

Classroom Management Strategies on Learners' Performance Mediated by Information Communication Technology Integration

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ABSTRACT

The Department of Education emphasizes that effective classroom management and Information Communication Technology integration work together to create an organized, engaging, and learner-centered environment that promotes discipline, active participation, collaboration, and improved learning outcomes. Classroom management strategies and ICT integration are essential for effective teaching and learning. This study examined the relationship between classroom management strategies and learners' performance, with ICT integration as a mediating variable. The respondents were 239 Grade 11 learners and 139 teachers from six public high schools in the Inabanga Districts during the school year 2025–2026. Using a descriptive-correlational design, data were gathered through a questionnaire. Findings revealed that teachers demonstrated a high level of classroom management, particularly in classroom arrangement ($M = 3.59$, $SD = 0.52$). ICT integration was also very high, especially in creating and sharing interactive multimedia presentations ($M = 4.53$, $SD = 0.55$). Most learners achieved outstanding academic performance. Further analysis showed that ICT integration significantly mediated the relationship between classroom management strategies and learners' performance. This indicates that effective classroom management, when supported by purposeful ICT use, enhances student learning outcomes. The study concludes that combining strong classroom management with effective ICT integration is essential for improving academic success. It could be strengthened by incorporating mixed-method approaches such as classroom observations, interviews, or focus group discussions to provide deeper insights into how classroom management and ICT integration influence learner performance in actual teaching situations. Future research may also include private schools and different educational levels to improve the generalizability of the findings. Conducting longitudinal studies would help determine whether the positive effects of classroom management and ICT integration are sustained over time.

Keywords: Classroom Management Strategies, Information Communication Technology integration, classroom arrangement, expectations, student's academic work, inappropriate behavior, appropriate use of consequences mediating effect, Grade 11 learners and teachers.

INTRODUCTION

Classroom management is fundamentally essential in ensuring that teaching and learning are effective, since it remains a foundation of quality education. Teachers use a variety of strategies, such as classroom arrangement, setting clear expectations, monitoring student academic work, addressing inappropriate behavior, and applying suitable consequences in order to maintain an organized and productive learning environment. Despite the use of these strategies, many educators encounter challenges in achieving consistent student performance, especially when students have diverse learning needs.

In recent years, the increasing presence of Information and Communication Technology (ICT) in classrooms has significantly influenced instructional practices. Digital tools and resources offer opportunities to enhance learner engagement, improve access to information, and support diverse learning styles. Without effective classroom management, technology may become a source of distraction rather than a support for learning. Through studying ICT as a mediating factor, this research aims to determine whether the use of technology can strengthen the effectiveness of classroom management practices which ultimately improve learners' performance. There is limited research that looks at how ICT integration interacts with classroom management strategies to influence



learners' performance. Most existing studies examine these factors separately, focusing either in classroom management techniques or a technology alone. This gap shows the need for research that explores the mediating role of ICT which determine how technology can work together to improve learners' outcomes.

The foundation of education in the Philippines is deeply rooted in the 1987 Philippine Constitution, Article XIV, that the states shall establish, maintain and support a complete adequate and integrated system of education relevant to the needs of the people and society. These country's law is very essential to promote quality education and respond the needs of society especially in classroom.

In addition, Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, particularly Section 2 and Section 5, which emphasize the delivery of learner-centered, inclusive, and developmentally appropriate education that integrates modern technology to enhance learning.

Moreover, Children's Television Act, Republic Act No.8370 (1997), it is utilized in education even though it was first designed for kid -friendly media. This facilitates training based on multimedia, promotes instructional materials that are developmentally appropriate and may be used by instructors to improve engagement and classroom management.

According to Constructivist Theory as developed by Piaget and expanded by Vygotsky active participation and social learning in classroom settings are essential. (Devi,2019).

B. F. Skinner's Behaviorist Theory explains that student behavior is shaped by reinforcement and consequences. As noted by Vargas (2017), reinforcement remains a powerful tool in promoting positive behavior and sustaining student engagement.

Similarly, Jacob Kounin's Classroom Ecology Theory highlights the significance of effective teacher management in maintaining an orderly and productive classroom environment. These strategies help minimize disruptions and promote continuous learning. Wattenberg (1977) underscored that teachers who effectively manage group behavior and classroom transitions create a more conducive atmosphere for learning.

Villaluz,et al (2025). Studies have shown that effective classroom layout such as flexible seating, clear sightlines, and purposeful grouping enhances student interaction, improves teacher monitoring, and reduces off-task behavior. It is found out that well-managed physical environments correlate with higher academic performance. Additionally, despite varying school contexts, students provided consistent reports that effective classroom managers meet students' needs by developing caring relationships and controlling the classroom environment while developing student responsibility and engaging students in their learning (Egeberg,et al 2018). Clearly explaining classroom rules and expectations, developing good relationships with students, showing concern for their well-being, and allowing them to participate in decision-making all help create effective classroom management and improve both teaching and learning outcomes Marzano, et.al (2003)

Flores, (2025). Instructional practices are integral components of classroom management and play a significant role in enhancing students' understanding, motivation, and overall academic performance. The study clarified how active supervision, policies, technology, and positive reinforcement positively affect students' performance, attendance, and behavior.

Freeman et al. (2014). Active learning such discussion, group work, participation significantly improves student performance. It improves students' academic performance by increasing test scores, reducing failure rates, and strengthening understanding of concepts across different subjects. Effective classroom management in today's educational setting, entails balancing traditional disciplinary techniques with innovative, learner-focused approaches that address the changing demands and difficulties of contemporary education. Marquez et al., (2025)

Zamayla et al (2019) suggest consistent rule setting and reinforcement, paired with engaging strategies are essential in shaping positive learner conduct to avoid inappropriate behavior. In addition to according to Samudre et al (2022), training teachers in behavior management strengthens their ability to apply consistent consequences and maintain clear classroom rules. It also promotes the use of positive and supportive discipline strategies rather



than punitive approaches. As a result, these practices contribute to improved student behavior and better academic performance. The success of establishing a positive classroom culture depends on teachers' commitment to implementing student-centered classroom management principles and their responsiveness to the dynamics of modern learning (Nazilah et al,2025).

Ghavifekr,et al (2015). In today's digital learning environment, technology plays an important role in teaching and learning. the integration of digital tools has become increasingly essential for effective teaching and learning. The findings show that both teachers and students benefit greatly from ICT integration, with the availability of ICT tools and facilities serving as a key factor in the success of technology-based instruction.

According to Angkur,et al (2024) the use of Information and Communication Technology in education has become increasingly important due to its ability to reshape conventional teaching and learning. Information Communication Technology resources help improve student participation, broaden access to various learning materials, and promote more interactive classroom experiences. Subsequently, maximizing the benefits of ICT requires thoughtful planning so that technology truly supports learning instead of diverting students' attention.

Furthermore, Dimakuta et al. (2024) meaningful ICT use, including digital tools, online learning platforms, and technology-supported feedback, helps simplify classroom processes and improve lesson delivery. ICT tools enhance teaching, learning, and assessment by making instruction more interactive, relevant, and student-centered. They provide effective opportunities for engagement and evaluation, particularly in pre-university education. As accessible and adaptable resources, they support modern educational practices and are valuable for research on technology integration in teaching and learning Toma et al. (2023).

Nguyen et al (2022). The findings indicated that teachers effectively utilized KCU Smart Learning technologies and guidelines to manage classroom instruction by designing learner-centered activities, fostering a positive learning environment, organizing and monitoring learning tasks, addressing classroom challenges, motivating students, and assessing learners' skills and competencies.

Adebayo et al 2024). the integration of ICT enhances instructional delivery and classroom organization when it is purposefully aligned with sound pedagogical principles. Learners' academic performance is influenced by both classroom management and ICT use, with research indicating that ICT may serve as a mediating factor by fostering greater student engagement, motivation, and interaction. The results of the study indicate that incorporating Information and Communication Technology (ICT) enhancing student engagement fostering personalized learning experiences, improving overall academic outcomes.

Moreover, ICT application partially mediates the link between students' motivation and their knowledge expectations, highlighting its crucial role in strengthening learning outcomes in technology-enhanced educational settings Research indicates that the use of digital tools, including learning management systems, interactive instructional materials, and online assessment platforms, supports more efficient classroom management while encouraging active learning and collaboration. When ICT is effectively integrated into well-organized classrooms, it increases learners' motivation, engagement, and comprehension, resulting in better academic performance. Chen, J.et al (2024).

Objectives

This study aimed to investigate classroom management strategies on learners' performance as mediated by Information Communication Technology Integration of Grade 11 learners in Inabanga Districts, Inabanga, Bohol during the School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the extent of classroom management strategies do teachers use to manage an effective teaching and learning in terms of classroom arrangement, expectations, student's academic work, inappropriate behavior and appropriate use of consequences?
2. What is the level of Information and Communication Technology in the classroom?



3. What is the level of learners' performance?
4. Does ICT integration mediate the relationship between classroom management and learners' performance?
5. What action plan may be proposed based on the findings of the study?

METHODOLOGY

This study applied a quantitative approach utilizing a non-experimental mediation design. According to Hayes, (2020), mediation occurs when the effect of an independent variable on an outcome is explained through an intervening variable. In this study, information communication technology served as the mediating variable in the relationship between classroom management strategies (independent variable) and learners' performance (dependent variable). The study was conducted in the Municipality of Inabanga, Bohol, particularly in the Inabanga North District and Inabanga South District which consists six secondary schools: Cuaming High School, Inabanga North Central Integrated School – Secondary, and San Jose National High School, Southern Inabanga High School, Dagnawan High School. The respondents of the study were Grade 11 learners and teachers. Out of 629 students only 239 sample size and out of 215 teachers only 139 sample size. The study utilized adopted survey questionnaires from (Amini-Philips, 2019; Natividad et al., 2024). consisting of two main parts: the extent classroom management strategies to manage an effective teaching and learning in terms of classroom arrangement, expectations, student's academic work, inappropriate behavior, and appropriate use of consequences. Furthermore, other parts of the questionnaire, the level of Information Communication Technology integration in the classroom, ways of using ICT. In addition, the learners' performance measured by categories of grade based on Department of Education Form 138. Instruments for the extent of classroom management strategies used a 4-point Likert scale while the level of ICT integration used 5-point Likert scale and were derived from previously validated studies with acceptable reliability indices. In the conduct of the study, the researcher secured permission from the Department of Education – Bohol Division officials, school heads, and concerned authorities. The purpose of the study was explained to the respondents, and informed consent was obtained prior to data collection. The questionnaires were administered personally, and respondents were given sufficient time to answer honestly. Collected data were then organized, tabulated, and prepared for analysis. To analyze the data, weighted mean and standard deviation were used to the extent of classroom management strategies do teachers employ to manage and effective and learning in terms of classroom arrangement, expectations, student academic work, inappropriate behavior and appropriate use of consequences. Moreover, learners' level of performance percentage formula was used, while Path Analysis was employed to determine the mediating effect of Information Communication Technology. Ethical considerations were strictly observed, ensuring confidentiality, voluntary participation, and proper handling of respondents' data.

RESULTS AND DISCUSSION

Table 1. Extent of Classroom Management Strategies

ITEMS	Mean	SD	Descriptive Value
Classroom Arrangement			
Composite Mean	3.59	0.52	Highly Managed
Expectations			
Composite Mean	3.52	0.53	Highly Managed
Student's Academic Work			
Composite Mean	3.52	0.53	Highly Managed
Inappropriate behavior			
Composite Mean	3.43	0.57	Highly Managed
Appropriate use of consequences			
Composite Mean	3.48	0.55	Highly Managed
Overall Composite Mean	3.51	0.54	Highly Managed

The table 1 shows the weighted mean results of the extent of classroom management strategies. It indicates that teachers employ classroom management strategies to a very high extent, as reflected in the overall composite mean of 3.51 (SD = 0.54), with a descriptor as "Strongly Agree."interpreted as Highly managed. The relatively



low standard deviation suggests consistency in teachers' responses, indicating shared views regarding the importance of effective classroom management in promoting a productive learning environment.

Among the domains, Classroom Arrangement obtained the highest mean ($M = 3.59$, $SD = 0.52$). Teachers particularly emphasized the importance of arranging the classroom to allow free movement and effective monitoring of student participation ($M = 3.67$, $SD = 0.50$), as well as minimizing classroom noise ($M = 3.67$, $SD = 0.48$). These findings highlight the role of an organized and conducive physical environment in supporting student engagement and learning. This supports the view that well-structured classroom spaces enhance teacher supervision and academic interaction.

The domains of Expectations and Student Academic Work both obtained a composite mean of 3.52 ($SD = 0.53$), underscoring the importance of establishing clear expectations and fostering active student engagement. Communicating classroom policies at the beginning of the course ($M = 3.64$, $SD = 0.50$) reflects the value of clarity and structure, while providing students opportunities to share their thoughts ($M = 3.66$, $SD = 0.50$) demonstrates the significance of student voice and participation. These findings align with studies showing that clear expectations and collaborative learning environments improve student motivation, engagement, and academic achievement.

Appropriate Use of Consequences ranked next ($M = 3.48$, $SD = 0.55$). The highest-rated item in this domain was ensuring that students understand the connection between tasks and grades ($M = 3.74$, $SD = 0.44$), indicating that teachers prioritize transparency and accountability. This suggests that consequences are viewed not merely as punitive measures but as opportunities for learning and behavioral growth.

Inappropriate Behavior, while still rated highly ($M = 3.43$, $SD = 0.57$), received the lowest composite mean. Teachers most strongly agreed on the importance of providing accommodations for students with documented needs ($M = 3.58$, $SD = 0.51$). However, strategies such as assigning quizzes to unprepared students received lower ratings ($M = 3.15$, $SD = 0.63$), suggesting a preference for supportive and restorative approaches over purely punitive responses.

Overall, the findings are consistent with related studies emphasizing that effective classroom management—through organized environments, clear expectations, active engagement, and fair discipline—enhances student behavior, participation, and academic performance. Such practices create a positive classroom climate that supports both teaching effectiveness and learner success. Villaluz & Lagunday (2025) and (Marquez,J et al (2025).

Table 2. Level of ICT Integration

n=378

Statement	Mean	SD	Descriptor
1. Creating and sharing interactive multimedia presentations	4.53	0.55	Always
2. Facilitating online discussions and collaborative projects	4.39	0.60	Always
3. Using gamification elements to make learning more engaging	4.26	0.56	Always
4. Incorporating virtual simulations and virtual reality experiences	4.23	0.58	Always
5. Utilizing educational apps and software for interactive learning activities	4.28	0.55	Always
6. Encouraging student creativity through multimedia projects (e.g., video creation, digital storytelling)	4.35	0.57	Always
7. Integrating online quizzes and interactive assessments for immediate feedback	4.15	0.57	Often
8. Promoting student research and information literacy skills through online resources	4.25	0.57	Always
9. Implementing flipped classroom approaches with pre-recorded lectures and online materials	4.15	0.57	Often
10. Providing access to online educational platforms and resources for self-paced learning	4.25	0.55	Always



11. Using digital tools for real-time data visualization and analysis in science or math lessons	4.19	0.54	Often
12. Supporting student inquiry and problem-solving through online research and exploration	4.26	0.55	Always
13. Leveraging social media or blogging platforms for collaborative learning and sharing ideas	4.10	0.57	Often
14. Incorporating online simulations and virtual field trips to enhance understanding of real- world concepts	3.99	0.66	Often
15. Engaging students in coding and programming activities through interactive tools or coding platforms	3.74	0.73	Often
16. Integrating technology for student presentations, such as video or audio recordings	4.38	0.53	Always
17. Empowering students to create and share digital portfolios showcasing their work and achievements	4.42	0.54	Always
Composite Mean	4.23	0.60	Always

The table 2 indicates the weighted mean results of the level of Information Communication Technology in the classroom. It clearly indicates that teachers consistently integrate ICT in their teaching, as shown by the overall composite mean of 4.23 (SD = 0.60), interpreted as “Always.” The moderate standard deviation suggests that teachers share similar practices in using technology in the classroom. The ICT integration domains were ranked from highest to lowest as follows: multimedia and digital creation (M = 4.42, Always), interactive learning tools and applications (M = 4.26, Always), collaboration and communication (M = 4.25, Always), inquiry, research, and self-paced learning (M = 4.25, Always), assessment and feedback (M = 4.15, Often), advanced and immersive technologies (M = 4.10, Often), and flipped learning and coding integration (M = 3.74, Often).

The highest-rated domain, Multimedia and Digital Creation, shows that teachers frequently use digital tools to promote creativity, engagement, and active learning. incorporating Information and Communication Technology (ICT) enhancing student enagement, Adebayo (2024). fostering personalized learning experiences, improving overall academic outcomes. In contrast, Flipped Learning and Coding Integration received the lowest mean, suggesting that these strategies are used less often, possibly due to limited resources or training.

Table 3. Level of Learners’ Performance

n=239

Learners’ Performance	Frequency	Percentage	Rank
Outstanding (90–100)	145	60.67	1
Very Satisfactory (85–89)	63	26.36	2
Satisfactory (80–84)	26	10.88	3
Fairly Satisfactory (75–79)	5	2.09	4
Total	239	100.00	
Mean Score	89.82		
Standard Deviation	4.32		
Performance Summary	Outstanding		

The table 3 shows the percentage result of the that learners’ level of performance. It indicates that learners demonstrated an outstanding level of performance with the mean score of 89.82. Most students (60.67%) attained an Outstanding rating, followed by 26.36% who achieved a Very Satisfactory level. Only a small proportion fell within the Satisfactory and Fairly Satisfactory categories. This distribution indicates that the majority of learners performed well above the expected standard.

The overall mean score of 89.82 corresponds to an Outstanding level of performance. The standard deviation of 4.32 suggests that the scores are closely grouped around the mean, reflecting consistency in learners’ academic outcomes. The findings indicate strong and relatively uniform academic performance among the learners.

Generally performing well which may be attributed to effective classroom management strategies supported by ICT integration Msafari, Kangwa, & Cai (2023).

Table 4 Information Communication Technology integration mediate the relationship between classroom management and learners' performance

Effect	Path	Estimate	SE	Z	p	Interpretation	Decision
Indirect	CM $\Rightarrow$ ICT $\Rightarrow$ LEARNERS PERFORMANCE	0.949	0.4719	2.01	0.044	Significant	Reject
Direct	CM $\Rightarrow$ LEARNERS PERFORMANCE	-3.188	1.2974	-2.46	0.014	Significant	Reject
Total	CM $\Rightarrow$ LEARNERS PERFORMANCE	-2.239	1.2349	-1.81	0.070	Significant	Reject

Table 4 indicates that ICT integration significantly mediates the relationship between classroom management and learners' performance. The significant indirect effect ($\beta = 0.949$, $p = 0.044$) shows that effective classroom management enhances the use of ICT, which in turn improves student success. This means that well-managed classrooms provide a supportive environment where technology can be effectively integrated to enrich teaching and learning. (Ghavifekr et al,2015)

The direct effect of classroom management on learners' performance is also significant ($\beta = -3.188$, $p = 0.014$), confirming its independent influence on academic outcomes. Since both the direct and indirect effects are significant but operate in opposite directions. This means that classroom management affects learners' performance both directly and indirectly through ICT integration, but these effects operate in different ways. Effective technology integration in education requires the combined use of content knowledge, pedagogical knowledge, and technological knowledge. Nguyen et al, (2022). This framework supports the present study by showing that meaningful ICT integration enhances teaching effectiveness and promotes improved learner performance.

SUMMARY OF FINDINGS

This section provides the summary of findings in this study.

1. The extent of classroom management strategies do teachers use to manage effective teaching and learning was described as "Highly Managed" with overall (wx 3.51 & SD = 0.54).
2. The level of ICT integration was described as "Very High Integrated" with (wx = 4.23 SD = 0.60).
3. The majority of the learners (60.67%) got a general academic performance which adjectival rating as Outstanding in 1st semestral grade for the S.Y.2025-2026.
4. ICT integration significantly mediates the relationship between classroom management and learners' performance. Indirect effect ($\beta = 0.949$, $p = 0.044$) and direct effect $\beta = -3.188$, $p = 0.014$).

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

The study concludes that teachers effectively apply classroom management strategies, creating a well-organized and supportive learning environment. ICT integration is also highly practiced, especially through the use of interactive multimedia, which enhances teaching and student engagement. Most learners achieved outstanding academic performance, showing positive learning outcomes. Furthermore, ICT integration significantly strengthens the impact of classroom management on learners' performance. Both effective classroom management and proper use of ICT contribute greatly to improved learners' performance.

RECOMMENDATIONS

Based on the findings and conclusions, the researcher recommends the following:



1. School administrators may continue strengthening teachers' classroom management skills through regular training and support programs.
2. Teachers may consistently integrate ICT, especially interactive multimedia, to improve student engagement and learning outcomes.
3. School administrators may provide adequate ICT resources and technical support to sustain effective technology use in classrooms.
4. Future researchers may examine other factors affecting learners' performance and use different designs to determine if ICT integration mediates its relationship with classroom management.
5. Schools may implement the action plan through collaboration school administrators, parents, teachers, students and stakeholders. Such collaborative engagement can reinforce effective classroom management and meaningful ICT integration, ultimately contributing to improved learner performance.

Implication

These findings imply that effective classroom management, supported by purposeful ICT integration, plays a vital role in improving learners' academic performance. Strong collaboration among teachers, parents, and school leaders further enhances student engagement and learning outcomes. Schools may adopt integrated instructional practices and coordinated support systems that promote higher-order thinking skills and sustained academic growth.

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