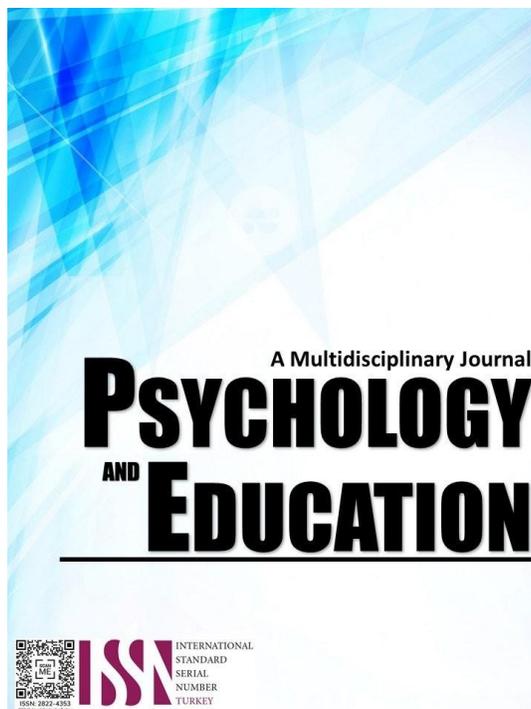


# EFFECTIVENESS OF TEACHERS' CLASSROOM STYLES AND STUDENTS' LEARNING ENGAGEMENT



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## Effectiveness of Teachers' Classroom Styles and Students' Learning Engagement

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### Abstract

This study aimed to determine the effectiveness of teachers' classroom styles and students' learning engagement. Specifically, it aimed to evaluate the effectiveness of classroom style as perceived by teachers regarding classroom techniques, class activities, the STAR classroom, and the level of learning engagement among learners for the 2024-2025 school year. Furthermore, this study employed a descriptive-correlation design. The result revealed the effectiveness of classroom style as perceived by the teachers regarding classroom techniques, class activities, and the STAR classroom. Moreover, the level of learning engagement among the learners for the school year 2024-2025 is indicated as always. The result also revealed no significant relationship between the effectiveness of Teachers' classroom styles and students' learning engagement. These findings suggest that teachers continue to refine and adapt their strategies in response to students' evolving needs. Professional development programs, peer observations, and educator collaboration should be encouraged to share best practices and innovative approaches. Additionally, incorporating student feedback and reflective teaching practices can help ensure that classroom management techniques remain relevant and responsive. Schools should also provide ongoing support and resources to help teachers maintain a high standard of classroom management and improve overall teaching effectiveness. Educators should continue to implement interactive and student-centered teaching approaches that cater to diverse learning needs to sustain and enhance student engagement. Schools should also provide opportunities for collaborative learning, technology integration, and experiential activities to maintain students' interest and motivation.

**Keywords:** *classroom management style, students' learning engagement, class techniques, class activities, star classroom*

### Introduction

Students' involvement in learning, which is essential for academic performance, is significantly impacted by the efficiency of teachers' teaching methods. From interactive, student-centered approaches to traditional lectures, numerous teaching philosophies can inspire or demotivate pupils in today's diverse educational engagement. In light of increasingly digital and interactive learning environments, this study investigates the impact of various classroom strategies on student engagement and academic performance. This study's significance stems from the pressing need to modify instructional strategies to accommodate students' varying needs and preferences, particularly in light of the limitations imposed by distance learning during the pandemic.

These circumstances highlight the need to enhance teaching strategies and address engagement gaps. The researcher chose this topic because, as a teacher, understanding effective teaching methods to enhance student engagement is crucial for academic performance and lifelong learning skills in a rapidly changing world. One of the most crucial aspects of teaching is effective classroom styles, which is particularly necessary in classrooms that wish to adequately accommodate students who have emotional or behavioral disorders or who are at risk for them. Successful multi-tier school behavior models include the ISF and school-wide positive behavior support (Badilla, 2018).

Effective classroom style is a key component of both strategies. Published in 2018 by Barret and Associates. Children with emotional/behavioral disorders have a lower chance of successfully implementing evidence-based behavioral and mental health therapies or transferring these programs to their general education courses if their classrooms are not managed effectively (Bhattacharya, 2017). Three skills have been recognized as evidence-based and are commonly incorporated into classroom management style interventions and programs, even though innumerable classroom management strategies and competencies have been developed, examined, and reviewed (Barrett, 2018). These abilities include (1) behavior-specific praise (BSP), (2) teacher-directed opportunities to reply (TD-OTR), and (3) prompting for behavioral expectations, including re-corrections. To inform practice and professional development models, this study sought to identify which of these three classroom management competencies should be given priority. The main goal was to determine which of the three could improve classroom conduct in a way suitable for instructing large groups of people.

The Balanced Student Performance (BSP) strategy was the only classroom management style that was found to be a significant predictor of positive student behavior, according to models that examined academic engagement and the rate of disruptive behavior (Bizimana & Orodho, 2018). In light of this, the researcher will focus on the instructors' opinions regarding classroom management style, instruction, and learning. Since comprehension has been the primary goal, we believe that ignoring the views of these stakeholders will have a detrimental effect on training and teacher preparation. We have specific objectives, such as examining different forms of discipline, how teachers view difficult pupils, and how effective classroom management style is (Emmer & Stough, 2018).

Additionally, the researcher hopes to gain a deeper understanding of educators' perspectives on their methods to create more effective

learning engagement. In addition to providing criteria and information, this was done to get their thoughts on sexuality. The best way to teach pupils to conduct themselves responsibly is to set an example by modeling the behavior using actions rather than words. The purpose of this study is to determine how successful the teacher believes their chosen method of classroom style is in terms of classroom techniques, class activities, and the STAR classroom.

### Research Questions

This study aimed to investigate the relationship between teachers' classroom style and students' learning engagement. The research specifically aimed to respond to the following queries:

1. What is the level of effectiveness classroom style as perceived by the teachers regarding classroom techniques, class activities, and the STAR classroom?
2. What is the level of learning engagement among the learners for School Year 2024-2025?
3. Is there a significant relationship between the level of effectiveness of teachers' classroom styles and students' learning engagement?

## Methodology

### Research Design

The design of this study was descriptive-correlational. Unlike correlational designs, which employ statistical data to assess the strength of the link between two or more variables, descriptive-correlational designs aim to describe the current state of the specified variables. Alice (2014) states that whereas correlation designs use statistical data to determine the strength of the association between two or more variables, descriptive correlational designs aim to depict the current state of the identified variables. The researcher discussed the learning engagement of the students and the efficacy of the classroom style in this study. Similarly, pertinent data were used to evaluate the relationship between student learning engagement and classroom style.

### Respondents

The study's respondents were elementary school teachers in Bukidnon's San Fernando 2 District. They used total enumeration. One hundred fifty-four (154) elementary school teachers from several schools in Bukidnon's San Fernando II area participated. The research employed all of the students at the schools above. The teachers evaluated the efficiency of classroom style and student learning engagement.

Table 1 presents the distribution of respondents by school in the San Fernando 2 District.

Table 1. *Distribution of Respondents by Schools*

<i>School</i>	<i>Number of Teachers</i>
Mahayag Elementary School	8
Iglugsad Elementary School	12
Kibongkog Integrated School	12
Namnam Integrated School	17
Bonacao Elementary School	12
Bugca Elementary School	7
San Jose Elementary School	7
Cayaga Elementary School	8
Kalagangan Central School	25
Cabling Elementary School	7
Durian Elementary School	5
Mature Integrated School	8
Palacpacan Elementary School	9
Dao Integrated School	12
Bulalang Elementary School	5
Total	154

### Instrument

An adopted Lawis (2011) questionnaire was used in this study. There is no need to validate the surveys because they have already been implemented. The questionnaire consisted of two sections. The first section focused on the success of the classroom style as perceived by the teachers in terms of the classroom techniques, class activities, and the STAR classroom. The second section examined the level of student learning engagement for the 2024–2025 academic year. A variety of indicators that demonstrate the frequency and efficacy of the preferred classroom styles were also included in the research questionnaire. In this study, the Five-Point Likert Scale was employed. The level of implementation was used to rate the responses.

### Procedure

Confirmation letters from Valencia Colleges Inc.'s Dean of Graduate Studies were needed to conduct research in various areas of San



Fernando 2. Once the letters were verified, the questionnaires were given to the participants. The questionnaire was given enough time for respondents to finish it, and it was automatically gathered when they did. The information was then combined, tallied, and analyzed. Quantitative data processing guaranteed that the findings were appropriately examined and interpreted. Tables were created to show the relationships between the variables and give an overview and analysis of the data gathered.

### Data Analysis

Descriptive statistics such as frequency counts, percentages, weighted means, and Pearson r correlation were used to collect and analyze the data.

The instructors evaluated the success of the classroom style in terms of classroom techniques, class activities, and the STAR classroom, and they described it using the Weighted Mean and Standard Deviation.

The students' learning engagement level during the 2024–2025 school year was assessed using the Weighted Mean and Standard Deviation.

Students' learning and the effectiveness of teachers' classroom styles were significantly correlated using the correlation coefficient.

### Ethical Considerations

Another ethical consideration is eliminating biases that might inadvertently favor one teaching method over another, affecting results and maintaining inequalities in the educational engagement. Researchers should strive for a balanced representation to gain a deeper understanding of the effects of various teaching philosophies and learning engagements. Furthermore, to prevent data exploitation or misinterpretation, care must be taken when handling the implications of research findings on classroom styles and learning engagement. To avoid unfairly stigmatizing particular teaching methods or undermining educators' efforts, researchers have an ethical need to disclose their findings appropriately.

Assessing the potential impact on students' motivation and self-esteem is also crucial. Calling some teaching strategies "more effective" could make teachers feel less confident because they think their methods are not respected enough.

### Results and Discussion

This section presents, analyzes, and interprets the information obtained from the respondents. The order of the individual problems in the problem statement determines the presenting order.

Table 2. Level of effectiveness of classroom style as perceived by the teachers in terms of Classroom Techniques

	Indicators	Mean	SD	QD
1.	Give awards to class achievers and use humor when teaching.	4.42	0.62	Always
2.	Build excitement for content and lesson plans.	4.51	0.60	Always
3.	Organize teaching materials and supplies before teaching.	4.32	0.58	Always
4.	Involve learners in establishing rules and procedures.	4.68	0.55	Always
5.	Offer praise for learners' job well done.	4.54	0.58	Always
Overall Mean		4.49	0.26	Always

Legend: 5 (4.20–5.00) – Always (A) | 4 (3.20–4.19) – Oftentimes (O) | 3 (2.60–3.19) – Sometimes (S) | 2 (1.80–2.59) – Rarely (R) | 1 (1.00–1.79) – Not At All (N)

Using a variety of variables, each with its mean and standard deviation (SD), Table 2 shows the success of the teachers' perceived classroom management style in terms of classroom techniques. Teachers are often advised to prioritize the criterion with the highest mean, "Involve learners in establishing rules and procedures" (mean = 4.68, SD = 0.55). "Build excitement for content and lesson plan" (mean = 4.51, SD = 0.60) comes second, followed by "Offer praise for learners' job well done" (mean = 4.54, SD = 0.58), which is thought to be something teachers always do.

The result implies that educators consistently employ these motivating and classroom management styles. The definition of these indications as "performed to always" suggests that professors actively include students in establishing guidelines and protocols to routinely recognize their achievements and work to foster a love of the subject matter. The result describes a positive, well-organized learning environment where students feel engaged, inspired, and motivated. These methods can boost learning outcomes, increase student motivation, and improve classroom discipline.

Conversely, "Organize teaching materials and supplies before teaching" (mean = 4.32, SD = 0.58) was the lowest indicator and was characterized as always. The result implies that teachers routinely practiced "Organize teaching materials and supplies before teaching" at a high level, despite having the lowest mean of the indicators. Since it is still referred to as "always performed," teachers typically executed all of the study's metrics satisfactorily. The difference in mean scores might suggest that some behaviors, such as allowing students to help create rules or giving them praise, are marginally more significant than resource organization. However, teachers continue to perform well in all of these areas.

The overall finding suggests that teachers continue to employ successful teaching strategies. The result implies that most educators



consistently employ effective classroom confidence to provide a well-organized, stimulating, and encouraging learning environment because the overall result shows that these strategies are "always" used. The result could show a commitment to fostering student progress, the application of successful teaching strategies, and sound professional practices. It might, however, draw attention to the necessity of further assessment to ensure these perceptions align with actual classroom observations and student accomplishments.

The findings were corroborated by a study by Khumalo and Alhassan (2021), which highlights the value of tried-and-true classroom management techniques, including allowing students to help create rules, offering them praise, and fostering a stimulating learning environment. According to their research, teachers who regularly employed these strategies saw improvements in student conduct, academic performance, and classroom atmosphere. Similarly, Kutsyuruba (2018) found that teachers' clarity, organization, and passion significantly impacted students' learning results. This study supports the notion that teachers who carry out these actions enhance classroom engagement for learning.

Additionally, Mineola (2020) highlights that effective teachers maintain students' organization and motivation through excitement and praise, which in turn increases participation and engagement. According to Koran and Koran (2018), highly successful educators often use motivational strategies and structured routines to raise student accomplishment. These results are consistent with the current study, indicating that teachers appreciate their classroom management techniques and think they are always used successfully. Although self-perceptions show confidence in these strategies, classroom observations and ongoing professional development are necessary to confirm and enhance their application.

Table 3. *Level of effectiveness of classroom style as perceived by the teachers in terms of Class Activities*

Indicators	Mean	SD	QD
1. Participates in role play in the classroom to enhance interpersonal skills.	4.39	0.64	Always
2. Participate in oral recitation by group.	4.47	0.64	Always
3. Encourage learners to participate in group activities.	4.36	0.57	Always
4. Encourage learners to do the performance tasks and submit them on time.	4.48	0.67	Always
5. Let the learners participate in the class discussion.	4.53	0.55	Always
Overall Mean	4.44	0.26	Always

Legend: 5 (4.20–5.00) – Always (A) | 4 (3.20–4.19) – Oftentimes (O) | 3 (2.60–3.19) – Sometimes (S) | 2 (1.80–2.59) – Rarely (R) | 1 (1.00–1.79) – Not At All (N)

Table 3 shows how effective the teachers thought the classroom style was in terms of classroom activities. The result was assessed using several indicators, each with a mean and standard deviation (SD). "Let the learners participate in the class discussion" (mean = 4.53, SD = 0.55) is the indicator with the highest mean, and teachers constantly describe it. Next is the indicator that teachers always follow: "Encourage learners to complete performance tasks and submit them on time" (mean = 4.48, SD = 0.67); this is followed by "Participate in oral recitation by group" (mean = 4.47, SD = 0.67), which is also always done. As a result, instructors consistently promote students' active involvement and engagement in the learning environment. As demonstrated by the highest-rated criterion, "Let the learners participate in class discussion," teachers value interactive learning by allowing students to express their opinions and participate in insightful discussions. The emphasis on accountability and task completion in the second criterion, "Encourage learners to complete performance tasks and submit them on time," fosters student discipline and responsibility.

Lastly, the "Participate in oral recitation by group" grade suggests that the classroom strongly encourages group projects and vocal expression. Conversely, the indicator with the lowest score, "Encourage learners to participate in group activities" (mean = 4.36, SD = 0.57), was considered constant. Although "Encourage learners to participate in group activities" had the lowest mean of the indicators, teachers consistently used it at a high level. The result suggests that the study's classroom engagement strategies are successfully used because they are still stated as "always" done. Group activities are encouraged, but this indicator's slightly lower score can suggest that individual preferences, group dynamics, and differing confidence levels may impact student engagement. The fact that it is still rated as "always" suggests that educators actively promote cooperation and teamwork to preserve a positive and stimulating learning engagement.

According to the overall outcome, teachers manage their classrooms effectively regarding class activities. From this, educators regularly employ effective classroom management strategies, especially when leading group activities. According to the overall result, these strategies are "always" employed, suggesting that teachers actively encourage student participation through group projects, oral recitations, performance assignments, and discussions. This conclusion also implies that educators should prioritize active learning to ensure students engage and finish tasks on time. A favorable learning atmosphere, more student enthusiasm, and better academic achievement are all facilitated by efficient classroom styles throughout class activities. The success of these activities may be better understood through extra assessment through student comments and classroom observations, even though teachers believe they always employ these strategies.

Neuman (2018) supports the findings. Among the 50 teachers surveyed, over 43 percent stated that building strong relationships with their students was essential. Teachers stressed the value of genuine concern and hearing pupils' perspectives as crucial strategies. The necessity of establishing clear limits and upholding high standards without resorting to severe measures was also highlighted in 39% of comments about behavior management. Additionally, instructional management accounted for 32% of the replies, focusing on involving students through formative evaluations and clear explanations with pertinent feedback. Teachers' perspectives regarding classroom style abilities in technology-assisted courses were examined in another study. The results showed a substantial correlation



between classrooms and school-related activities, tech-related attitudes, classroom manager profiles, and teachers' opinions of their class management skills.

According to Nyabuto (2018), negative attitudes toward technology use were the best indicator of classroom management skills in technology-assisted courses.

Table 4. *The level of effectiveness of the classroom style as perceived by the teachers in terms of the Star Classroom*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>OD</i>
1.	Attendance of the learners should be written on the right side of the chalkboard.	4.59	0.54	Always
2.	Cleanliness, orderliness, neatness, and color harmony depict calmness in the learning environment. It is pleasing to the eyes and not overcrowded with unnecessary posters, sayings, pictures, and furniture.	4.29	0.63	Always
3.	The presence of the teacher's program, class program, grade level, and section is framed, updated, and accessible.	4.99	0.08	Always
4.	Well-maintained, labeled, and properly indexed I+Ms are well-arranged in the cabinet/divider/shelves.	4.66	0.56	Always
5.	Learning resources such as a Curriculum Guide, teachers' guide, MELC, DLPs, and Learners' materials are available.	5.00	0.00	Always
<b>Overall Mean</b>		<b>4.71</b>	<b>0.20</b>	<b>Always</b>

*Legend: 5 (4.20–5.00) – Always (A) | 4 (3.20–4.19) – Oftentimes (O) | 3 (2.60–3.19) – Sometimes (S) | 2 (1.80–2.59) – Rarely (R) | 1 (1.00–1.79) – Not At All (N)*

Using a variety of variables, each with its mean and standard deviation (SD), Table 4 shows the success of the classroom style as judged by the teachers about the Star Classroom. The mean of the indicator is the highest. Instructors consistently state that "learning resources are available, such as curriculum guide, teachers' guide, MELC, DLPs, learners' materials" (mean = 5.00, SD = 0.00). As teachers always say, the next indicator is "Presence of teacher's program, class program, grade level, and section framed, updated, and accessible" (mean = 4.99, SD = 0.08). The indicator follows "Well maintained, labeled, and properly indexed IMs and well arranged in the cabinet/divider/shelves" (mean = 4.66, SD = 0.56). The result implies that educators always have access to essential learning materials, including curriculum guides, teachers' manuals, MELCs, DLPs, and student materials, all of which support efficient lesson planning and teaching. Additionally, grade-level sections, instructor programs, and precise, current class schedules ensure that important material is organized and readily available.

Additionally, instructional materials (IMs) that are labeled, indexed, and maintained show an orderly learning engagement, increasing teaching and learning effectiveness. These results suggest a structured and organized learning engagement that facilitates efficient teaching and learning procedures. The lowest indicator, however, "Cleanliness, orderliness, neatness, color harmony depicts calmness in the learning engagement, pleasing to the eyes, not overcrowded with unnecessary posters, sayings, pictures, and furniture" (mean = 4.29, SD = 0.63), consistently conveyed the same thing.

The result implies that teachers frequently mark it as "always," even though it has the lowest mean of the criterion under analysis. The result demonstrates that the learning environment's orderliness, cleanliness, and aesthetic harmony remain, creating a serene and pleasing atmosphere. It remains a valuable element of learning engagement, despite its lowest ranking among the indicators, which may suggest that it needs improvement. The overall outcome suggests that teachers generally think they have an effective STAR Classroom management style. The result shows that teachers consistently use the STAR Classroom standards to manage their classrooms effectively.

Suleman and Hussain (2019) corroborated the findings by examining 587 high school teachers in Queensland, Australia. They found they regularly used evidence-based tactics and were confident in their classroom management skills. Nevertheless, strategies for instructing and rewarding expected behaviors were employed less frequently.

Silverman (2019) investigated how teachers evaluate their ability to use technology in the classroom. The study found that instructors' evaluations of their classroom management skills were significantly influenced by their beliefs about the value of using technology in the classroom. The study discovered that negative attitudes toward technology were the best indicators of reported classroom style issues.

With each indicator having its mean and standard deviation (SD), Table 5 shows the Degree of learning engagement among the students for the 2024–2025 school year. Teachers characterize the indicator with the highest mean, "Students take responsibility for their learning, setting goals, and reflecting on their progress" (mean = 4.65, SD = 0.58), as typical. After the next indicator, which teachers often describe as "Students demonstrate initiative, such as pursuing additional resources or seeking help when needed, and show a willingness to learn from mistakes" (mean = 4.54, SD = 0.56), comes the statement, "Students display signs of concentration and attentiveness during lessons." As usual, they maintain eye contact with the teacher, limit distractions, and respond quickly to suggestions or inquiries" (mean 4.49, SD=0.62). By establishing goals and providing feedback on their progress, teachers recognize that students are actively engaged in their education and assume accountability for their academic achievement.



Table 5. Level of students' learning engagement

Indicators	Mean	SD	QD
1. Students consistently participate in discussions, ask questions, and contribute ideas. They also demonstrate enthusiasm when engaging in activities, group work, or problem-solving exercises.	4.36	0.65	Always
2. Students display signs of concentration and attentiveness during lessons. They maintain eye contact with the teacher, minimize distractions, and are quick to respond to prompts or questions	4.49	0.62	Always
3. Students show a genuine interest in the subject matter by asking thoughtful questions and seeking a more profound understanding.	4.34	0.56	Always
4. Students take responsibility for learning, setting goals, and reflecting on their progress.	4.65	0.58	Always
5. Students demonstrate initiative, such as pursuing additional resources or seeking help when needed, and are willing to learn from mistakes.	4.54	0.56	Always
<b>Overall Mean</b>	<b>4.48</b>	<b>0.26</b>	<b>Always</b>

Legend: 5 (4.20–5.00) – Always (A) | 4 (3.20–4.19) – Oftentimes (O) | 3 (2.60–3.19) – Sometimes (S) | 2 (1.80–2.59) – Rarely (R) | 1 (1.00–1.79) – Not At All (N)

According to the consistently high assessments, students are proactive in their education, actively looking for additional resources, requesting help when needed, and persevering in learning from their mistakes. Additionally, it is reported that students are attentive and engaged in class, maintaining eye contact, avoiding distractions, and responding promptly to the teacher's instructions. These statistics suggest a fun and engaging learning atmosphere where students are inspired, independent, and engaged in their academic journey. The lowest indication, "Students show a genuine interest in the subject matter by asking thoughtful questions and seeking deeper understanding" (mean = 4.34, SD = 0.56), shows no change. The results suggest that although students are consistently engaged and fascinated by the subject, there may not be sufficient opportunities to articulate this interest more fully or explicitly. The result could mean that while learning engagement encourages curiosity and inquiry, it does not sufficiently prompt students to delve beyond the basics of their knowledge.

On the other hand, it may indicate that although students are involved, their involvement is more passive than active, suggesting that educators should offer more organized opportunities for in-depth research, critical analysis, and insightful discussion. While this uniformity is excellent, it also points to a way to further enhance learning opportunities by encouraging more thorough and independent research.

The overall outcome, as always, suggests that the pupils were engaged in their studies. By actively participating in academic activities, setting goals, seeking help when necessary, and maintaining focus in class, students demonstrate that professors believe they are regularly interested in their learning. Students who exhibit high levels of engagement are motivated, take responsibility for their education, and are enthusiastic about their interactions with others in the classroom. The results show that students are attentive and proactive in their educational journeys, which leads to good and dynamic learning engagement and successful teaching and learning experiences.

Recent research supports the idea that pupils are engaged in their learning. Students taught by a new teacher who implemented active learning techniques fared better than students taught by a traditional instructor, according to Wang and Degol (2018). The results suggest that active learning helps increase student engagement and performance.

Wolf and Kupchik (2017) reached similar findings after conducting a thorough literature review of 670 articles on augmented reality (AR) and educational gratification. They concluded that personalized AR experiences produce more engaging learning environments and raise academic achievement. The study showed how novel teaching resources might support active learning by finding that adding gratification elements to AR technology dramatically increases student enthusiasm and engagement.

Table 6. Relationship between the level of effectiveness of teachers' classroom styles and students' learning engagement

	r-Value	P	Remarks
Classroom Techniques	.104	.200	Not Significant
Class Activities	.001	.993	Not Significant
Star Classroom	.135	.095	Not Significant

Table 6 shows the substantial correlation between students' learning engagement and the efficacy of teachers' classroom styles. This association was assessed using several variables, each with its r-value and p-value. According to the evidence presented by a Pearson correlation test, students' learning engagement and the effectiveness of teachers' classroom styles are significantly correlated. The p-value helps determine if the correlation is statistically significant, while the Pearson correlation coefficient (r) indicates the direction and strength of the relationship. The following are not crucial at the 0.05 level: STAR Classroom (Pearson r = .135, p-value = .095), class activities (Pearson r = .001, p-value = .993), and classroom techniques (Pearson r = .104, p-value = .200).

The lack of a significant correlation between students' learning engagement and instructors' classroom styles, such as their STAR

Classroom approach, class activities, and classroom techniques, raises the possibility that other factors may have a greater impact on students' involvement. The null hypothesis states that no meaningful correlation exists between the Degree of effectiveness and the relationship between students' learning engagement and teachers' classroom styles. According to this research, increasing student engagement may require more than just implementing planned practices, exercises, or classroom arrangements. It highlights how important it is to consider each student's unique traits, motivation, preferred methods of learning, and outside factors that could affect involvement. Teachers may need to adopt a more comprehensive strategy that considers these factors to create a more engaging learning environment.

Additionally, this research suggests that teachers and school officials should evaluate their methods and consider alternative approaches that could enhance student engagement. It highlights the importance of establishing a welcoming, inclusive, and inspiring learning atmosphere in the classroom that extends beyond the technical aspects of instruction. Furthermore, in addition to enhancing teaching abilities, professional development programs help educators understand and meet the diverse needs of their students. To offer more thorough recommendations for efficient teaching methods, future studies should examine the intricate interactions between teaching philosophies and other factors that affect student engagement.

Numerous studies have examined the connection between student learning engagement and teachers' classroom styles; nevertheless, some studies have found no discernible association. Teng (2017) examined how college instructors interacted with students and managed their classrooms. Although students expressed satisfaction with their relationships with teachers, and instructors tended to use an authoritative classroom management style, the study found no correlation between the kinds of relationships that students developed and the instructors' classroom management styles.

Suleman and Hussain (2019) examined the relationship between teachers' and students' learning styles. According to the study's findings about the relationship between primary learning styles and teaching styles, adapting teaching strategies to students' preferred learning styles did not significantly affect student engagement. These results lend credence to the notion that teacher learning engagement is not much impacted by teachers' teaching techniques, activities, and the STAR Classroom.

## Conclusions

The study came to the following conclusions based on the facts mentioned above:

According to the data, teachers routinely evaluate their classroom style as very effective, particularly regarding classroom techniques, class activities, and STAR (Structure, Teaching, Assessment, and Relationships) classroom. These strategies are regularly used, as shown by the "always" rating, which creates a positive and well-run learning engagement. In other words, teachers are confident in maintaining order in the classroom, effectively engaging students, and carrying out planned learning activities that raise student achievement and engagement.

According to additional results, the "always" grade indicates that students' learning engagement during the 2024–2025 school year was consistently high. The result shows that pupils actively participate in their classes, are interested in learning, and consistently complete academic tasks. The results show how effective teaching strategies, classroom management, and learning engagements can raise student engagement and motivation. High levels of involvement are essential for academic achievement because they promote critical thinking, better understanding, and a love of learning.

Additionally, a study's results indicate no meaningful connection between students' learning engagement and how well teachers teach. The result demonstrates that how professors conduct and impart knowledge in the classroom may not directly affect how successfully and actively students engage in their education. Other factors may have a greater impact on student involvement, such as classroom engagement, individual student motivation, or external support systems.

Hereby, the following suggestions were made:

Teachers may continue to hone and modify their techniques in response to their pupils' evolving requirements to preserve and enhance the efficacy of classroom styles. Peer observations, professional development programs, and teacher cooperation can all be utilized to exchange innovative approaches and best practices.

Reflective teaching methods and student feedback help keep classroom styles up-to-date and adaptable. Schools may also provide ongoing support and resources to help instructors maintain a high standard of classroom style and improve their overall effectiveness as teachers. Teachers may continue employing interactive, student-centered teaching methods that cater to various learning needs to preserve and enhance student engagement.

Schools may provide experiential learning, technological integration, and collaborative learning opportunities to maintain students' interest and motivation. Additionally, continuous evaluation of student environment levels through performance monitoring and feedback may help teachers modify their methods to guarantee ongoing improvement. Academic achievement and student involvement will increase when a welcoming and inclusive learning engagement is promoted.

Based on the results, future research may examine other factors, such as curriculum design, peer interaction, instructional resources, and parental participation, that may affect children's learning engagement. Educators may also experiment with various teaching

strategies to accommodate multiple learning styles and routinely evaluate their effectiveness based on student input. Additionally, schools may provide opportunities for continuous professional development to help teachers enhance their teaching abilities and establish a more stimulating learning engagement.

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