practice, flexible and intentional arrangement of space helps ensure that students can see demonstrations, move safely, and interact productively with peers.

Teacher–Student Relationships

Likewise, teacher–student relationships form a relational dimension of classroom management that strongly influences how students behave and participate. Recent studies show that warm, fair, and supportive relationships between teachers and students are associated with higher levels of school engagement and lower levels of disruptive behavior. In junior high school settings, adolescents are particularly sensitive to how they are treated by teachers; feeling respected and understood often determines whether they will volunteer in class, accept feedback, or comply with rules.

Motivational and Engagement Strategies

In addition, motivational and engagement strategies represent a dimension that directly targets students' interest and effort. Drawing from self-determination theory, recent scholarship argues that when teachers support students' needs for autonomy, competence, and relatedness, engagement and participation increase. Classroom studies have shown that strategies such as providing meaningful choices, setting achievable challenges, and offering constructive feedback foster deeper involvement in classroom tasks. For MAPEH teachers, this might involve allowing students to select roles in group performances, design parts of a routine, or set personal improvement goals in physical activities.

Behavioral Indicators of Student Participation in MAPEH Classes

Student participation in MAPEH is best understood through the lens of behavioral engagement, which focuses on what learners actually do in class, how often they take part in activities, how attentive they are, and how consistently they show up prepared. Recent engagement literature describes behavioral engagement as visible involvement in academic and co-curricular tasks, including participation, effort, and persistence. In the context of MAPEH, where learners sing, draw, move, and perform, these behavioral indicators become especially important because the subject relies heavily on active doing rather than passive listening. Emerging work in physical education and sport science further shows that well-designed PE and MAPEH programs that deliberately foster engagement can strengthen students' participation, autonomy, and health-related behaviors.

Active Involvement in Class Activities

To begin with, active involvement in class activities captures how often and how willingly students participate in the tasks that teachers assign. Studies on classroom participation show that indicators such as answering questions, volunteering, and initiating contributions during lessons are strong signs of behavioral engagement. Research further notes that participation is not merely physical presence but includes observable acts of contribution, such as demonstrating skills, asking clarifying questions, or presenting outputs. In secondary settings, higher levels of such visible participation have been linked with greater persistence and stronger learning outcomes, reinforcing the view that participation serves as a practical proxy for student engagement.

On-Task Behavior

Moreover, on-task behavior focuses on how consistently learners maintain attention and effort during activities. Recent engagement research defines behavioral engagement in terms of attention, effort, and persistence during learning tasks, highlighting that students who stay focused and persist through difficulty are more likely to succeed academically. In physical education settings, needs-supportive teaching practices such as offering meaningful choices and clear feedback have been shown to predict higher levels of students' behavioral engagement, suggesting that on-task behavior is sensitive to the quality of instructional support.

Within MAPEH and PE classes, on-task behavior is especially critical because lessons often involve movement, group work, and the use of equipment that can easily distract learners. Studies from PE contexts report that when teacher strategies meet students' psychological needs for autonomy, competence, and relatedness, learners display greater concentration and willingness to participate in physically demanding or performance-based tasks. More recent work even shows that teacher factors such as burnout or inconsistent support can negatively shape students' behavioral engagement in PE, leading to reduced focus and weaker participation over time. In MAPEH, therefore, on-task behavior becomes a key behavioral indicator that reflects how well classroom structures and teacher practices sustain attention amid active, hands-on activities.

Relationship Between Classroom Management Practices and Student Participation

A growing body of research has underscored that classroom management and student participation are tightly interconnected rather than separate concerns. Synthesizing intervention studies, Korpershoek and colleagues showed that classroom management programs yield significant positive effects not only on academic outcomes but also on students' behavioral and social-emotional functioning domains, where participation, attentiveness, and cooperation are central indicators. More recently, an updated meta-analysis reaffirmed that well-implemented management strategies remain a consistent predictor of students' academic and behavioral outcomes across varied contexts, reinforcing the idea that what teachers do to organize and regulate the classroom environment has direct implications for how actively learners engage. Complementing these findings, a large-scale meta-analysis on student engagement found that teacher practices and classroom environment factors are among the strongest influences on learning participation, emphasizing the pivotal role of management in shaping engagement patterns.

Research Methodology

Research Design

This study employed a descriptive-correlational research design because it focused on describing the level of classroom management practices of MAPEH teachers and the level of student participation as they perceived it, while also determining whether a significant relationship existed between these two variables. A descriptive design was appropriate since the study gathered factual information regarding existing practices and learner behaviors without manipulating any condition. The correlational approach was likewise suitable because the study examined how variations in teachers' management practices related to patterns of student participation. Through this design, the study produced data that reflected the actual school context and allowed the identification of meaningful associations between the variables.

Research Locale

The study was conducted in District VIII of Valencia City Division, specifically in the public secondary schools located in the barangays of Mt. Nebo and Lilingayon. This district was chosen because it represents a geographically diverse area where MAPEH instruction often involves unique classroom conditions due to varying school facilities, terrain, and learner backgrounds. These contextual factors made the district an ideal setting for examining

classroom management, particularly because MAPEH activities such as arts production, physical education routines, and music performance require well-managed learning spaces. The locale was also selected because both barangays maintain active junior high school programs with teachers regularly handling large, mixed-ability classes, providing rich ground for analyzing student participation within real classroom situations.

Furthermore, District VIII was chosen because its schools are situated farther from the city center, making it important to understand how classroom management practices support learner engagement in more remote communities. Conducting the study in this locale allowed the researcher to capture the lived instructional realities of MAPEH teachers in upland settings where classroom structures, resources, and student readiness may differ from urban environments.

Findings

The first research problem sought to determine the level of MAPEH teachers' classroom management practices in terms of establishing rules and procedures, managing student behavior, classroom organization and physical arrangement, teacher–student relationships, and motivational and engagement strategies. The findings revealed that MAPEH teachers generally demonstrated a high level of classroom management practices. Among the dimensions, managing student behavior emerged as the most strongly implemented practice, indicating that teachers consistently applied preventive strategies, reinforcement techniques, and corrective responses to maintain order during classroom activities. Establishing clear rules and procedures and maintaining positive teacher–student relationships were also frequently practiced, suggesting that teachers emphasized clear expectations and supportive interactions in guiding student behavior. Motivational and engagement strategies and classroom organization were likewise evident in teaching practice, although they appeared slightly less emphasized compared with other dimensions. Overall, the findings suggest that teachers consistently applied structured management strategies to maintain organized and participatory learning environments during MAPEH lessons.

The second research problem aimed to determine the level of student participation in MAPEH in terms of active involvement in class activities, on-task behavior, attendance, preparedness for activities, and cooperative and social participation. The results showed that student participation was generally very high as perceived by the teachers. Cooperative and social participation and active involvement in class activities were the most evident forms of participation among learners, indicating that students frequently collaborated with peers,

participated in performance tasks, and showed enthusiasm in classroom activities. On-task behavior, attendance, and preparedness were also manifested at a high level, suggesting that students remained attentive during lessons and came prepared to engage in MAPEH activities. These findings indicate that learners actively participated in both individual and group-based tasks commonly performed in MAPEH instruction.

The third research problem examined whether a significant relationship existed between MAPEH teachers' classroom management practices and student participation among junior high school learners. The findings revealed that a statistically significant relationship existed between the two variables. This result indicates that variations in teachers' classroom management practices were associated with corresponding changes in the level of student participation in MAPEH classes. The findings suggest that when teachers consistently applied clear routines, supportive relationships, effective behavior management, and motivational strategies, students were more likely to demonstrate active involvement, attentiveness, preparedness, and cooperative participation during classroom activities.

CONCLUSIONS AND RECOMMENDATIONS

Based on the study's findings, several conclusions were drawn.

First, the study concluded that MAPEH teachers demonstrated a high level of classroom management practices in terms of establishing rules and procedures, managing student behavior, classroom organization and physical arrangement, teacher–student relationships, and motivational and engagement strategies. These practices contributed to maintaining structured and orderly classroom environments where learning activities could be carried out effectively. The findings highlight the important role of proactive management strategies in supporting organized instruction and encouraging learners to participate in activity-based lessons.

Second, the study concluded that student participation in MAPEH classes was generally very high in terms of active involvement in activities, on-task behavior, attendance and preparedness, and cooperative and social participation. This indicates that learners were actively engaged in performance-based and collaborative activities that characterize MAPEH instruction. The results suggest that when learning environments are structured and supportive, students become more willing to contribute, interact with peers, and remain attentive during lessons.

Third, the study concluded that a significant relationship existed between MAPEH teachers' classroom management practices and student participation among junior high school learners.

This indicates that effective classroom management practices play an important role in shaping learners' engagement in classroom activities. Teachers who consistently implement clear expectations, supportive relationships, organized learning environments, and motivational strategies are more likely to foster higher levels of student participation in MAPEH classes.

Overall, the study underscores the importance of classroom management as a critical component of effective teaching in performance-based learning areas such as MAPEH. However, the findings were limited to the perceptions of teachers within public secondary schools in District VIII, Division of Valencia City. The study relied on self-reported responses and did not include perspectives from students or other stakeholders, which may limit the generalizability of the results to other contexts.

In light of the conclusions drawn from the study, the following recommendations are proposed.

First, MAPEH teachers may continue strengthening their classroom management practices by consistently applying clear routines, proactive behavior strategies, and motivational approaches that encourage student participation. Teachers may also explore additional strategies for enhancing classroom organization and increasing opportunities for learners to take active roles in performance-based tasks.

Second, school heads may provide professional development programs, mentoring sessions, and learning action cell (LAC) activities focused on improving classroom management and student engagement strategies among teachers. Such initiatives may help teachers refine their instructional practices and strengthen classroom environments that promote active learner participation.

Third, curriculum implementers and education supervisors at the division level may utilize the findings of the study as a reference in designing training programs or instructional support mechanisms that emphasize effective classroom management in activity-based subjects such as MAPEH.

Fourth, future researchers may conduct related studies that include larger populations, different districts, or additional variables such as student motivation, academic performance, or classroom climate. They may also incorporate students' perspectives or employ mixed-method approaches to gain deeper insights into how classroom management practices influence participation in MAPEH and other learning areas.

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