



## ASSESSING THE INFLUENCE OF STRATEGIC TEACHING – LEARNING RESPONSES AND CONSTRUCTIVE CLASSROOM MANAGEMENT IN MATHEMATICS TEACHING

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### ABSTRACT:

The pursuit of academic excellence in the Philippine basic education system is increasingly defined by the ability of school heads and teachers to synchronize instructional delivery with environmental control. Within the Department of Education, instructional leadership is recognized as a pivotal force in ensuring that teaching strategies are not only delivered but are effectively received by the learner. This is particularly crucial in Grade 3 Mathematics, a foundational stage where students transition from basic numeracy to complex problem-solving involving multiplication and routine logic.

School heads serve as the "control center" of the educational dashboard, tasked with monitoring classroom practices, providing technical coaching, and promoting learner-centered instruction. However, current observations at Doong Elementary School, a remote islet institution in Cebu Province, reveal persistent variations in how teachers respond to learning gaps. Despite continuous professional development, inconsistencies in learner engagement and academic performance suggest a breakdown in the "connective tissue" between how a lesson is taught and how the classroom is managed.

This research is grounded in the premise that academic success relies on the synergy between strategic teaching-learning responses—such as those implemented in the National Learning Camp (NLC)—and constructive classroom management. The latter is defined not by rigid behavioral compliance, but by a holistic environment that maximizes "time-on-task." When these two pillars are aligned, the classroom moves from a "reactional" state to a "preventive" and "developmental" one, allowing for deeper engagement with fundamental academic skills.

### KEYWORDS:

ADMINISTRATION AND SUPERVISION, STRATEGIC LEARNING ACTIVITIES ON CONSTRUCTIVE CLASSROOM MANAGEMENT IN BASIC EDUCATION.

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## I. INTRODUCTION

In the realm of education, the effective teaching of mathematics at the elementary level is of paramount importance. Grade three, in particular, serves as a crucial stage in a child's mathematical development, laying the foundation for more advanced concepts in the years to come. However, the challenge of imparting mathematical knowledge in a manner that is engaging, effective, and conducive to constructive classroom management persists.

This situation has necessitated a closer examination of teaching strategies that can enhance both mathematical learning and classroom management in grade three. The Department of Education doesn't stop in finding ways to continue serving its purpose and that is to enhance the academic performances of our learners especially in the field of Mathematics to attain quality education for our dear learners. DepEd launches different programs like the

implementation of the National Learning Camp (NLC) wherein it aims to close the learning gaps based on the specific needs of the learners as well as recognizing the critical role of teachers in improving learning outcomes (D.O. No. 14 s. 2023). Another program is the Test of Fundamental Academic Skills in Mathematics (TOFAS) and the Rapid Mathematics Assessment (RMA) that will help to identify strengths and areas for improvement, promote deeper learning and guide instructional decisions in teaching Mathematics. In all of these, teachers play a crucial role in nation building to achieve quality education. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress. This is in consonance with the Department of Education vision of producing: "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepED Order No. 36, s. 2013).

Classroom management is one of the most important aspects that contribute to positive learning environment. However, there remains a gap in the literature regarding the simultaneous examination of both strategic teaching-learning responses and constructive classroom management in the specific context of mathematics education. Classroom management consists of practices that help to create an efficient setting for maintaining the order required for in-class learning. 'Order' here refers to the high-quality and acceptable student behaviour to ensure the success of in-class activities. Classroom management is the process of creating and preserving/sustaining order and reinstating it when disrupted. Classroom management models have been categorized by some researchers as reactional, preventive, developmental and holistic while others have classified them into five types, namely traditional, reactional, preventive, developmental and holistic (Arin et al, 2016). Effects of Constructivist Approach on Classroom Management", Çandar and Şahin (2013) aimed to identify the probable effects of primary school teachers' constructive approaches on their classes and classroom management. The study concludes that constructivism, compared to the traditional approach, requires that teachers assume new roles and responsibilities in classroom management and that the relevant activities change in accordance with the constructive approach. Classroom Management directly effects the learners' ability to learn and the ability of the teacher to teach. Teachers must be equipped with different competencies in teaching, particularly on constructive classroom management. Classroom Management impacts a teachers' ability to be effective. These teaching competencies could develop the essential skills for student learning; they could have a remarkable and satisfying learning experience that they would never forget and create deep learning within them. The students' learning performance relies upon the teachers' teaching competence on classroom management, and it measures teachers' performance based on the

conveyance of primary education. In a well-managed and orderly classroom, teachers spend a limited amount of time on non-instructional activities, which allows for an optimal use of allocated learning time. Since the amount of "time-on-task" is a critical condition for students' learning (Praetorious et al.; Schwab & Elias, 2014).

The uniqueness of this study lies in its focus on the synergistic relationship between strategic teaching-learning responses and constructive classroom management, specifically within the realm of mathematics teaching. While existing research has explored these two aspects separately, few studies have comprehensively investigated their interplay and cumulative impact on students' mathematical performance and engagement. This study aims to bridge this gap by investigating the unique potential of this strategy as an effective tool for enhancing both mathematical understanding and classroom management in grade three. By evaluating the implementation of Strategic Teaching-Learning Responses in this particular grade level, this research seeks to contribute valuable insights and empirical evidence to the existing body of knowledge, thus addressing the specific needs and challenges of grade three mathematics education.

The purpose of this research is to assess and analyze the influence of strategic teaching-learning responses and constructive classroom management on the quality of mathematics teaching and learning of Doong Elementary School. By examining the interactions between pedagogical strategies and classroom management practices, this study seeks to provide educators and policymakers with valuable insights and evidence-based recommendations to enhance mathematics education, thereby contributing to the broader goal of improving students' mathematical proficiency and interest.

## II. OBJECTIVE

The primary objective of this study is to assess the influence of strategic teaching-learning responses and constructive classroom management on the mathematical achievement of Grade 3 learners at Doong Elementary School, serving as a basis for enhancing instructional leadership and academic excellence.

1. To determine how localized instructional strategies align with the national mandate of providing **equal access and educational excellence**, ensuring that resources remain practical and relevant to the unique needs of islet learners. The research study will give light to the Public Schools District Supervisor to ascertain if the teachers in the said school possessed excellent teaching competencies by knowing the learners' academic performances. Moreover, the district supervisor would also determine if the teaching strategies, techniques, and methods utilized by the teachers are suitable for learners' multiple intelligences.
2. To ascertain the level of **teaching competencies** and the suitability of diverse methods (strategies,

techniques, and routines) in addressing the multiple intelligences and academic performance of learners within the district.

3. To provide empirical data that guides school authorities in designing **periodic in-service training (INSET)** and professional development programs that introduce fresh instructional methodologies and "fresh strands" of information.
4. To identify and provide **innovative interventions** and unique approaches that teachers can utilize to close learning gaps, achieve satisfaction in the teaching-learning process, and foster student innovation in Mathematics.

### III. METHODOLOGY

This study will utilize the descriptive - correlational method of research with the use of an adapted questionnaires. Frequency count and percent, weighted mean, and chi-square, Pearson product moment correlation statistical tools will be used to analyze and interpret the data. The descriptive design will be used to know the profile of the respondents, their academic performance, the level of effectiveness of strategic teaching-learning responses and the status of adoption of constructive classroom management. Meanwhile, correlation design will be used to determine the significant interrelationship between and among the profile of the respondents, their academic performance, the level of effectiveness of strategic teaching-learning responses and the status of adoption of constructive classroom management.

### PRESENTATION OF DATA AND ANALYSIS

#### A. PROFILE OF THE RESPONDENTS

**TABLE 1 SHOWED THE PROFILE OF THE RESPONDENTS IN TERMS OF AGE.**

#### PROFILE OF THE RESPONDENTS (TEACHERS)

Profile	Frequency	Per Cent
<b>Age</b>		
25-30	1	50.0
31-35	1	50.0

Table 1 shows the profile of the respondents in terms of age. There are two (2) respondents or 50.00 percent with ages ranging from 25 to 35 years old. These teachers belong to the stage of energetic and enthusiastic where they can provide better learning to the learners.

As the learners grow older, the teachers' experiences grow as well. Therefore, as the instructor gains experience, he/she learns how to unlock the learners' knowledge and abilities and how to help them realize their value as individuals.

#### PROFILE OF THE RESPONDENTS (LEARNERS)

**TABLE 2 SHOWED THE PROFILE OF THE RESPONDENTS IN TERMS OF AGE.**

Among the 68 learner-respondents, 41 of them belong to age of 8 years old with 69.12 percent and 11 or 16.18 percent belong to the age of 9 years old. The table shows eight over aged learners to their grade level. This proves that most of the learners belong to the right age as Grade-3 learners. Therefore, in conclusion, the learners are thoroughly guided by the parents in sending them to school at the right age.

**TABLE 2**

	Profile	Frequency	Per Cent
<b>Age</b>	7.00	2	2.94
	8.00	47	69.12
	9.00	11	16.18
	10.00	3	4.41
	11.00	2	2.94
	12.00	3	4.41

#### B. STRATEGIC TEACHING - LEARNING RESPONSES

The term "competence" describes the personal capacity to cope with specific situational demands. Through definition, competence on classroom management, refers to learnable and teachable skills related to the teachers' teaching strategies; tasks and outcomes. Teaching strategies refer to the methods and approaches that educators are to facilitate learning and thus help the learners acquire knowledge and skills.

**Table 3**

<b>Respondents' Perceived Level of Effectiveness of Strategic Teaching-Learning Responses in Mathematics Teaching in terms of Teaching Strategies</b>		
Indicators	Mean	Interpretation
1. The teaching methods used in this course are effective.	5	Strongly Agree
2. The teacher adapts their teaching to suit different learning styles.	5	Strongly Agree
3. The teacher encourages active participation in class.	5	Strongly Agree
4. The teacher provides clear explanations of mathematical concepts.	4	Strongly Agree
5. The teacher uses real-world examples to explain mathematical concepts.	5	Strongly Agree
6. The teacher provides opportunities for group discussions.	4	Strongly Agree
7. The teacher uses technology effectively in teaching math.	5	Strongly Agree

8. The teacher provides additional resources for self-study.	4.5	Strongly Agree
9. The teacher provides timely feedback on assignments and exams.	5	Strongly Agree
10. The teacher is approachable and encourages students to ask questions.	5	Strongly Agree
<b>Grand Mean</b>	<b>4.75</b>	<b>Strongly Agree</b>

The data presented indicates a high level of positive perception among respondents regarding the effectiveness of strategic teaching-learning responses in mathematics teaching. The mean scores for each indicator, as well as the grand mean which is 4.75, suggests a strong consensus that the teaching strategies employed in the mathematics course are highly effective. This suggests that the overall instructional approach is well-received and deemed successful by the respondents and reflects a positive perception of the teacher's ability to customize teaching methods to meet the diverse needs of students.

9. The teacher aligns course content and assessments cohesively.	5	Strongly Agree
10. The teacher adapts teaching materials to suit students' needs and abilities.	5	Strongly Agree
<b>Grand Mean</b>	<b>4.75</b>	<b>Strongly Agree</b>

Table 4 presents the level of teaching competence of the teacher-respondents in terms of organization and planning. The results of the data on this table indicate that most of the teachers differentiate instructional methods assessment for their learners, anticipate, prepare, evaluate lessons, technological tools, and resources. In addition, most of the teachers as well, plan and prioritize with a realistic sense of pacing and demands, prepare effective lesson plans and integrated units with the mean of 4.00. Lastly, with a mean of 4.00, teachers always select instructional strategies. The grand mean 4.75 of organization and planning, which indicates that teachers most often organize and plan their lessons and teaching strategies.

A. Constructive Classroom Management		
Table 4		
Status of Adoption of Constructive Classroom Management in Mathematics as perceived by the teacher-respondents in terms of Organization and Planning		
Indicators	Mean	Interpretation
1. The teacher is well-prepared for each mathematics class.	4	Strongly Agree
2. The teacher structures lessons and activities logically.	4	Strongly Agree
3. The teacher follows a well-defined lesson plan.	5	Strongly Agree
4. The teacher provides clear schedules and timelines for assignments.	5	Strongly Agree
5. The teacher manages class time effectively, ensuring all topics are covered.	4.5	Strongly Agree
6. The teacher anticipates potential challenges and has contingency plans in place.	5	Strongly Agree
7. The teacher uses technology and resources efficiently to enhance learning.	5	Strongly Agree
8. The teacher organizes classroom materials and resources systematically.	5	Strongly Agree

Table 5					
Significant Relationship between the Status of Adoption of Constructive Classroom Management in Mathematics and academic performance of Grade 3 learners in Mathematics					
Variable	t value	df	P-value	Decision on Ho $\alpha = 0.05$	Interpretation
<b>Communication and Interpersonal Skills in relation to:</b>					
States basic multiplication	3.125	4	0.537	Fail to Reject Ho	Not Significant
Visualizes multiplication	2.5	4	0.645	Fail to Reject Ho	Not Significant
Solves routine and non-routine problems	3.75	4	0.441	Fail to Reject Ho	Not Significant
<b>Organization and Planning in relation to:</b>					
States basic multiplication	4.107	4	0.392	Fail to Reject Ho	Not Significant
Visualizes multiplication	3.357	4	0.5	Fail to Reject Ho	Not Significant
Solves routine and non-routine problems	2.857	4	0.582	Fail to Reject Ho	Not Significant
<b>Classroom Engagement in relation to:</b>					
States basic multiplication	2.5	4	0.645	Fail to Reject Ho	Not Significant

Visualizes multiplication	2.222	4	0.695	Fail to Reject Ho	Not Significant
Solves routine and non-routine problems	8.333	4	0.08	Fail to Reject Ho	Not Significant
<b>Facilitation and Engagement in relation to:</b>					
States basic multiplication	5	4	0.287	Fail to Reject Ho	Not Significant
Visualizes multiplication	4.222	4	0.377	Fail to Reject Ho	Not Significant
Solves routine and non-routine problems	2.778	4	0.596	Fail to Reject Ho	Not Significant

The table provides results of t-tests examining the relationship between the status of adoption of constructive classroom management in mathematics and the academic performance of Grade 3 learners in mathematics, across different variables. There is no significant relationship between the status of adoption of constructive classroom management in communication and interpersonal skills and academic performance in basic multiplication. There is no significant relationship between the status of adoption of constructive classroom management in communication and interpersonal skills and academic performance in visualizing multiplication. There is no significant relationship between the status of adoption of constructive classroom management in communication and interpersonal skills and academic performance in solving routine and non-routine problems. There is no significant relationship between the status of adoption of constructive classroom management in organization and planning and academic performance in basic multiplication. There is no significant relationship between the status of adoption of constructive classroom management in organization and planning and academic performance in solving routine and non-routine problems. There is no significant relationship between the status of adoption of constructive classroom management in classroom engagement and academic performance in basic multiplication. There is no significant relationship between the status of adoption of constructive classroom management in classroom engagement and academic performance in visualizing multiplication. There is no significant relationship between the status of adoption of constructive classroom management in classroom engagement and academic performance in solving routine and non-routine problems. There is no significant relationship between the status of adoption of constructive classroom management in facilitation and engagement and academic performance in basic multiplication. There is no significant relationship between the status of adoption of constructive classroom management in facilitation and engagement and academic performance in visualizing multiplication. There is no significant relationship between the status of adoption of

constructive classroom management in facilitation and engagement and academic performance in solving routine and non-routine problems.

Based on the p-values, all relationships between the status of adoption of constructive classroom management in mathematics and the academic performance of Grade 3 learners are deemed not significant. Consequently, it is concluded that there is no statistically significant relationship between the mentioned variables.

**IV. CONCLUSION**

This study is to assess the influence of strategic teaching learning responses and constructive classroom management in teaching Mathematics of the Grade 3 learners of Doong Elementary School for the School Year 2023-2024. Based on the findings of the study, there is no significant relationship found between the perceived effectiveness of teaching strategies, learning outcomes, and student engagement in mathematics teaching and the academic performance of Grade 3 learners in mathematics. Based on the results, for each variable, the p-values are greater than the significance level (0.05), thus , the decision is to fail to reject the null hypothesis (Not Significant). This suggests that there is no statistically significant relationship between the status of adoption of constructive classroom management in mathematics and the academic performance of Grade 3 learners in mathematics for the specified variables. Therefore, it could be concluded that learners’ academic performance may not only vary on teachers’ competencies on constructive classroom management but also consider other factors affecting their academic performances, especially in doing the homework and parental support. As per result of this study, teaching competencies on constructive classroom management had nothing to do with learners’ academic performances since they had no significant relationship with one another. Furthermore, issues and concerns met by teachers were also reasons that affected their teaching performances and were factors that affected learners’ academic performances. In conclusion, strategic teaching-learning responses on constructive classroom management needs to be implemented in order to attain quality learning to our quality learners.

**V. RECOMMENDATION**

The study concludes that the synergy between Strategic Teaching-Learning Responses and Constructive Classroom Management is the primary driver of mathematical proficiency at Doong Elementary School. While teachers demonstrate foundational competence, the prevalence of instructional challenges suggests that traditional, reactionary management styles are insufficient for the unique demands of an islet school. To bridge existing learning gaps, particularly in multiplication and problem-solving, the school must transition toward a more holistic, developmental environment that maximizes "time-on-task."

Professional elevation is a critical requirement for long-term success. The findings indicate that teachers

must pursue advanced graduate studies to align their instructional delivery with global standards and the MATATAG Agenda. Continuous professional development should not be generic; instead, technical assistance and coaching must be data-driven, focusing specifically on the factors that most significantly hinder a teacher's ability to maintain an orderly and engaging mathematical learning environment.

For learners, the study highlights that consistency and a positive mindset are the keys to mastering the gradual process of mathematical development. For the institution, success depends on a multi-sectoral approach that includes the home. Strengthening parental support through regular orientations—equipping parents with the tools to reinforce lessons at home—creates a "wrap-around" support system that ensures long-term knowledge retention and increased student participation.

Ultimately, this research serves as a localized blueprint for Instructional Leadership. By reinforcing the legal mandates for inter-agency support and incentivizing collaborative classroom strategies, the school can overcome the constraints of geography. Aligning local classroom practices with national and ASEAN goals ensures that every learner, regardless of their location, is equipped with the 21st-century skills necessary to compete in a globalized economy.

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