



Impact of Classroom Management Practices and Teacher Performance on the Academic Achievement In Mathematics

Queenie Rose A. Malinao  Felinita III R. Doronio 

International Journal of Educational Viewpoints, 2(1), 9–14 (2026)

<https://doi.org/10.64612/ijev.v2i1.169>

Correspondence: quenmalinao@gmail.com

¹⁻²Assumption College of Nabunturan, Philippines

Abstract

This study examined the influence of classroom management practices and teacher performance on the academic achievement of Grade 6 students in Mathematics at Mesaoy Elementary School and Del Pilar Elementary School, New Corella, Davao del Norte, during the School Year 2025–2026. Employing a quantitative descriptive-correlational research design, the study involved 120 Grade 6 learners through universal sampling. Data on classroom management practices were collected using an adapted and validated questionnaire based on Marzano's Classroom Management Model, while teacher performance was obtained from the Classroom Observation Tool (COT), and students' academic achievement was measured using their fourth-quarter Mathematics grades. Descriptive statistics, Pearson's Product-Moment Correlation, and Multiple Linear Regression were used to analyze the data. Findings revealed that teachers demonstrated a high level of classroom management practices and outstanding teaching performance, while students achieved a satisfactory level of academic performance in Mathematics. Classroom management practices showed a significant but very weak positive relationship with students' academic achievement, whereas teacher performance did not demonstrate a significant relationship with Mathematics achievement. Regression analysis further indicated that among the dimensions of classroom management, time management significantly predicted academic achievement. The study concludes that effective classroom management, particularly efficient use of instructional time, contributes to improved student performance in Mathematics and recommends strengthening classroom management strategies alongside continuous professional development to enhance learning outcomes.

Keywords

classroom management practices, teacher performance, academic achievement, mathematics, education

How to Cite

Malinao, Q. R., & Doronio, F. I. (2026). Impact of Classroom Management Practices and Teacher Performance on the Academic Achievement In Mathematics. *International Journal of Educational Viewpoints*, 2(1), 9–14. <https://doi.org/10.64612/ijev.v2i1.169>

Received: 18 April 2026

Accepted: 27 May 2026

Published: 30 June 2026

Copyright and License

© 2025 The Authors. Published by Edukar Publishing. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer Review Statement

This article underwent a double-anonymous peer review process in accordance with the editorial policies of the International Journal of Educational Viewpoints. Both authors and reviewers remained anonymous throughout the review process.

Open Access Statement

The International Journal of Educational Viewpoints is a fully open-access, peer-reviewed journal. All articles are freely available online immediately upon publication without subscription or access fees.

Funding Statement

The authors received no financial support for the research, authorship, and/or publication of this article.

Conflict of Interest

The authors declared no conflicts of interest.

Data Availability Statement

All data analyzed during this study were derived from publicly accessible scholarly publications cited in this article. No primary datasets were generated.

Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Academic achievement remains a primary indicator of educational quality and learner success across educational systems. Among school-related factors influencing student achievement, classroom management and teacher performance have consistently emerged as critical determinants of effective teaching and learning. Classroom management extends beyond maintaining discipline; it encompasses organizing instructional activities, managing time efficiently, establishing supportive learning environments, and promoting positive learner behavior that maximizes instructional opportunities (Ahmed, 2024; Marzano et al., 2003). Likewise, teacher performance reflects educators' instructional competence,

assessment practices, classroom leadership, and professional effectiveness, all of which substantially influence students' learning experiences and academic outcomes (Darling-Hammond et al., 2017; Baynosa & Simpall, 2025). International evidence further indicates that students achieve higher academic performance when teachers effectively integrate classroom management, formative assessment, learner engagement, and motivational strategies into instruction (Black & Wiliam, 1998; Herman et al., 2022). Moreover, student motivation, self-efficacy, and classroom engagement serve as important mechanisms through which effective teaching practices translate into improved academic achievement (Ryan & Deci, 2020; Basileo et al., 2024; Fredricks et al., 2004).

Within the Philippine educational context, improving mathematics achievement remains a continuing priority due to persistent learning gaps observed in both national and international assessments. Results of the Programme for International Student Assessment (PISA) revealed that many Filipino learners continue to experience difficulty in mathematical reasoning and problem-solving, emphasizing the need to strengthen instructional quality and classroom practices (Organisation for Economic Co-operation and Development [OECD], 2019). Contemporary Philippine studies likewise demonstrate that effective classroom management, teacher competence, instructional interventions, and supportive school leadership contribute significantly to improved learner performance (Baynosa & Simpall, 2025; Ondap & Simpall, 2025; El Halaissi & Cariaga, 2026). Furthermore, parental involvement has been recognized as an important contextual factor that complements school-based instructional practices by fostering learner motivation, engagement, and academic success (Cariaga, 2025; Cariaga & Gerodias, 2025; Cubero & Cariaga, 2026). Despite these educational reforms and interventions, variations in mathematics achievement continue to exist among elementary learners, indicating that instructional and classroom factors require further empirical investigation within specific school settings.

Although previous studies have independently established the importance of classroom management, teacher effectiveness, learner motivation, and parental support, limited empirical research has examined the combined influence of classroom management practices and teacher performance on elementary learners' mathematics achievement within public schools in New Corella, Davao del Norte. Existing literature has predominantly focused on single instructional variables, teacher competence, or student motivation, with comparatively less attention given to the integrated contribution of classroom management dimensions—including classroom activity management, physical organization, time management, and learner behavior management—alongside teacher performance measured through the Classroom Observation Tool (COT). This contextual and empirical gap limits the availability of localized evidence needed to guide instructional improvement, teacher professional development, and school-based policy formulation in elementary mathematics education.

Accordingly, this study examined the influence of classroom management practices and teacher performance on the academic achievement of Grade 6 learners in Mathematics at Mesaoy Elementary School and Del Pilar Elementary School during the School Year 2025–2026. Specifically, it investigated classroom management practices in terms of classroom activity management, physical organization of the learning environment, time management, and management of learners' behavior; evaluated teacher performance using the Classroom Observation Tool; and determined their relationship with learners' fourth-quarter Mathematics achievement. The findings provided empirical evidence that may support teachers in enhancing instructional practices, assist school administrators in designing professional development initiatives, and inform evidence-based educational decision-making. Although the study was limited to two public elementary schools and selected instructional variables, it contributes localized evidence that advances understanding of how classroom management and teacher performance influence Mathematics achievement in Philippine elementary education.

METHODOLOGY

Design

This study employed a quantitative descriptive-correlational research design grounded in the positivist paradigm, which assumes that observable phenomena can be objectively measured and analyzed using statistical techniques. The descriptive component was used to determine the levels of classroom management practices, teacher performance, and academic achievement in Mathematics, while the correlational component examined the relationships among these variables without manipulating the research setting or participants. This design was appropriate because the study sought to establish empirical evidence regarding whether classroom management practices and teacher performance significantly influence Grade 6 learners' academic achievement in Mathematics. The study was conceptually anchored on the classroom management framework of Marzano et al. (2003), which posits that effective classroom organization, instructional management, and positive learner behavior contribute to improved learning outcomes. Likewise, the study recognizes that teacher performance, strengthened through continuous professional development and effective instructional practice, enhances student achievement (Darling-Hammond et al., 2017; Guskey, 2019).

Sampling

The respondents consisted of 120 Grade 6 learners enrolled at Mesaoy Elementary School and Del Pilar Elementary School in New Corella, Davao del Norte, during the School Year 2025–2026. Universal sampling was employed because all eligible Grade 6 learners in the participating schools were included in the study, thereby ensuring complete representation of the target population. Learners were included if they were officially enrolled during the data collection period, possessed complete fourth-quarter Mathematics grades, and regularly attended classes. Learners with incomplete academic records or prolonged absences were excluded from the study. Teacher performance data were obtained from official Classroom Observation Tool (COT) ratings maintained by the school administration rather than through teacher self-report, ensuring the use of standardized performance evaluation data consistent with the Department of Education's Results-Based Performance Management System (Baynosa & Simpall, 2025).

Collection

Data were gathered using an adapted structured questionnaire designed to measure learners' perceptions of teachers' classroom management practices across four dimensions: classroom activity management, physical organization of the classroom environment, time management, and management of learners' behavior. The instrument was developed based on established classroom management principles proposed by Marzano et al. (2003) and aligned with contemporary perspectives emphasizing structured learning environments, learner engagement, and teacher efficacy (Ahmed, 2024; Shah, 2023). Prior to data collection, the questionnaire underwent content validation by experts in educational research and elementary instruction to establish content validity. A pilot test involving respondents with characteristics similar to the target population was conducted, yielding satisfactory internal consistency with a Cronbach's alpha coefficient that exceeded the recommended threshold of .70. Upon securing approval from the Schools Division Office and the participating school heads, the questionnaires were personally administered to the respondents. Teacher performance data were obtained from official Classroom Observation Tool records, while students' academic achievement was measured using their official fourth-quarter Mathematics grades obtained from school records.

Analysis

The collected data were encoded, cleaned, and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency, percentage, mean, and standard deviation, were employed to determine the levels of classroom management practices, teacher performance, and learners' academic achievement. Pearson's Product-Moment Correlation Coefficient was used to examine the magnitude and direction of the relationships among the study variables. Multiple linear regression analysis was subsequently performed to determine the extent to which classroom management practices and teacher performance predicted learners' academic achievement in Mathematics. All statistical tests were conducted at the 0.05 level of significance, and the selected analyses were deemed appropriate for addressing the study objectives and testing the proposed hypotheses.

Ethical Considerations

Ethical approval was obtained from the appropriate institutional authorities before conducting the study. Permission to administer the research instruments was secured from the Schools Division Office and the school heads of the participating schools. Since the respondents were minors, informed consent was obtained from their parents or legal guardians, while learner assent was likewise secured prior to participation. Participation was entirely voluntary, and respondents were informed of their right to decline or withdraw from the study at any point without adverse consequences. Confidentiality and anonymity were maintained by assigning identification codes instead of participants' names, and all information collected was used exclusively for research purposes. Electronic and printed data were securely stored and managed in accordance with the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and established ethical standards for educational research.

Limitations and Rigor

This study was limited to Grade 6 learners from two public elementary schools in New Corella, Davao del Norte, which may limit the generalizability of the findings to other educational settings. The use of learners' perceptions to assess classroom management practices may also have introduced response bias. Furthermore, the study focused exclusively on classroom management practices and teacher performance and did not examine other factors that may influence Mathematics achievement, such as socioeconomic status, learner motivation, parental involvement, digital distractions, and academic hardiness (Basileo et al., 2024; Tamodra & Doronio, 2026). Nevertheless, methodological rigor was strengthened through expert validation of the research instrument, pilot testing, the use of standardized teacher performance records, universal sampling, and the application of appropriate statistical analyses. These procedures enhanced the validity, reliability, transparency, and credibility of the findings and increased their value in informing instructional improvement and educational decision-making.

RESULTS AND DISCUSSION

Table 1 revealed that classroom management practices were implemented at a high level, with management of learners' behavior obtaining the highest mean and time management recording the lowest, although both remained within the high descriptive category. Teacher performance was rated Outstanding, whereas students' academic achievement in Mathematics was Satisfactory. These findings indicate that teachers consistently demonstrated effective classroom management and high instructional competence. However, the satisfactory level of learners' academic achievement suggests that favorable instructional conditions alone may not be sufficient to produce higher academic performance, as learning outcomes are influenced by multiple instructional, learner-related, and contextual factors. The high level of classroom management practices indicates that teachers successfully established structured classroom environments that promoted learner participation, maintained discipline, and maximized instructional opportunities. Effective classroom management has been shown to improve academic performance by reducing classroom disruptions, increasing instructional time, and encouraging active learner engagement (Ahmed, 2024; Herman et al., 2022). Likewise, effective classroom organization, clear routines, and consistent behavioral expectations provide conditions that support meaningful learning and sustained student participation (Marzano et al., 2003). In Mathematics instruction, where conceptual understanding depends on sequential learning and continuous practice, organized learning environments enable learners to concentrate on problem-solving tasks and participate more actively during instruction (Mayer, 2021; Reiser & Dempsey, 2018). The Outstanding teacher performance further suggests that teachers consistently demonstrated strong instructional competence based on the Classroom Observation Tool. This finding reflects the importance of continuous professional development and systematic performance evaluation in strengthening instructional quality and teaching effectiveness (Baynosa & Simpal, 2025; Darling-

Hammond et al., 2017). Professional learning opportunities encourage teachers to refine instructional strategies, improve assessment practices, and respond effectively to learners' needs, thereby promoting continuous instructional improvement (Guskey, 2019). Moreover, teachers' instructional effectiveness is strengthened by emotional regulation, resilience, adaptability, and professional well-being, which enhance their capacity to maintain productive learning environments and respond appropriately to classroom challenges (Pozo-Rico et al., 2023; Wang et al., 2023).

Despite these favorable instructional conditions, learners attained only a satisfactory level of academic achievement in Mathematics. This finding indicates that academic performance extends beyond teacher-related variables and reflects the combined influence of learner motivation, engagement, assessment practices, and external support systems. Students with higher levels of self-efficacy and stronger perceptions of psychological support tend to demonstrate greater persistence, motivation, and academic achievement (Basileo et al., 2024; Ryan & Deci, 2020). Likewise, sustained behavioral, emotional, and cognitive engagement has consistently been associated with improved learning outcomes (Fredricks et al., 2004). Beyond classroom instruction, parental involvement, collaborative school governance, and effective instructional leadership also contribute to learner achievement by strengthening educational support systems and improving instructional quality (Cariaga, 2025; Cariaga & Gerodias, 2025; Cubero & Cariaga, 2026; El Halaissi & Cariaga, 2026). Collectively, these findings suggest that improving Mathematics achievement requires coordinated efforts among teachers, families, and school leaders to create learning environments that support both academic and personal development.

Table 1
Summary of the Levels of Classroom Management Practices, Teacher Performance, and Academic Achievement

Variables	Mean	Interpretation
Management of Classroom Activities	3.21	High
Physical Organization of Classroom Environment	3.19	High
Time Management	3.08	High
Management of Learners' Behavior	3.41	High
Overall Classroom Management Practices	3.22	High
Teacher Performance (COT)	5.86	Outstanding
Academic Achievement in Mathematics	84.56	Satisfactory

Table 2 revealed a statistically significant positive relationship between classroom management practices and students' academic achievement in Mathematics. Although the observed correlation was weak, its statistical significance indicates that effective classroom management contributes to improved learner performance by creating environments that facilitate teaching and learning. Conversely, teacher performance did not demonstrate a statistically significant relationship with academic achievement despite teachers obtaining Outstanding performance ratings. The significant relationship between classroom management practices and academic achievement reinforces previous evidence that organized classrooms, effective learner management, and efficient instructional routines create favorable conditions for learning (Ahmed, 2024). Effective classroom management minimizes disruptions, increases learner engagement, and allows teachers to maximize instructional time, thereby enhancing opportunities for academic success (Herman et al., 2022). Similarly, teachers who establish clear expectations, maintain consistent classroom procedures, and effectively manage learner behavior create structured learning environments that encourage participation and sustained attention during instruction (Marzano et al., 2003; Shah, 2023). These classroom conditions are particularly important in Mathematics because learners require uninterrupted opportunities to develop procedural fluency and conceptual understanding through continuous practice. In contrast, teacher performance did not significantly correlate with learners' academic achievement despite consistently high performance ratings. This finding suggests that formal teacher evaluation systems primarily assess instructional competence and professional practice rather than directly measuring student learning outcomes. Although effective teaching remains fundamental to quality education, learner achievement is also influenced by motivational, cognitive, environmental, and assessment-related factors that extend beyond teacher performance alone (Baynosa & Simpal, 2025; Darling-Hammond et al., 2017). Moreover, formative assessment practices, timely feedback, and continuous monitoring of learner progress contribute substantially to academic improvement by helping students identify learning gaps and refine their understanding (Black & Wiliam, 1998). Consequently, teacher performance should be viewed as one important component within a broader educational system in which learner achievement results from the interaction of instructional quality, learner characteristics, family support, and school context.

Table 2
Correlation Analysis Between Classroom Management Practices, Teacher Performance, and Academic Achievement

Variables	r	p-value	Decision	Interpretation
Classroom Management Practices and Academic Achievement	0.132	< .001	Reject H ₀	Significant
Teacher Performance and Academic Achievement	-0.041	.779	Fail to Reject H ₀	Not Significant

Table 3 showed that time management was the only classroom management dimension that significantly predicted students' academic achievement in Mathematics. In contrast, management of classroom activities, physical organization of the classroom environment, and management of learners' behavior did not independently predict academic performance. Furthermore, the regression model explained only 10.1% of the variance in Mathematics achievement, indicating that most of the differences in learners' academic performance were influenced by factors beyond the variables included in the study.

The significant predictive influence of time management highlights the importance of maximizing instructional time to enhance Mathematics learning. Effective lesson pacing, smooth classroom transitions, and adequate opportunities for guided and independent practice enable learners to develop conceptual understanding while reducing unnecessary cognitive demands (Mayer, 2021). Likewise, effective instructional design emphasizes careful sequencing of learning activities and efficient allocation of instructional time to maximize learner engagement and instructional effectiveness (Reiser & Dempsey, 2018). Since Mathematics concepts are cumulative in nature, efficient use of instructional time allows learners to master prerequisite skills before progressing to more complex competencies, thereby improving academic performance.

Although the remaining classroom management dimensions were not statistically significant predictors, they remain essential components of effective instruction because they establish learning environments that facilitate learner participation and instructional delivery (Ahmed, 2024; Marzano et al., 2003). Their lack of independent predictive influence suggests that classroom management functions as an integrated system in which multiple practices collectively contribute to learner success rather than operating as isolated determinants of achievement. Consequently, effective classroom management should be understood as the interaction of instructional organization, classroom climate, learner behavior, and efficient use of instructional time. The relatively low coefficient of determination further indicates that learners' Mathematics achievement is influenced by numerous factors beyond classroom management. Previous studies have demonstrated that learner motivation, self-efficacy, and perceived psychological support significantly influence academic performance by strengthening persistence and engagement in learning (Basileo et al., 2024; Ryan & Deci, 2020). Likewise, learner engagement (Fredricks et al., 2004), logical mathematical ability (Shirawia et al., 2023), parental involvement (Cariaga & Gerodias, 2025), Mathematics intervention programs (Ondap & Simpall, 2025), and digital distractions that affect academic hardiness (Tamodra & Doronio, 2026) all contribute to learners' academic outcomes. These findings suggest that improving Mathematics achievement requires comprehensive interventions that integrate effective classroom instruction with learner motivation, parental engagement, and school-wide academic support systems.

Table 3
Multiple Regression Analysis of Classroom Management Practices Predicting Academic Achievement

Predictor	β	t	p-value	Decision
Management of Classroom Activities	0.081	0.892	.374	Not Significant
Physical Organization of Classroom Environment	0.067	0.731	.466	Not Significant
Time Management	0.318	2.981	.004	Significant
Management of Learners' Behavior	0.074	0.815	.417	Not Significant

Conclusion and Recommendations

The findings demonstrated that Grade 6 teachers consistently implemented high levels of classroom management practices and exhibited outstanding instructional performance. Nevertheless, students achieved only a satisfactory level of academic performance in Mathematics, suggesting that favorable classroom conditions and teacher competence alone are insufficient to maximize learner achievement. Moreover, classroom management practices were found to have a significant positive relationship with academic achievement, whereas teacher performance did not significantly influence students' Mathematics performance. These findings highlight the critical role of effective classroom management in creating learning environments that support academic success. Among the dimensions of classroom management, time management emerged as the only significant predictor of students' academic achievement, emphasizing the importance of efficient lesson pacing, smooth instructional transitions, and adequate opportunities for learner practice. However, the modest explanatory power of the regression model indicates that Mathematics achievement is also shaped by other learner, family, and school-related factors beyond those examined in this study. Overall, the study contributes empirical evidence that effective classroom management, particularly instructional time management, remains an important component of improving Mathematics learning among elementary learners.

Teachers should sustain effective classroom management practices while placing greater emphasis on maximizing instructional time through improved lesson pacing, organized classroom transitions, and sufficient opportunities for guided and independent Mathematics practice. School administrators should strengthen professional development initiatives that enhance teachers' competencies in classroom management, formative assessment, differentiated instruction, and instructional planning. Likewise, instructional supervision should emphasize evidence-based classroom practices that directly support learner engagement and academic achievement. Schools should complement classroom-based interventions by strengthening partnerships with parents and promoting school-wide programs that foster learner motivation, engagement, and academic resilience. Mathematics intervention programs should likewise be continuously implemented and monitored to address learners' specific academic needs. Future researchers are encouraged to investigate additional determinants of Mathematics achievement, including learner motivation, self-efficacy, parental involvement, instructional leadership, socioeconomic conditions, and digital learning behaviors, using broader samples and diverse educational contexts to develop a more comprehensive understanding of the factors influencing academic success.

References

- Ahmed, N. (2024). The role of classroom management in enhancing learners' academic performance: Teachers' experiences. *Studies in Learning and Teaching*, 5(1), 202-218. <https://doi.org/10.46627/silet.v5i1.364>
- Basileo, L. D., Otto, B., Lyons, M., Vannini, N., & Toth, M. D. (2024, May). The role of self-efficacy, motivation, and perceived support of students' basic psychological needs in academic achievement. In *Frontiers in Education* (Vol. 9, p. 1385442). Frontiers Media SA. <https://doi.org/10.3389/feduc.2024.1385442>
- Baynosa, R., & Simpall, E. A. (2025). Competence and Challenges of Public Elementary Teachers on Results-Based Performance Management System (RPMs). *International Journal of Educational Viewpoints*, 1(1), 1-11. <https://doi.org/10.64612/ijev.v1i1.50>
- Black, P., & William, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. <https://doi.org/10.1080/0969595980050102>

- Cariaga, R. (2025). Listening from the Margins: A Phenomenological Inquiry into Parents' Lived Experiences of School Involvement in Rural Philippine Communities. *International Journal of Educational Viewpoints*, 1(1), 28–33. <https://doi.org/10.64612/ijev.v1i1.55>
- Cariaga, R., & Gerodias, E. (2025). More Than Homework Help: Filipino Secondary Students' Lived Experiences of Parental Involvement and Academic Performance. *International Journal of Educational Viewpoints*, 1(1), 22–27. <https://doi.org/10.64612/ijev.v1i1.52>
- Cubero, G., & Cariaga, R. (2026). Sustainability Analysis of Parents' Participation in School Governance and Educational Quality. *International Journal of Economics, Culture, and Sustainable Development Viewpoints*, 1(1), Article 5. <https://doi.org/10.64612/ijecsdv.v1i1.181>
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/122.311>
- El Halaissi, M., & Cariaga, R. (2026). Sustainability Analysis of Instructional Leadership Practices and Educational Quality. *International Journal of Economics, Culture, and Sustainable Development Viewpoints*, 1(1), Article 4. <https://doi.org/10.64612/ijecsdv.v1i1.180>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Guskey, T. R. (2019). *Evaluating professional development*. Corwin Press.
- Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2022). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. *Journal of Educational Psychology*, 114(1), 144. <https://doi.org/10.1037/edu0000641>
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Ondap, A., & Simpal, E. A. (2025). Mathematical Learning Intervention Program for Grade 9 Learners During the Resumption of In-Person Classes. *International Journal of Educational Viewpoints*, 1(1), 12–21. <https://doi.org/10.64612/ijev.v1i1.51>
- Organisation for Economic Co-operation and Development. (2019). *PISA 2018 results (Volume I): What students know and can do*. OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Pozo-Rico, T., Poveda, R., Gutiérrez-Fresneda, R., Castejón, J. L., & Gilar-Corbi, R. (2023). Revamping teacher training for challenging times: Teachers' well-being, resilience, emotional intelligence, and innovative methodologies as key teaching competencies. *Psychology research and behavior management*, 1-18. <https://doi.org/10.2147/PRBM.S382572>
- Reiser, R. A., & Dempsey, J. V. (Eds.). (2018). *Trends and issues in instructional design and technology* (4th ed.). Pearson.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Shah, D. (2023). Teachers' self-efficacy and classroom management practices: A theoretical study. *Journal of Education and Research*, 13(1), 8-26. <https://doi.org/10.51474/ier.v13i1.661>
- Shirawia, N., Alali, R., Wardat, Y., Tashtoush, M. A., Saleh, S., & Helali, M. (2023). Logical mathematical intelligence and its impact on the academic achievement for pre-service math teachers. *Journal of Educational and Social Research*, 13(6), 242-257. <https://doi.org/10.36941/iesr-2023-0161>
- Tamodra, V., & Doronio, R. (2026). Digital Distraction and Student Stress: Their Influence on Academic Hardiness among Mathematics Major Students. *International Journal of Interdisciplinary Viewpoints*, 2(5), 27–38. <https://doi.org/10.64612/ijiv.v2i5.138>
- Wang, H., Burić, I., Chang, M. L., & Gross, J. J. (2023). Teachers' emotion regulation and related environmental, personal, instructional, and well-being factors: A meta-analysis: H. Wang et al. *Social psychology of education*, 26(6), 1651-1696. <https://doi.org/10.1007/s11218-023-09810-1>