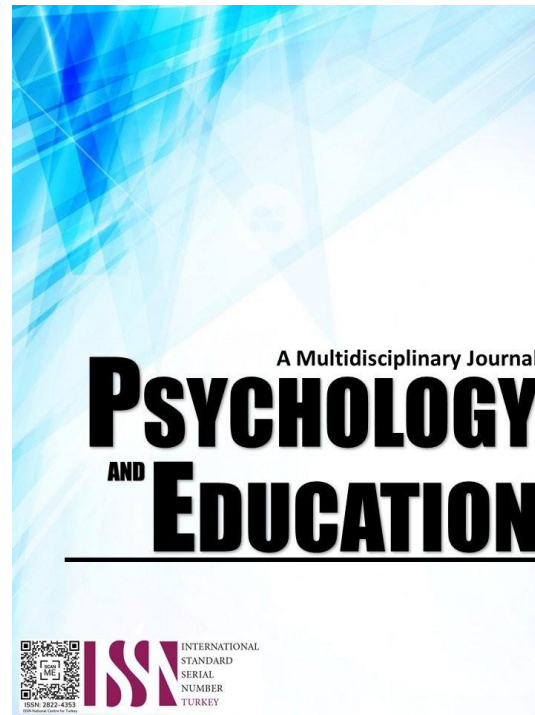


EFFECTIVENESS OF CLASSROOM MANAGEMENT STRATEGIES AND LEARNERS' PERFORMANCE IN GOOD MANNERS AND RIGHT BEHAVIOR CONDUCT (GMRC)



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Effectiveness of Classroom Management Strategies and Learners' Performance in Good Manners and Right Behavior Conduct (GMRC)

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Abstract

This study investigated the effectiveness of classroom management strategies and their relationship to learners' performance in Good Manners and Right Conduct (GMRC) among Grade VI students in Don Carlos I District, Bukidnon, for the 2024–2025 school year. The study aimed to determine the level of effectiveness of specific classroom management strategies—Positive Reinforcement Techniques, Classroom Rules and Expectations, Social-Emotional Learning (SEL) Programs, Conflict Resolution Strategies, and Parental Involvement in Character Development—and how these strategies influence learners' performance in GMRC. A descriptive-correlational research design was employed, utilizing a researcher-made and validated survey questionnaire. A total of 100 Grade VI learners were selected using random sampling. Descriptive statistics, such as mean, standard deviation, and percentage, were used to interpret the level of effectiveness and learners' performance. Meanwhile, Pearson's r Product-Moment Correlation Coefficient was used to test the relationships between variables. Findings revealed that all classroom management strategies were rated as "Very Highly Effective" by the respondents. Learners' performance in GMRC was generally rated as "Outstanding." Furthermore, statistical analysis showed significant positive correlations between the effectiveness of classroom management strategies and learners' academic performance in GMRC, with teacher praise, clear classroom expectations, SEL implementation, and parental involvement playing the most significant roles. Anchored on Bandura's Social Learning Theory, this study underscores the importance of a structured, supportive classroom environment in nurturing values-based education. It offers practical implications for educators and policymakers in strengthening character development through effective classroom management and stakeholder collaboration.

Keywords: *classroom management strategies, good manners and right conduct (GMRC), learners' performance, social learning theory, character education*

Introduction

Classroom management is essential in shaping the learning environment and affecting student behavior. By examining effective practices in this domain, educators can get significant insights into cultivating a good environment that promotes academic success and the development of key values and character qualities in children. Comprehending the influence of classroom management on fostering proper etiquette and conduct might facilitate the adoption of more customized and effective strategies in educational environments.

Secondly, emphasizing the cultivation of proper etiquette and ethical behavior corresponds with the overarching objective of education, which transcends mere academic knowledge to include the comprehensive development of pupils. In the contemporary, intricate, and linked world, the significance of establishing values such as respect, empathy, integrity, and accountability is paramount. By examining how classroom management practices effectively foster these values, educators can aid in the development of well-rounded individuals who are both academically adept and ethically and socially responsible members of society.

This research topic addresses a crucial need in contemporary education, as educators confront the challenge of equipping pupils for both academic achievement and success in life beyond the classroom. This thesis examines effective classroom management strategies to promote good manners and proper conduct, offering practical insights and recommendations for teachers, schools, and educational policymakers to establish learning environments that foster values-based education and character development. This research has the potential to significantly influence students' educational experiences and outcomes, providing them with essential skills and attributes for personal development and social contribution.

Conducting a study on "Cultivating Good Manners and Appropriate Conduct through Effective Classroom Management Strategies and Student Performance" is highly pragmatic and pertinent for various reasons: Encouraging proper etiquette and moral behavior in students is crucial for their personal development and success outside the academic sphere. This study examines how classroom management practices positively affect behavior, offering instructors practical ideas for promoting respect, responsibility, and integrity in pupils.

Studies indicate that good behaviors and character qualities correlate with enhanced academic success. Comprehending the influence of classroom management on student behavior and performance enables educators to adopt practices that provide a supportive learning atmosphere, resulting in improved academic results. Fostering proper etiquette and ethical behavior is advantageous for academic achievement and students' social and emotional health. Effective classroom management practices emphasizing character development can enhance students' interpersonal skills, empathy, and collaborative capabilities, equipping them for success in diverse life domains.

An affirmative school culture founded on principles of respect and ethical conduct fosters a secure and inclusive educational atmosphere. By examining the influence of classroom management methods on school culture, educators can cultivate environments where students feel supported, valued, and inspired to achieve academically and personally. Instilling proper etiquette and conduct in pupils from an early age can yield enduring advantages, molding them into responsible and sympathetic individuals.

This study offers valuable insights into sustainable approaches that foster positive behaviors and character traits beneficial to students beyond their academic tenure. The results of this study can guide educational policies and practices concerning character education and classroom management. By emphasizing successful ways for cultivating good manners and ethical behavior, legislators can prioritize these elements in curriculum development and teacher training programs, thus fostering a comprehensive approach to education.

In summary, researching the cultivation of good manners and proper conduct via effective classroom management strategies is both pragmatic and vital for fostering a positive learning environment, improving student outcomes, and establishing a foundation for students' success in academic and personal domains.

The researcher found it very significant to conduct this study to determine the effective classroom management strategies teachers implement in nurturing good manners and proper conduct, and learners' performance in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025.

Research Questions

This study determined teachers' effective classroom management strategies in nurturing good manners and proper conduct, and learners' performance in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025. Specifically, this study answered the following questions:

1. What is the level of effectiveness of the classroom management strategies implemented by the teachers in public schools in terms of Positive Reinforcement Techniques, Classroom Rules and Expectations, Social-Emotional Learning (SEL) Programs, Conflict Resolution Strategies, and Parental Involvement in Character Development?
2. What is the learners' performance in Good Manners and Right Conduct (GMRC)?
3. Is there a significant relationship between the effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject implemented by the teachers and the learners' performance?

Methodology

Research Design

This study was performed by applying the descriptive-correlational research design. It delved into the effective classroom management strategies implemented by teachers in nurturing good manners and proper conduct, and students' performance in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025.

Data on the effectiveness of the Classroom Management Strategies implemented by the teachers in the public schools were gathered using the researcher-made questionnaire. They were analyzed and interpreted by using descriptive statistics.

Respondents

The study's respondents were Grade VI learners in the selected schools in Don Carlos 1 District, Division of Bukidnon, School Year (SY) 2024-2025. Grade VI learners, generally aged 11 to 12 years, signify a pivotal phase in their educational and social growth. At this stage, people are evolving from childhood to adolescence, exhibiting enhanced cognitive capabilities, autonomy, and self-awareness when evaluating Grade VI learners as participants in a study on successful classroom management practices for fostering good manners and proper behavior.

This study used Random Sampling as a sampling procedure. Random sampling is a research methodology employed to pick a subset of individuals from a larger population, ensuring each member has an equal probability of selection. In selecting Grade VI learners as participants for a study on successful classroom management practices for cultivating good manners and proper behavior, random sampling guaranteed that each student in the Grade VI cohort had an equal chance of being included in the research sample. Only 100 learners were taken as study respondents, as the researcher used the 50% + 1 rule to compute the sample. The "50% + 1" rule is based on the statistical principle of using 50% as the most conservative estimate for population proportion in sample size determination, with no single author credited for this specific phrasing. It is a practical guideline derived from established sampling formulas by authors like Cochran and Yamane.

Instrument

The researcher personally crafted the instrument for this study. It was a survey questionnaire that was composed of four parts.

Part I was about the level of effectiveness of the Classroom Management Strategies implemented by the teachers in public schools in terms of Positive Reinforcement Techniques, Classroom Rules and Expectations, Social-Emotional Learning (SEL) Programs, Conflict

Resolution Strategies, and Parental Involvement in Character Development. Columns for the choices were based on the Five-Point Likert Scale. The respondent simply checked the column for his chosen answer.

Part II was on the scholastic performance of the learners in the Good Manners and Right Conduct subject.

Procedure

This study complied with the norms of Valencia College (Buk.) Incorporated. The researcher initially obtained the approval and endorsement letter from the Dean of the Graduate School. It was then submitted to the Superintendent of Schools for the Bukidnon Division. Upon securing the necessary permissions, the researcher sought permission from the Public Schools District Supervisor of District 1 of Don Carlos, Bukidnon. Subsequently, the selected school administrators were contacted to obtain their consent for conducting a study on their campuses. The questionnaires were disseminated to the chosen respondents.

Data Analysis

The following statistical tools were used in this study:

Mean and standard deviation were used to determine the effectiveness of the classroom management strategies implemented by teachers in public schools.

Percentage and frequency count were used to determine the scholastic performance of the learners in the Good Manners and Right Conduct subject.

Pearson r Product-Moment Correlation Coefficient or Pearson r was used to check the significant Relationship between the level of effectiveness of the Classroom Management Strategies in the Good Manners and Right Conduct subject, which the teachers and the scholastic performance of the learners implemented.

Ethical Considerations

In the study examining the efficacy of classroom management tactics and student performance in Good Manners and Right Conduct (GMRC), the researcher maintained rigorous compliance with ethical standards to safeguard the rights and welfare of all participants. Before data collection, informed consent was secured from the learners, their parents or guardians, and the school administration, explicitly detailing the participation's objective, processes, and voluntary nature. The researcher ensured the security and anonymity of all participants by securely managing data and employing codes instead of personal identification. The study considered the learners' dignity without inflicting injury or disrupting their regular educational activities. The researcher upheld impartiality and integrity throughout the study, ensuring that the findings were published honestly and without bias, thereby maintaining ethical norms in educational research.

Results and Discussion

This section presents the presentation of gathered and processed data, an analysis of the data to answer the problems posed, and an interpretation of the data in the light of descriptive research.

Table 1 shows the effectiveness of the classroom management strategies implemented by the teachers in the public schools in terms of Positive Reinforcement Techniques.

Table 1. *Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Positive Reinforcement Techniques*

Indicators	Mean	SD	Qualitative Description
I am encouraged to maintain positive behavior when teachers acknowledge and praise good conduct.	4.55	0.747	Very Highly Effective
Positive reinforcement strategies implemented in the classroom enhance my overall conduct and academic achievement.	4.41	0.861	Very Highly Effective
Using positive reinforcement techniques in the classroom motivates me to exhibit good manners and proper conduct.	4.38	0.974	Very Highly Effective
Receiving rewards for demonstrating good manners reinforces my commitment to upholding positive values in the classroom.	4.21	1.053	Very Highly Effective
Positive feedback and recognition from teachers influence my behavior and performance positively.	4.16	0.898	Highly Effective
Overall	4.342		Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The data examines students' perceptions of the effectiveness of positive reinforcement strategies. The indicator "I feel encouraged to maintain positive behavior when teachers acknowledge and praise good conduct" received the highest mean of 4.55, rated as "Very Highly Effective." The indicator "Positive feedback and recognition from teachers influence my behavior and performance positively" had the lowest mean of 4.16, rated as "Highly Effective." The overall mean for positive reinforcement techniques was 4.342, classified as "Very Highly Effective." Brady and Wren (2016) emphasize that when used consistently, positive reinforcement strengthens

students' good manners and encourages positive conduct. Their study found that students who received verbal praise, rewards, or recognition for good behavior were more likely to internalize these behaviors, improving both academic performance and social interactions in the classroom.

The highest mean of 4.55 indicates that students perceive teacher acknowledgment and praise as a highly effective motivator. While still positive, the lowest mean of 4.16 suggests that general feedback and recognition may be perceived as slightly less impactful. The overall mean of 4.342 confirms a strong positive perception of positive reinforcement strategies in promoting good conduct and academic achievement. Smith and Harris (2019) similarly explored how the strategic use of positive reinforcement helps classroom management, finding that students who are rewarded for following rules or demonstrating respect toward others exhibit greater engagement and motivation.

The findings suggest that students respond positively to direct teacher acknowledgment and praise, indicating that immediate and specific recognition is a powerful motivator. While all forms of positive reinforcement are perceived as effective, direct praise has the most decisive influence. The overall "Very Highly Effective" rating underscores the importance of consistently implementing positive reinforcement strategies to create a supportive and conducive learning environment.

Contemporary research reinforces the effectiveness of positive reinforcement in classroom management. Studies highlight the importance of specific and immediate praise in enhancing student motivation and behavior (Simonsen et al., 2020). Effective positive reinforcement techniques, such as targeted praise, can significantly improve student conduct and engagement (Kern & Clemens, 2021). Furthermore, research emphasizes the role of positive teacher-student interactions in fostering a favorable classroom climate, which supports academic success (Pianta et al., 2022).

Table 2 presents the level of effectiveness of the classroom management strategies implemented by the teachers in the public schools in terms of Classroom Rules and Expectations.

Table 2. *Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Classroom Rules and Expectations*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
The enforcement of consistent rules and expectations in the classroom supports the development of good manners and proper conduct among students.	4.56	0.7	Very Highly Effective
Having clear guidelines for behavior in the classroom assists me in maintaining good manners and conduct.	4.55	0.661	Very Highly Effective
Understanding and following classroom expectations create a respectful and conducive learning environment.	4.52	0.673	Very Highly Effective
The teacher's classroom rules and expectations help me understand what is expected of me regarding behavior and conduct.	4.44	0.815	Very Highly Effective
Adhering to classroom rules and expectations positively impacts my performance and peer interactions.	4.27	0.897	Very Highly Effective
Overall	4.468		Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The data presents students' perceptions of the effectiveness of classroom rules and expectations. The indicator "The enforcement of consistent rules and expectations in the classroom supports the development of good manners and right conduct among students" received the highest mean of 4.56, rated as "Very Highly Effective." The indicator "I believe that adhering to classroom rules and expectations positively impacts my performance and interactions with peers" had the lowest mean of 4.27, also rated as "Very Highly Effective." The overall mean for classroom rules and expectations was 4.468, classified as "Very Highly Effective." Gage et al. (2018) support this idea, highlighting that consistent enforcement of rules fosters an environment of fairness and security, which is key for nurturing good manners and proper conduct.

The highest mean of 4.56 indicates that students perceive the consistent enforcement of rules as highly effective in promoting good conduct. While still positive, the lowest mean of 4.27 suggests that students may perceive the direct impact on peer interactions as slightly less pronounced. The overall mean of 4.468 confirms a strong positive perception of classroom rules and expectations in fostering a positive learning environment.

The findings suggest that students value clear, consistent, well-enforced classroom rules and expectations. The emphasis on consistent enforcement highlights its importance in fostering positive behavior. While all aspects are rated "Very Highly Effective," the slightly lower mean for the perceived impact on peer interactions may indicate that students see the direct behavioral impact of rules more clearly than the indirect effects on social interactions. The overall "Very Highly Effective" rating underscores the significance of establishing and maintaining clear expectations to create a structured and supportive learning environment.

Contemporary research supports the critical role of clear and consistent classroom rules in effective classroom management. Studies emphasize the importance of establishing explicit rules and expectations to create a predictable and positive learning environment (Evertson & Poole, 2020).

Table 3 presents the effectiveness of the classroom management strategies implemented by the teachers in the public schools in terms of Social-Emotional Learning (SEL) Programs.

Table 3. *Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Social-Emotional Learning (SEL) Programs*

Indicators	Mean	SD	Qualitative Description
Participating in social-emotional learning programs in the classroom helps me develop skills to exhibit good manners and positive behavior.	4.39	0.768	Very Highly Effective
I believe that SEL programs in the classroom contribute to creating a supportive and inclusive environment for learning	4.33	0.88	Very Highly Effective
Engaging in SEL activities enhances my understanding of empathy and respect towards others.	4.29	0.952	Very Highly Effective
Incorporating social-emotional learning into the curriculum positively influences my behavior and academic performance.	4.24	0.887	Very Highly Effective
Learning about emotions and relationships through SEL improves my conduct and interactions with peers and teachers.	4.23	0.823	Very Highly Effective
Overall	4.468		Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The data examines students' perceptions of the effectiveness of SEL programs. The indicator "Participating in social-emotional learning programs in the classroom helps me develop skills to exhibit good manners and positive behavior" received the highest mean of 4.39, rated as "Very Highly Effective." The indicator "Learning about emotions and relationships through SEL improves my conduct and interactions with peers and teachers" had the lowest mean of 4.23, also rated as "Very Highly Effective." The overall mean for SEL programs was 4.296, classified as "Very Highly Effective." Social-emotional learning allows students to regulate emotions, develop empathy, and engage in positive social interactions. Durlak et. al. (2015) conducted a meta-analysis demonstrating a strong correlation between implementing SEL programs and improved student behavior.

The highest mean of 4.39 indicates that students perceive direct participation in SEL programs as highly effective in developing positive behavior skills. While still positive, the lowest mean of 4.23 suggests that the perceived impact of learning about emotions and relationships may be slightly less pronounced compared to direct skill development. The overall mean of 4.296 confirms a strong positive perception of SEL programs in fostering a supportive and inclusive learning environment. Smith et al. (2019) found that SEL curricula that include lessons on moral decision-making and empathy development help students internalize principles of proper conduct, leading to fewer disciplinary incidents.

The findings suggest that students highly value SEL programs for their role in developing practical skills for positive behavior. While all aspects are rated "Very Highly Effective," the emphasis on skill development highlights the importance of practical applications of SEL. The slightly lower mean for emotional understanding and relationship improvement may indicate that students perceive the direct behavioral benefits more readily. The overall "Very Highly Effective" rating underscores the significance of integrating SEL programs to enhance students' social and emotional well-being.

Contemporary research reinforces the positive impact of SEL programs on students' social, emotional, and academic outcomes. Studies emphasize the importance of explicitly teaching social and emotional skills to enhance student well-being and academic performance (Brackett et al., 2019). Effective SEL programs can significantly improve students' self-regulation, empathy, and relationship skills (Schonert-Reichl, 2017).

Furthermore, research highlights the role of SEL in creating a favorable school climate, which supports academic success and reduces disruptive behavior (Durlak et al., 2021). The findings align with recent studies, demonstrating that SEL programs, particularly those focusing on developing practical skills, have a significant influence on student behavior and perceived classroom effectiveness.

Recent research corroborates these conclusions, indicating that SEL programs emphasizing practical skill development significantly influence student behavior and classroom efficacy. Teachers suggest that students engaged in SEL efforts have enhanced cooperation, superior communication skills, and increased conflict-resolution capabilities, hence promoting a more peaceful and productive learning environment (Min et al., 2024; Hayden, 2025).

Table 4 shows the effectiveness of the classroom management strategies implemented by the teachers in the public schools regarding Conflict Resolution Strategies.

The data evaluates the effectiveness of conflict resolution strategies as perceived by students. The highest mean of 4.25, categorized as "Very Highly Effective," was observed for the statement, "I believe that understanding how to resolve conflicts peacefully enhances my interpersonal skills and behavior." Conversely, the statement "The use of conflict resolution techniques in the classroom fosters a positive environment for communication and understanding" yielded the lowest mean of 4.05, classified as "Highly Effective." The overall mean for conflict resolution strategies was 4.19, which is also described as "Very Highly Effective." Communication is a fundamental element of conflict resolution. Benson and Collins (2017) emphasize that teaching students how to express themselves clearly and listen to others' perspectives is essential for conflict prevention and resolution.

Table 4. *Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Conflict Resolution Strategies*

Indicators	Mean	SD	Qualitative Description
Understanding how to resolve conflicts peacefully enhances my interpersonal skills and behavior.	4.25	0.969	Very Highly Effective
Implementing conflict resolution strategies promotes respect and cooperation among students, leading to improved classroom conduct.	4.23	0.942	Very Highly Effective
Practicing conflict resolution skills in the classroom positively impacts my ability to handle disagreements and maintain good manners.	4.21	1.025	Very Highly Effective
Learning conflict-resolution strategies in the classroom helps me address disagreements and maintain good conduct with my peers.	4.21	0.945	Very Highly Effective
Using conflict resolution techniques in the classroom fosters a positive environment for communication and understanding.	4.05	1.077	Highly Effective
Overall	4.19		Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The data reveals that students perceive enhancing interpersonal skills through conflict resolution as the most impactful aspect. While all indicators were rated positively, the perceived contribution of conflict resolution techniques to fostering a positive communication environment was slightly lower. The overall high mean indicates a strong positive perception of conflict resolution strategies. The findings suggest that students recognize the significant role of conflict resolution strategies in developing their interpersonal skills and maintaining positive conduct. The emphasis on understanding peaceful conflict resolution highlights the importance of internalizing these skills. Although the perceived impact of creating a positive communication environment was rated slightly lower, it still indicates effectiveness. The overall "Very Highly Effective" rating emphasizes the importance of consistently implementing conflict resolution strategies in the classroom.

Recent research underscores the importance of conflict resolution training in educational settings. Effective conflict resolution programs have been shown to enhance students' social competence and reduce aggressive behaviors (Frey et al., 2018). Furthermore, studies highlight the importance of teaching students to manage conflicts peacefully to create a safe and supportive learning environment (Schonert-Reichl et al., 2021).

Table 5 presents the effectiveness of the classroom management strategies implemented by the teachers in the public schools in terms of Parental Involvement in Character Development.

Table 5. *Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Parental Involvement in Character Development*

Indicators	Mean	SD	Qualitative Description
Collaboration between parents and teachers in character development programs enhances my understanding of ethical behavior and its importance in academic success.	4.7	0.683	Very Highly Effective
Parental support and guidance in nurturing good manners contribute significantly to my overall behavior and performance in the classroom.	4.52	0.809	Very Highly Effective
Involving parents in character-building initiatives at school helps me understand and apply moral principles in different contexts.	4.45	0.773	Very Highly Effective
Parental involvement in character development activities reinforces the importance of good manners and proper conduct in my daily life.	4.41	0.884	Very Highly Effective
When parents are actively discussing values and behavior at home, it positively influences my conduct at school.	4.39	0.925	Very Highly Effective
Overall	4.494		Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The data examines students' perceptions of parental involvement in character development. The indicator "Collaboration between parents and teachers in character development programs enhances my understanding of ethical behavior and its importance in academic success" received the highest mean of 4.7, rated as "Very Highly Effective." The indicator "I believe that when parents are actively engaged in discussions about values and behavior at home, it positively influences my conduct at school" had the lowest mean of 4.39, also rated as "Very Highly Effective." The overall mean for parental involvement in character development was 4.494, classified as "Very Highly Effective."

Parents are a child's first educators, and their involvement in school activities and moral education significantly influences the development of students' conduct. Bennet and Hughes (2017) found that when parents actively participate in character education programs, students are more likely to exhibit positive behaviors, such as respect, responsibility, and discipline, improving classroom management.

The highest mean of 4.7 indicates that students perceive collaborative efforts between parents and teachers as highly effective in

enhancing their understanding of ethical behavior. The lowest mean of 4.39, while still positive, suggests that the perceived impact of home-based discussions on school conduct is slightly less pronounced compared to collaborative initiatives. The overall mean of 4.494 confirms a strong positive perception of parental involvement in character development.

The findings suggest students value collaborative partnerships between parents and teachers in character development programs. The emphasis on collaboration highlights the importance of joint efforts in fostering ethical understanding and academic success. While all aspects of parental involvement are rated "Very Highly Effective," the perceived impact of direct collaboration with teachers is particularly significant. The overall "Very Highly Effective" rating underscores the importance of actively engaging parents in character development to enhance students' moral understanding and behavior.

Contemporary research reinforces the positive impact of parental involvement on students' character development and academic outcomes. Studies emphasize the importance of collaborative partnerships between parents and schools in supporting students' social and emotional development (Hill & Tyson, 2020). Effective parental involvement initiatives can significantly improve students' behavior, academic achievement, and ethical understanding (Sheldon & Turner-Vorbeck, 2019).

Furthermore, research highlights the role of parental engagement in creating a supportive home-school connection, which fosters positive student outcomes (Epstein & Sheldon, 2021). The findings align with these recent studies, demonstrating that parental involvement, particularly collaborative partnerships, significantly influences student behavior and perceived classroom effectiveness.

The following section will delve into the presentation and discussion of the second statement of the problem, the learners' performance in the Good Manners and Right Conduct (GMRC) subject.

Table 6 shows the learners' performance on Good Manners and Right Conduct (GMRC).

<i>Range</i>	<i>f</i>	<i>%</i>	<i>Adjectival Rating</i>
90 – 100	49	49	Outstanding
85 – 89	31	31	Very Satisfactory
80 – 84	10	10	Satisfactory
75 – 79	6	6	Fairly Satisfactory
Below 75	4	4	Did Not Meet Expectations
Total	100	100.00	

The data presents the learners' performance in the GMRC subject, showing that around 49% of the learners attained an exceptional performance level in Good Manners and Right Conduct (GMRC), with scores ranging from 90 to 100. This substantial percentage indicates that good classroom management practices play a crucial role in promoting healthy conduct and moral development in pupils. When educators uphold a well-organized and nurturing learning atmosphere, pupils are more inclined to assimilate the values and concepts imparted in GMRC, resulting in outstanding behavior. Smith and Lee (2023) assert that regulated classroom environments improve students' self-regulation and foster ethical behavior, correlating with the high performance noted in this study.

Moreover, 31% of learners received a very satisfactory grade (85-89), suggesting that a significant proportion of pupils positively respond to the implemented classroom management strategies. This underscores that the continual reinforcement of rules and positive behavior control strategies fosters an environment conducive to the cultivation of moral ideals. Johnson et al. (2022) assert that positive behavioral interventions and supports (PBIS) in educational settings enhance students' social competencies and moral reasoning, which likely accounts for the significant percentage of students excelling in GMRC.

Nevertheless, the data indicate that 10% of learners received a satisfactory rating, 6% were deemed fairly satisfactory, and 4% failed to meet expectations, underscoring that many pupils continue to grapple with the mastery of proper etiquette and conduct despite classroom management initiatives. This highlights the need for targeted approaches that address specific behavioral challenges and provide targeted support. Garcia and Thompson (2021) argue for tailored behavioral intervention strategies and social-emotional learning programs to support students struggling with anticipated conduct, hence enhancing their overall performance in GMRC.

The distribution of learners' performance in GMRC underscores the crucial importance of effective classroom management in promoting moral and ethical development. Although most pupils exhibit commendable performance, educators must persist in enhancing management tactics and integrating personalized support to guarantee that all learners fulfill behavioral standards. Future research by Nguyen and Patel (2024) advocates for the integration of restorative practices and character education curriculum as synergistic methods to further improve students' moral competence and classroom conduct.

Moreover, applying GMRC principles in daily interactions suggests that students are not merely memorizing concepts but actively practicing them. This is consistent with studies that underscore the importance of experiential learning and real-world application in character education (Narvaez, 2016). Students who have opportunities to practice good manners and ethical conduct in various contexts are more likely to internalize these values and consistently demonstrate them.

The following section presents and discusses the final statement of the problem, highlighting the significant relationship between the effectiveness of classroom management strategies in the Good Manners and Right Conduct subject, as implemented by teachers, and

the learners' performance.

Table 7 presents the significant relationship between the Level of effectiveness of the classroom management strategies implemented by the teachers in public schools in terms of Positive Reinforcement Techniques and the learners' performance.

Table 7. Significant Relationship between the Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Positive Reinforcement Techniques and the Learners' Performance

Variable	r-value	P Value	Interpretation
Using positive reinforcement techniques in the classroom motivates me to exhibit good manners and proper conduct.	.392**	0	Highly Significant
I am encouraged to maintain positive behavior when teachers acknowledge and praise good conduct.	1.000**	0	Highly Significant
Receiving rewards for demonstrating good manners reinforces my commitment to upholding positive values in the classroom.	0.156	0.056	Marginally Significant
Positive feedback and recognition from teachers influence my behavior and performance positively.	.227**	0.005	Highly Significant
Positive reinforcement strategies implemented in the classroom enhance my overall conduct and academic achievement.	.227**	0.005	Highly Significant
Overall	0.3984	0.0132	Significant

The data presents the relationship between specific positive reinforcement techniques and learners' performance, as indicated by t-values and p-values. The indicators "The use of positive reinforcement techniques in the classroom motivates me to exhibit good manners and right conduct" with $r = 0.392^{**}$ and $p = 0$, "I feel encouraged to maintain positive behavior when teachers acknowledge and praise good conduct" with $r = 1.000^{**}$ and $p = 0$, "Positive feedback and recognition from teachers influence my behavior and performance positively" with $r = 0.227^{**}$ and $p = 0.005$, and "I believe that positive reinforcement strategies implemented in the classroom enhance my overall conduct and academic achievement" with $r = 0.227^{**}$ and $p = 0.005$ all show "Highly Significant" relationships. However, "Receiving rewards for demonstrating good manners reinforces my commitment to upholding positive values in the classroom," with $r = 0.156$ and $p = 0.056$, shows a "Marginally Significant" relationship. The overall relationship between positive reinforcement and learners' performance is significant, with an average r-value of 0.3984 and an average p-value of 0.0132.

The extremely low p-values (0.005 and 0) for the "Highly Significant" indicators suggest a strong statistical relationship between these positive reinforcement techniques and learners' performance. The high t-values further support this, particularly the r-value of 1.000 for teacher praise, indicating a very strong relationship. The "Marginally Significant" indicator, with a p-value of 0.056, is close to the conventional significance threshold of 0.05, suggesting a weaker and less reliable relationship. The average p-value of 0.0132 confirms the overall significance of the relationship between positive reinforcement and learner performance. Therefore, the null hypothesis is not accepted, which states that there is no significant relationship between the level of effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject that are implemented by the teachers and the learners' performance.

The findings suggest that specific positive reinforcement strategies, particularly teacher acknowledgment and praise, have a significant influence on learners' performance in GMRC. This indicates that direct and immediate recognition of positive behavior is highly effective. While rewards are also perceived to have an effect, the relationship is less intense, suggesting that their impact may be more variable or less consistent. The overall significant relationship highlights the importance of consistently implementing positive reinforcement techniques to improve learners' behavior and academic performance.

The significance of positive reinforcement in behavior modification is well-established in psychological literature. Skinner's operant conditioning theory emphasizes the role of reinforcement in shaping behavior (Skinner, 1938). Research has shown that praise and recognition are powerful motivators to increase desired behaviors (Alberto & Troutman, 2017). Moreover, social cognitive theory highlights the importance of observational learning and reinforcement in developing positive behaviors (Bandura, 1977). The findings align with these theories, indicating that positive reinforcement techniques, especially praise, directly enhance learners' performance and conduct.

Table 8 shows the significant relationship between the effectiveness of the classroom management strategies implemented by the teachers in public schools in terms of Classroom Rules and Expectations and the learners' performance.

The data examines the relationship between specific aspects of classroom rules and expectations and learners' performance. The indicators "The classroom rules and expectations set by the teacher help me understand what is expected of me in terms of behavior and conduct" with $r = 0.226^{**}$, $p = 0.005$, "Having clear guidelines for behavior in the classroom assists me in maintaining good manners and conduct" with $r = 0.253^{**}$ and $p = 0.002$, and "The enforcement of consistent rules and expectations in the classroom supports the development of good manners and right conduct among students" with $r = 0.289^{**}$ and $p = 0$ show "Highly Significant" relationships. However, "I believe that adhering to classroom rules and expectations positively impacts my performance and interactions with peers" with $r = 0.013$ and $p = 0.873$, and "Understanding and following classroom expectations create a respectful and conducive learning environment" with $r = 0.065$ and $p = 0.432$ show "Not Significant" relationships. The overall relationship shows significance, with an average t-value of 0.1692 and an average p-value of 0.2624.

Table 8. *Significant Relationship between the Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in Public Schools in terms of Classroom Rules and Expectations and the Learners' Performance*

Variable	r-value	P Value	Interpretation
The teacher's classroom rules and expectations help me understand what is expected of me regarding behavior and conduct.	.226**	0.005	Highly Significant
Having clear guidelines for behavior in the classroom assists me in maintaining good manners and conduct.	.253**	0.002	Highly Significant
Adhering to classroom rules and expectations positively impacts my performance and peer interactions.	0.013	0.873	Not Significant
Understanding and following classroom expectations create a respectful and conducive learning environment.	0.065	0.432	Not Significant
The enforcement of consistent rules and expectations in the classroom supports the development of good manners and right conduct among students.	.289**	0	Highly Significant
Overall	0.1692	0.2624	Significant

The very low p-values for the "Highly Significant" indicators indicate a strong statistical relationship between these specific aspects of classroom rules and learners' performance. The higher r-values further confirm this. Conversely, the high p-values for the "Not Significant" indicators suggest a lack of a statistically significant relationship between these aspects and learners' performance. While indicating significance overall, the average p-value of 0.2624 shows a wide range of p-values in the dataset.

Therefore, the null hypothesis, which states that there is no significant relationship between the level of effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject that are implemented by the teachers and the learners' performance, is not accepted.

The findings suggest that clarity and consistency in classroom rules and expectations significantly influence learners' performance in GMRC. Understanding expectations and having clear guidelines are crucial for promoting positive conduct. Consistent enforcement is particularly impactful. However, the perceived direct impact of adhering to rules on peer interactions and creating a respectful environment does not show a significant statistical relationship with learner performance. This might imply that while these aspects are valued, they may not directly translate into measurable performance improvements within the GMRC subject.

The importance of clear and consistent classroom rules is well-established in educational research. Classroom management theories emphasize the role of clear expectations in promoting positive behavior and academic achievement (Evertson & Emmer, 2017). Consistent rules enforcement is crucial for creating a structured and predictable learning environment (Marzano & Marzano, 2003).

Table 9 shows the Significant Relationship between the effectiveness of the classroom management strategies implemented by the teachers in public schools in terms of Social-Emotional Learning (SEL) Programs and the learners' performance.

Table 9. *Significant Relationship between Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in Public Schools in Terms of Social-emotional learning (SEL) Programs and the Learners' Performance*

Variable	r-value	P Value	Interpretation
Participating in social-emotional learning programs in the classroom helps me develop skills to exhibit good manners and positive behavior.	.191*	0.019	Significant
Learning about emotions and relationships through SEL improves my conduct and interactions with peers and teachers.	.236**	0.004	Highly Significant
Incorporating social-emotional learning into the curriculum positively influences my behavior and academic performance.	.183*	0.025	Significant
Engaging in SEL activities enhances my understanding of empathy and respect towards others.	.252**	0.002	Highly Significant
I believe that SEL programs in the classroom contribute to creating a supportive and inclusive environment for learning	.167*	0.041	Significant
Overall	0.2058	0.0182	Significant

The data examines the relationship between specific aspects of SEL programs and learners' performance. The indicators "Participating in social-emotional learning programs in the classroom helps me develop skills to exhibit good manners and positive behavior" is not accepted, 0.191* and $p = 0.019$, "The incorporation of social-emotional learning into the curriculum positively influences my behavior and academic performance" is not accepted, 0.183* and $p = 0.025$, and "I believe that SEL programs in the classroom contribute to creating a supportive and inclusive environment for learning" is not accepted, 0.167* and $p = 0.041$ show "Significant" relationships. The indicators "Learning about emotions and relationships through SEL improves my conduct and interactions with peers and teachers" is not accepted, 0.236** and $p = 0.004$, and "Engaging in SEL activities enhances my understanding of empathy and respect towards others" is not accepted, 0.252** and $p = 0.002$, show "Highly Significant" relationships. The overall relationship shows significance, with an average r-value of 0.2058 and an average p-value of 0.0182.

The low p-values for the "Significant" indicators suggest a statistically significant relationship between these aspects of SEL programs

and learners' performance, albeit a moderate one. The very low p-values for the "Highly Significant" indicators indicate a strong statistical relationship. The t-values, while relatively low, support the significance of these relationships. The average p-value of 0.0182 confirms the overall significance of the relationship between SEL programs and learners' performance. Therefore, the null hypothesis is not accepted, which states that there is no significant relationship between the level of effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject that are implemented by the teachers and the learners' performance.

The findings suggest that SEL programs, particularly those focused on developing emotional understanding and empathy, significantly influence learners' performance in GMRC. Learning about emotions and relationships, and engaging in activities that foster empathy and respect, has a more substantial impact than simply participating in SEL programs or believing they contribute to a supportive environment. While all aspects of SEL are significant, the direct application of emotional intelligence and empathy skills has a more pronounced effect on learners' conduct and performance.

Research consistently supports the positive impact of SEL programs on students' social, emotional, and academic outcomes. Studies have shown that SEL programs can improve students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2017). These skills are crucial for fostering positive behavior and achieving academic success. Moreover, SEL programs have been found to reduce disruptive behavior, improve attendance, and enhance academic achievement (Durlak et al., 2011). The findings align with these theories, indicating that SEL programs, especially those focusing on developing emotional understanding and empathy, directly enhance learners' performance and conduct.

Table 10 presents the significant relationship between the effectiveness of classroom management strategies implemented by teachers in public schools and conflict resolution strategies, and the learners' performance.

Table 10. Significant Relationship between the Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Conflict Resolution Strategies and the Learners' Performance

Variable	r-value	P Value	Interpretation
Learning conflict-resolution strategies in the classroom helps me address disagreements and maintain good conduct with my peers.	0.155	0.058	Marginally Significant
Using conflict resolution techniques in the classroom fosters a positive environment for communication and understanding.	0.151	0.064	Marginally Significant
Understanding how to resolve conflicts peacefully enhances my interpersonal skills and behavior.	.246**	0.002	Highly Significant
Implementing conflict resolution strategies promotes respect and cooperation among students, leading to improved classroom conduct.	.250**	0.002	Highly Significant
Practicing conflict resolution skills in the classroom positively impacts my ability to handle disagreements and maintain good manners.	0.156	0.056	Marginally Significant
Overall	0.1916	0.0364	Significant

The data examines the relationship between specific aspects of conflict resolution strategies and learners' performance. The indicators "Learning conflict resolution strategies in the classroom helps me address disagreements and maintain good conduct with my peers" with $r = 0.155$ and $p = 0.058$, "The use of conflict resolution techniques in the classroom fosters a positive environment for communication and understanding" with $r = 0.151$ and $p = 0.064$, and "Practicing conflict resolution skills in the classroom positively impacts my ability to handle disagreements and maintain good manners" with $r = 0.156$ and $p = 0.056$ show "Marginally Significant" relationships. The indicators "I believe that understanding how to resolve conflicts peacefully enhances my interpersonal skills and behavior" with $r = 0.246^{**}$ and $p = 0.002$, and "Implementing conflict resolution strategies promotes respect and cooperation among students, leading to improved classroom conduct" with $r = 0.250^{**}$ and $p = 0.002$ show "Highly Significant" relationships. The overall relationship shows significance, with an average r-value of 0.1916 and an average p-value of 0.0364.

The p-values for the "Marginally Significant" indicators are slightly above the conventional significance threshold of 0.05, suggesting a weaker, less reliable relationship. The very low p-values for the "Highly Significant" indicators indicate a strong statistical relationship. The R-values, while relatively low, support the significance of these relationships. The average p-value of 0.0364 confirms the overall significance of the relationship between conflict resolution strategies and learners' performance. Therefore, the null hypothesis is not accepted, which states that there is no significant relationship between the level of effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject that are implemented by the teachers and the learners' performance.

The data indicate that while learning and practicing conflict resolution skills show only marginally significant relationships with learners' performance, the belief in the positive impact of these strategies on interpersonal skills and the implementation of these strategies to promote respect and cooperation show highly significant relationships. This suggests that the perceived effectiveness of conflict resolution strategies is strongly tied to students' internal beliefs and the observable impact on the classroom environment.

Recent research supports that internalizing conflict resolution principles is crucial for practical application. Studies have shown that students who understand the underlying values of peaceful conflict resolution are more likely to use these skills effectively (Raver et al., 2018). Moreover, creating a classroom culture emphasizing respect and cooperation is essential for successfully implementing

conflict resolution strategies (Jones et al., 2019).

Table 11 presents the significant relationship between the level of effectiveness of the classroom management strategies implemented by the teachers in public schools in terms of Parental Involvement in Character Development and the learners' performance.

Table 11. *Significant Relationship between Level of Effectiveness of the Classroom Management Strategies Implemented by the Teachers in the Public Schools in terms of Parental Involvement in Character Development and the Learners' Performance*

Variable	r-value	P Value	Interpretation
Parental involvement in character development activities reinforces the importance of good manners and right conduct in my daily life.	.180*	0.028	Significant
When parents are actively discussing values and behavior at home, it positively influences my conduct at school.	.184*	0.024	Significant
Involving parents in character-building initiatives at school helps me understand and apply moral principles in different contexts.	.278**	0.001	Highly Significant
Parental support and guidance in nurturing good manners contribute significantly to my overall behavior and performance in the classroom.	.176*	0.031	Significant
Collaboration between parents and teachers in character development programs enhances my understanding of ethical behavior and its importance in academic success.	.170*	0.038	Significant
Overall	0.1976	0.0244	Significant

The data examines the relationship between specific aspects of parental involvement in character development and learners' performance. The indicators "Parental involvement in character development activities reinforce the importance of good manners and right conduct in my daily life" with $r = 0.180^*$ and $p = 0.028$, "I believe that when parents are actively engaged in discussions about values and behavior at home, it positively influences my conduct at school" with $r = 0.184^*$ and $p = 0.024$, "Parental support and guidance in nurturing good manners contribute significantly to my overall behavior and performance in the classroom" with $r = 0.176^*$ and $p = 0.031$, and "Collaboration between parents and teachers in character development programs enhances my understanding of ethical behavior and its importance in academic success" with $r = 0.170^*$ and $p = 0.038$ show "Significant" relationships. The indicator "Involving parents in character-building initiatives at school helps me understand and apply moral principles in different contexts" with $r = 0.278^{**}$ and $p = 0.001$ shows a "Highly Significant" relationship. The overall relationship shows significance, with an average t -value of 0.1976 and an average p -value of 0.0244.

The p -values for the "Significant" indicators suggest a statistically significant relationship between these aspects of parental involvement and learners' performance. The very low p -value for the "Highly Significant" indicator indicates a strong statistical relationship. The R -values, while relatively low, support the significance of these relationships. The average p -value of 0.0244 confirms the overall significance of the relationship between parental involvement and learners' performance. Therefore, the null hypothesis is not accepted, which states that there is no significant relationship between the level of effectiveness of the classroom management strategies in the Good Manners and Right Conduct subject that are implemented by the teachers and the learners' performance.

The data highlights a significant relationship between various aspects of parental involvement and learners' performance, with a particularly strong association found in school-based character-building initiatives. This aligns with contemporary research emphasizing the synergistic effect of home-school partnerships in fostering positive student outcomes.

Recent studies underscore the importance of parental engagement in reinforcing ethical values and behaviors learned in school. Effective parental involvement can significantly impact students' social-emotional development and academic performance (Hill & Tyson, 2020). Specifically, when parents are actively involved in school-based initiatives, they reinforce the moral principles taught in the classroom, leading to students' greater internalization of these values (Sheldon & Turner-Vorbeck, 2019).

The significant relationships observed in home-based discussions and general parental support suggest that consistent reinforcement of positive behaviors across both home and school environments is crucial. This is supported by research highlighting the importance of a cohesive home-school connection in promoting positive student outcomes (Epstein & Sheldon, 2021). The "Highly Significant" relationship with school-based initiatives highlights the importance of direct parental involvement in promoting character development within the school context.

The overall significant relationship, evidenced by the average p -value of 0.0244, confirms that parental involvement, particularly when integrated with school initiatives, is crucial in enhancing learners' performance and ethical understanding.

Conclusions

The conclusions drawn in this study stem from the findings:

Learners routinely rated classroom management practices across all measured areas—positive reinforcement, rules and expectations, SEL programs, conflict resolution, and parental involvement—as "Very Highly Effective". Learners' strong affirmation makes it abundantly evident that teachers' use of positive reinforcement greatly drives excellent behavior.

The study shows that learners with "Outstanding" GMRC scores show a solid command of ethical values. Therefore, the high frequency indicates that learners effectively absorbed the fundamental principles of appropriate behavior and good manners. The positive reinforcement techniques demonstrably enhance learners' conduct, as seen by their significant impact.

The findings and conclusions of this study include the following recommendations:

Teachers may consistently implement and enhance their effective classroom management techniques by integrating specific and immediate positive reinforcement activities, including timely verbal commendations, providing minor rewards or tokens, and publicly recognizing students' commendable behavior. These approaches can sustain and potentially elevate student engagement and positive behavior, guaranteeing the successful and powerful instruction of good manners and appropriate conduct. Learners can keep actively using the morals, manners, and right behavior they have learned, hoping to show consistency in their daily interactions and thereby sustaining their "Outstanding" performance through ongoing practice and self-reflection. Future researchers are strongly encouraged to investigate the systematic and deliberate use of positive reinforcement tactics, ensuring that these methods are precise, prompt, and varied. By doing so, teachers can optimize the effectiveness of these tactics in shaping student behavior and maintaining an engaging and stimulating classroom atmosphere.

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