

Classroom Management Strategies and School Environment on Student Engagement

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ABSTRACT

This study investigates the relationship between classroom management strategies, school environment, and student engagement at San Nicolas National High School during the 2024-2025 academic year. Recognizing that student engagement significantly influences academic success and personal development, the research aims to identify effective management techniques and environmental factors that enhance student involvement. A descriptive correlational research design was employed, involving 145 junior high school students who were randomly selected to represent diverse backgrounds. Findings reveal that students perceive classroom management strategies as effective, particularly in discipline, teaching and learning, and personal behavior, with an overall mean score of 4.05. The school environment is also viewed positively, with an overall mean of 3.94, though areas for improvement exist, particularly in social environment. Correlation analyses indicate strong relationships between both classroom management strategies ($r = 0.45$) and school environment ($r = 0.68$) with student engagement, highlighting the importance of a supportive academic and social atmosphere. The study underscores the necessity for ongoing teacher training, the promotion of positive peer interactions, and the establishment of effective communication channels to further enhance student engagement. By addressing these areas, educators can create a more conducive learning environment that supports student success and well-being.

Keywords: Classroom Management Strategies, School Environment, and Student Engagement

INTRODUCTION

Student engagement is a critical factor in the educational process, significantly influencing academic success and personal development. Engagement is vital for creating a productive classroom atmosphere, directly affecting students' motivation and willingness to participate in their learning. Research indicates that students who are actively engaged in their learning are more likely to achieve higher academic success and develop essential life skills, such as critical thinking, collaboration, and resilience (Fredericks, Blumenfeld, & Paris, 2004). Engaged students often exhibit lower dropout rates and higher levels of motivation, contributing positively to school culture. However, many educators struggle to implement effective strategies that promote sustained engagement among students. This challenge is complicated by diverse student needs and varying classroom dynamics, which can hinder the application of uniform approaches. Consequently, there is a need for research exploring tailored classroom management strategies and supportive school environments that foster meaningful student engagement.

The issue of insufficient student engagement is frequently linked to inadequate classroom management strategies and a non-conducive school environment. A study by Eakins et al. (2022) highlights that traditional methods of classroom management often fail to foster genuine engagement, prioritizing compliance over active participation. This gap in understanding how to effectively engage students necessitates further exploration of the relationship between classroom management strategies and student engagement. Specifically, the interplay between structured environments and student involvement remains under-researched, particularly within the context of Philippine schools.

In addition to classroom management strategies, the school environment plays a pivotal role in shaping student engagement. Factors such as physical space, teacher-student relationships, and school culture significantly influence how students interact with their learning. For instance, creating a supportive and inclusive classroom environment can enhance student motivation and participation (Wolpert-Gawron et al., 2022). This research will explore how various classroom management techniques such as discipline, teaching and learning, and personal behavior interact with the broader school environment to affect student engagement.

Moreover, ineffective engagement strategies can lead to a cycle of disengagement where students become increasingly disinterested and unmotivated, resulting in lower academic performance and higher dropout rates. Many educators continue to rely on outdated teaching methods that do not resonate with today's learners, who thrive in interactive and collaborative environments. The need for innovative approaches is underscored by challenges posed by the post-pandemic educational landscape, where students have experienced significant disruptions to their learning processes and social interactions. Research indicates that when students feel safe, respected, and valued in their learning environments, they are more likely to participate actively in class discussions and activities (Edutopia, 2023).

Creating a supportive school environment is essential for fostering student engagement. Schools that prioritize emotional and social well-being alongside academic achievement tend to see higher levels of student involvement (Zepke & Leach, 2010). Thus, addressing classroom management practices in conjunction with enhancing the overall school climate is vital for improving student engagement outcomes. In the Philippine context, cultural factors also play a significant role in shaping student engagement. Traditional educational practices often emphasize rote memorization and teacher-centered instruction, which may not align with the diverse learning styles and interests of contemporary students. Therefore, there is an urgent need for research that investigates effective classroom management strategies while considering how cultural nuances influence student engagement in Filipino schools.

Numerous studies have examined the dynamics of student engagement both internationally and within the Philippines in recent years. For instance, a study by Kahu (2016) found that supportive teaching practices significantly enhance student engagement across various educational contexts. Locally, research by Ramos (2021) at a public high school in Manila demonstrated that implementing collaborative learning strategies not only increased student participation but also heightened enthusiasm for learning. These findings highlight the critical importance of understanding the contextual factors that influence student engagement within the Philippine educational landscape, particularly as educators strive to adopt more effective and culturally relevant teaching methods.

Additionally, a study by McMahon et al. (2021) emphasizes that student engagement is closely tied to the quality of teaching and the learning environment. They argue that when educators adopt inclusive and participatory teaching methods, students are more likely to feel a sense of belonging and ownership over their learning. This aligns with findings from Ramos (2020), which suggest that collaborative approaches not only boost engagement but also foster a supportive community among students. Furthermore, the unique cultural context of the Philippines characterized by strong familial ties and community involvement suggests that educational strategies should be tailored to leverage these social dynamics to enhance student engagement.

The interplay between these factors is crucial for developing effective educational practices. As highlighted by Farrell and Brunton (2020), understanding how local cultural contexts impact student engagement can lead to more effective teaching strategies that resonate with students' experiences and expectations. Thus, there is an urgent need for further research investigating these relationships in greater depth, particularly given the evolving educational landscape shaped by technological advancements and changing societal norms.

The primary objective of this research is to investigate the relationship between classroom management strategies and school environment on student engagement at San Nicolas National High School during the School Year 2024-2025. By identifying effective management techniques and environmental factors contributing to heightened student engagement, this study aims to provide actionable insights for educators seeking to enhance their teaching practices. Furthermore, it seeks to bridge existing gaps in literature regarding engagement strategies tailored specifically for Filipino students.

This research will be conducted at San Nicolas National High School during the School Year 2024-2025. This setting provides an ideal context for examining these variables due to its diverse student population and ongoing efforts to improve educational practices within the school system. By focusing on this specific timeframe and location, the study aims to yield relevant findings that can inform future educational policies and practices in similar contexts across the Philippines.

Thus, this research endeavors to contribute valuable insights into the intricate relationships between classroom management strategies, school environment, and student engagement. By addressing existing gaps in literature while focusing on practical applications within a local context, it aims to empower educators with effective tools for fostering meaningful learning experiences for their students.

Objectives:

This study aimed to examine the relationship between classroom management strategies and school environment on student engagement at San Nicolas National High School during the School Year 2024-2025. Specifically, it sought to:

1. Identify the level of classroom management strategies in terms of:
 - a. discipline;
 - b. teaching and learning; and
 - c. personal behavior,
2. determine the level of school environment in terms of:
 - a. physical environment;
 - b. academic environment; and
 - c. social environment,
3. determine the level of student engagement;
4. ascertain if there is a significant difference in the level of classroom management strategies to the level of student engagement; and
5. ascertain if there is a significant difference in the level of school environment to the level of student engagement.

METHODOLOGY

Research Design

The study utilized a descriptive correlational research design to analyze the relationships between classroom management strategies, the school environment, and student engagement. This approach allowed for a clear examination of how these variables interact and influenced one another among junior high school students.

Research Setting

The study was conducted at San Nicolas National High School, a public school under the Department of Education located in Purok 8, San Nicolas, Don Carlos, Bukidnon. This setting provided a diverse environment reflective of the educational landscape in the region, making it suitable for exploring the research topic.

Research Instrument

The researcher developed a survey questionnaire patterned on the Classroom Management Questionnaire (CMQ) by Özcan (2017) to assess classroom management strategies. This 30-item instrument includes three

sub-variables: discipline, teaching and learning, and personal behavior, with ten items each on a 5-point Likert scale. It achieved a Cronbach's Alpha of 0.96 during pilot testing. To evaluate the school environment, a questionnaire modeled after Tapia-Fonllem et al. (2020) was used. This School Environment Questionnaire also has 30 items divided into three sub-variables: physical, academic, and social, each with ten items, and a Cronbach's Alpha of 0.95. On the other hand, to measure student engagement, a questionnaire derived from Lam et al. (2014) was utilized. This Student Engagement Survey consists of 30 items on a 5-point Likert scale, with a Cronbach's Alpha of 0.89.

Participants of the Study

The study involved 145 Junior High School students from San Nicolas National High School who are officially enrolled in school year 2024-2025. Participants were randomly selected to represent various grades and backgrounds, ensuring a comprehensive understanding of the factors influencing student engagement across different demographics within the school.

Sampling Procedure

A random sampling procedure was employed to select the participants. This method ensured that each student had an equal opportunity to be included in the study, thereby enhancing the representativeness of the sample. The selection was carried out systematically, allowing for an unbiased distribution of participants.

Data Gathering Procedure

In this study, permission was obtained from the administration of San Nicolas National High School (SNNHS) to conduct research with junior high school students. The process began with formal communication to the school principal, outlining the purpose and significance of the study on classroom management strategies and the school environment on student engagement.

Once approval was granted, the selected participants were informed of their inclusion in the study through letters and announcements made in classrooms. An Informed Consent for Participation form was provided to each participant, detailing the study's objectives, procedures, and their rights, including the assurance of confidentiality. The data collection involved a structured questionnaire designed to assess the classroom management strategies employed by teachers, School environment, and levels of student engagement among the participants. Participants were given sufficient time to complete the questionnaires during allocated class periods. To ensure a comprehensive understanding of their experiences.

Additionally, structured data from the questionnaires were analyzed quantitatively to assess relationships and correlations among the variables of interest. Throughout the data gathering process, confidentiality of participants' identities was strictly maintained, as outlined in the Informed Consent Form, ensuring that all ethical considerations were addressed.

Data Analysis

Data analysis involved both descriptive and inferential statistical methods. Descriptive statistics was used to obtain the mean among the variables. Correlation analysis (using Pearson's correlation coefficient) was conducted to examine the relationships between classroom management strategies, school environment factors, and student engagement levels. A significance level of $p < 0.01$ was set to determine the strength and relevance of the identified relationships.

This methodology provided a structured framework for understanding how classroom management and school environment contribute to student engagement, offering valuable insights for educators.

RESULTS AND DISCUSSIONS

Classroom Management Strategies as Perceived by Students

Table 1: Summary of the level of Classroom Management Strategies

Classroom Management Strategies	Mean	QD	QI
Discipline	4.03	Agree	Effective Classroom Management
Teaching and Learning	4.05	Agree	Effective Classroom Management
Personal Behavior	4.06	Agree	Effective Classroom Management
Overall Mean	4.05	Agree	Effective Classroom Management

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Strongly Effective Classroom Management
4	3.51-4.50	Agree	Effective Classroom Management
3	2.51-3.50	Neutral	Slightly Effective Classroom Management
2	1.51-2.50	Disagree	Ineffective Classroom Management
1	1.00-1.50	Strongly Disagree	Very Ineffective Classroom Management

The summary of the results of classroom management strategies reveals that students have a generally positive perception of their teachers' approaches across three key areas: discipline, teaching and learning, and personal behavior. The overall mean score for these strategies was 4.05, categorized as "Agree," indicating that students recognize these strategies as effective for classroom management.

In terms of discipline, the mean score was 4.03, suggesting that students perceive their teachers' disciplinary strategies as effective in promoting a positive learning environment. Teaching and learning strategies received a slightly higher mean score of 4.05, indicating a strong agreement among students regarding the effectiveness of instructional methods and engagement techniques used by their teachers. Finally, personal behavior strategies, which encompass communication and relationship-building practices, garnered a mean score of 4.06, reflecting students' appreciation for the personal behaviors exhibited by their teachers.

These findings suggest a consistent recognition among students that effective classroom management is being implemented in their educational settings, contributing to a conducive learning atmosphere. The results indicate that students feel positively about the classroom management strategies employed by their teachers, which aligns with research highlighting the importance of effective management for enhancing student engagement and achievement (Marzano, 2007). The overall mean score of 4.05 reflects a consensus that the strategies used are effective, which is crucial for fostering a supportive learning environment.

The discipline score of 4.03 suggests that students appreciate clear rules and consistent enforcement of behavioral expectations. Research has shown that well-defined disciplinary strategies contribute to reduced classroom disruptions and improved student behavior (Simonsen et al., 2008). This aligns with the findings, as students who feel secure in their environment are more likely to engage actively in their learning.

The teaching and learning strategies, with a mean score of 4.05, highlight the importance of instructional practices that promote engagement and understanding. This finding is consistent with literature that emphasizes the role of interactive and student-centered teaching approaches in enhancing learning outcomes (Hattie, 2009). Students value teachers who provide clear instructions and encourage collaboration, as these practices foster a more engaging classroom atmosphere.

The personal behavior strategies, scoring 4.06, reflect students' acknowledgment of the importance of teachers modeling respectful communication and building positive relationships. Research indicates that positive teacher-student relationships are linked to increased student motivation and achievement (Pianta et al., 2008). The emphasis on open communication and trust further illustrates the significance of emotional support in the classroom.

Overall, these results provide valuable insights into the effectiveness of classroom management strategies from the students' perspectives. It underscores the need for ongoing professional development for teachers to maintain and enhance these effective practices. Continuous improvement in classroom management can lead to even higher levels of student engagement and academic success.

School Environment Perceived by Students

Table 2: Summary of the level of School Environment

School Environment	Mean	QD	QI
Physical Environment	3.94	Agree	Favorable School Environment
Academic Environment	3.98	Agree	Favorable School Environment
Social Environment	3.89	Agree	Favorable School Environment
Overall Mean	3.94	Agree	Favorable School Environment

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Highly Favorable School Environment
4	3.51-4.50	Agree	Favorable School Environment
3	2.51-3.50	Neutral	Neither Favorable nor Unfavorable School Environment
2	1.51-2.50	Disagree	Unfavorable School Environment
1	1.00-1.50	Strongly Disagree	Highly Unfavorable School Environment

The summary of the survey results regarding the school environment indicates a generally favorable perception among students across three key dimensions: physical, academic, and social environments. The overall mean

score for the school environment is 3.94, categorized as "Agree," which reflects a positive consensus on the conditions within the school.

The physical environment received a mean score of 3.94, suggesting that students find their school facilities conducive to learning. This includes aspects such as cleanliness, safety, and the availability of resources. The academic environment scored slightly higher at 3.98, indicating that students perceive their educational experiences as supportive and enriching, with opportunities for personalized learning and access to necessary resources. Finally, the social environment, while still favorable with a score of 3.89, reveals some areas needing attention, particularly regarding peer interactions and feelings of safety.

These findings collectively reflect a positive school environment, yet they also highlight areas for potential improvement to enhance student experiences further.

The results from the survey reveal that students generally view their school environment positively, which is essential for promoting academic success and emotional well-being. The overall mean score of 3.94 indicates that students feel the school environment is favorable, supporting their learning and development.

Starting with the physical environment, the mean score of 3.94 signifies that students are generally satisfied with the conditions of their school facilities. Research has shown that a well-maintained and safe physical environment can significantly impact student engagement and achievement (Uline & Tschannen-Moran, 2008). Factors such as cleanliness, adequate space, and safety protocols contribute to creating a conducive learning atmosphere (Cohen et al., 2013).

The academic environment, with a slightly higher mean score of 3.98, suggests that students feel supported in their educational pursuits. The appreciation for personalized learning opportunities and effective teaching practices is consistent with findings that highlight the importance of tailored educational experiences in enhancing student motivation and engagement (Tomlinson, 2014). The perception of accessible academic resources is crucial, as it can directly influence students' ability to succeed in their studies (Baker et al., 2016).

The social environment, although still rated positively at 3.89, indicates areas that require attention, particularly concerning peer relationships and feelings of safety. While students report having supportive friends and feeling included, concerns about bullying and the ability to express opinions comfortably suggest that not all students feel equally safe or respected (Olweus, 1993). Fostering positive peer interactions and implementing strong anti-bullying measures are essential for creating a truly supportive social climate (Meyer, 2017).

Moreover, the lower scores related to students' comfort in expressing their thoughts in class and the feeling of safety from harassment highlight the need for schools to prioritize emotional and social support systems. Creating an environment where students feel safe and respected is critical for encouraging engagement and participation (Hattie, 2009).

Thus, the survey results indicate a favorable perception of the school environment among students, they also reveal areas for potential improvement. By focusing on enhancing social dynamics, ensuring safety, and continuing to support academic and physical environments, schools can further improve student experiences and outcomes.

Student Engagement

Table 3. Level of Student Engagement

STUDENT ENGAGEMENT	Mean	QD
Student Engagement Overall Mean	4.08	Agree

Legend:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 - 5.00	Strongly Agree	Strongly High Engagement
4	3.51 - 4.50	Agree	High Engagement
3	2.51 - 3.50	Neutral	Neither High Engagement nor Low Engagement
2	1.51 - 2.50	Disagree	Low Engagement
1	1.00 - 1.50	Strongly Disagree	Very Low Engagement

The survey results on student engagement reflect a generally positive attitude toward educational experiences, with an overall mean score of 4.08, classified as "Agree." Among the highest-rated items, students expressed strong agreement with the statement, "I believe that education is important for my future," which received a mean score of 4.68, indicating a strong commitment to the value of education. Additionally, the statement "I believe that hard work leads to success in school" scored 4.48, further emphasizing students' recognition of effort as a critical component of their academic achievements.

Conversely, the two lowest mean scores were for the statements "I regularly complete my homework on time" and "I feel comfortable sharing my ideas in class," which received scores of 3.72 and 3.70, respectively. These lower scores suggest some challenges students face regarding homework completion and classroom participation.

The findings from the survey indicate that students are generally engaged in their educational experiences, as evidenced by the overall mean score of 4.08. The high scores for the importance of education and the belief in hard work as a pathway to success highlight students' intrinsic motivation and understanding of the value of their education. This aligns with existing literature that emphasizes the critical role of students' beliefs in their educational outcomes (Schunk, 2003). When students recognize the significance of their efforts, they are more likely to engage actively in their learning processes.

However, the lower scores related to homework completion and comfort in sharing ideas suggest areas where students may struggle. The mean score of 3.72 for regular homework completion indicates that while many students are engaged, there might be barriers affecting their ability to fulfill this expectation. Research has shown that homework completion is influenced by various factors, including student motivation, time management skills, and the perceived relevance of assignments (Cooper et al., 2006).

Furthermore, the score of 3.70 regarding comfort in sharing ideas in class indicates that some students may not feel secure or encouraged to express themselves. Fostering a classroom environment that promotes open communication and values contributions can enhance student engagement and participation (Hattie, 2009).

In summary, while students display a strong belief in the importance of education and the value of hard work, attention must be directed toward supporting homework completion and creating a more inclusive environment for sharing ideas. Addressing these areas can further enhance student engagement and contribute to their overall academic success.

Correlation on Classroom Management Strategies and Student Engagement

Table 4. Correlation of Classroom Management Strategies and Student Engagement

Independent Variable	Pearson Correlation (R-value)	Probability (P-value)
Classroom Management Strategies	0.45**	0
Discipline	0.41**	0
Teaching and Learning	0.45**	0
Personal Behavior	0.34**	0

** Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis between classroom management strategies and student engagement reveals significant positive relationships across various dimensions. The overall Pearson correlation for classroom management strategies is 0.45 ($p < 0.01$), indicating a moderate to strong correlation with student engagement. This suggests that effective classroom management is associated with higher levels of student engagement.

Further analysis shows that the dimension of Teaching and Learning also correlates highly with an R-value of 0.45 ($p < 0.01$), reinforcing the idea that effective instructional practices contribute to student engagement. The "Discipline" aspect has a correlation of 0.41 ($p < 0.01$), suggesting that a well-structured disciplinary approach positively impacts student involvement in classroom activities. Personal Behavior shows a correlation of 0.34 ($p < 0.01$), indicating that students' perceptions of personal behavior management in the classroom also relate to their engagement, albeit to a lesser extent.

The findings from this analysis underscore the critical role of classroom management strategies in fostering student engagement. The significant correlation of 0.45 between overall classroom management strategies and student engagement suggests that when teachers implement effective management techniques, students are more likely to be engaged in their learning (Emmer & Evertson, 2013). This aligns with existing literature that highlights the importance of a positive classroom environment in enhancing student motivation and participation (Marzano, 2007).

The correlation between "Teaching and Learning" and student engagement further emphasizes that instructional quality is vital. When teachers employ effective teaching strategies, students are more likely to feel engaged and invested in their educational experiences (Hattie, 2009). This finding reinforces the notion that classroom management extends beyond mere discipline and includes fostering an engaging learning atmosphere.

The slightly lower correlation for "Personal Behavior" (0.34) indicates that while personal behavior management is important, it may not be as strongly linked to engagement as other factors like teaching strategies and discipline. This suggests that while managing personal behavior is necessary, enhancing engagement may require a broader focus on instructional practices and classroom dynamics (Weinstein, 2007).

Hence, the significant correlations observed in this study highlight the importance of effective classroom management strategies in promoting student engagement. Educators should prioritize developing these strategies to enhance student involvement, motivation, and ultimately, academic success.

Correlation on School Environment and Student Engagement

Table 5. Correlation of School Environment Strategies and Student Engagement

Independent Variable	Pearson Correlation (R-value)	Probability (P-value)
School Environment	0.68**	0
Physical Environment	0.55**	0
Academic Environment	0.66**	0
Social Environment	0.57**	0

** Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis examining the relationship between school environment and student engagement reveals significant positive correlations across various dimensions. The overall Pearson correlation for school environment is 0.68 ($p < 0.01$), indicating a strong relationship with student engagement. This suggests that students who perceive their school environment positively are more likely to be actively engaged in their learning.

Further analysis of specific dimensions shows that the "Academic Environment" correlates highly with an R-value of 0.66 ($p < 0.01$), indicating that supportive academic conditions significantly enhance student engagement. The "Social Environment" demonstrates a strong correlation of 0.57 ($p < 0.01$), suggesting that positive social interactions among students contribute to their overall engagement. Additionally, Physical Environment shows a correlation of 0.55 ($p < 0.01$), indicating that the physical aspects of the school, such as facilities and resources, play a meaningful role in fostering student engagement.

The findings from this analysis underscore the importance of a supportive school environment in promoting student engagement. The strong correlation of 0.68 between the overall school environment and student engagement highlights that a positive school climate is crucial for enhancing student motivation and participation (Cohen et al., 2013). When students perceive their school environment as supportive, they are more likely to engage deeply in their educational experiences (Thapa et al., 2013).

The high correlation for the "Academic Environment" (0.66) indicates that students are particularly influenced by the quality of their academic experiences. This finding aligns with research that emphasizes the role of academic support, such as effective teaching strategies and access to resources, in fostering engagement (Hattie, 2009). Schools that provide a rigorous yet supportive academic environment can significantly enhance student involvement.

The correlation of 0.57 for the "Social Environment" emphasizes the importance of peer relationships and social interactions in fostering engagement. Positive social dynamics within the school, such as supportive friendships and collaborative learning opportunities, contribute to a more engaging educational experience (Wentzel, 1998). Ensuring that students feel connected and respected in their social environment can further enhance their engagement.

While the Physical Environment shows a good correlation of 0.55, it suggests that although important, it may have a slightly lesser direct impact on engagement compared to academic and social factors. Nonetheless, a well-maintained and resource-rich physical environment is essential for creating a conducive learning atmosphere (Uline & Tschannen-Moran, 2008).

Thus, the significant correlations observed in this study emphasize the need for schools to focus on creating a positive environment across all dimensions academic, social, and physical to enhance student engagement. By addressing these areas, educators can foster a more engaging and supportive educational experience for all students.

CONCLUSIONS

The analysis of classroom management strategies, school environment, and student engagement reveals a generally positive perception among students regarding their educational experiences. The overall mean scores indicate that students agree that effective classroom management strategies are employed, with specific strengths in discipline, teaching and learning, and personal behavior. The strong correlation between these management strategies and student engagement suggests that when teachers effectively manage their classrooms, students are more likely to be engaged in their learning processes.

Moreover, the favorable ratings of the school environment particularly in the academic and physical domains highlight the importance of supportive conditions for student learning. While students feel secure and supported, areas within the social environment indicate room for improvement, particularly concerning peer relationships and feelings of safety. This underscores the critical role of a positive school climate in fostering engagement and academic success.

The findings align with existing literature that emphasizes the importance of effective management and a supportive environment in enhancing student motivation and achievement. However, challenges remain, particularly in homework completion and students' comfort in contributing to class discussions. Addressing these challenges is essential for further promoting student engagement.

RECOMMENDATIONS

Based on the findings and conclusions drawn from this study, the following recommendations are given:

To enhance classroom management and student engagement, it is crucial to provide ongoing professional development for teachers. Training should focus on effective classroom management techniques and strategies that promote student engagement. Emphasizing interactive and student-centered instructional practices will help improve learning outcomes and create a more dynamic classroom environment.

Fostering positive peer interactions is also essential. Schools should implement programs that encourage supportive social dynamics, such as peer mentoring and collaborative learning opportunities. Addressing issues like bullying and promoting inclusivity can significantly enhance the social environment, making students feel safer and more connected to their peers.

Effective communication channels are vital for understanding student needs. Schools should create opportunities for students to express their concerns and suggestions regarding classroom dynamics and the overall school environment. Regular feedback sessions can empower students and allow teachers to adjust their practices to better meet the needs of their learners.

Supporting homework completion is another area that requires attention. Schools can develop strategies to assist students in managing their homework effectively, including workshops on time management and providing resources to help with assignments. This support can alleviate some of the barriers students face in fulfilling homework expectations.

Furthermore, prioritizing emotional safety in the classroom is critical. Creating a culture where students feel safe to share their ideas fosters engagement and participation. Encouraging open communication and respect for diverse opinions will help students feel valued and more willing to contribute to class discussions.

By implementing these recommendations, schools can cultivate a more engaging and supportive educational environment that enhances student success and overall well-being.

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