

CLASSROOM BEHAVIOR OF GRADE 6 LEARNERS AND ITS EFFECT ON THEIR ACADEMIC PERFORMANCE

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ABSTRACT

This study investigated the classroom behavior of Grade 6 learners and its impact on their academic performance at Sinangguyan Elementary School during the 2025–2026 academic year. The specific objectives included assessing learners' classroom behavior in areas such as attention, task engagement, self-control, and social behavior; evaluating their academic performance; and identifying the relationship between classroom behavior and academic outcomes. A descriptive correlational research design was employed for this study. The respondents consisted of Grade 6 learners selected through total enumeration. Data collection was conducted using a structured questionnaire, with analysis performed using weighted mean and Pearson Product-Moment Correlation. The findings indicated that learners generally exhibited high levels of classroom behavior across all measured indicators, including attention, task behavior, self-control, and social interaction. Their academic performance was categorized as very satisfactory, with an overall mean grade of 85.90. Furthermore, the results revealed a significant relationship between classroom behavior and academic performance, particularly in the areas of task engagement, self-control, and social behaviors. However, attention alone did not demonstrate a significant correlation with academic performance. The study concluded that positive classroom behavior is linked to improved academic performance among Grade 6 learners. It is therefore recommended that educators continue to foster positive behaviors, such as task engagement, self-control, and cooperative interactions, to enhance students' learning outcomes. This study investigated the classroom behavior of Grade 6 learners and its impact on their academic performance at Sinangguyan Elementary School during the 2025–2026 academic year. The specific objectives included assessing learners' classroom behavior in areas such as attention, task engagement, self-control, and social behavior; evaluating their academic performance; and identifying the relationship between classroom behavior and academic outcomes.

Keywords: *Classroom Behavior, Academic Performance, Grade 6 Learners, Attention, Task Behavior, Self-Control, Social Behavior*

1. INTRODUCTION

Education played a vital role in shaping learners' knowledge, skills, and values. Academic performance, which reflected a student's level of school achievement, was influenced by several factors, including teaching methods, the learning environment, and student behavior. Among these, classroom behavior was one of the most significant determinants of academic success. How learners behaved in the classroom, including their attentiveness, participation, discipline, and interaction with peers, greatly affected their ability to understand lessons, complete tasks, and perform well academically (Pagupat & Oco, 2025). Classroom behavior was not only a reflection of a

learner's self-discipline and motivation but also a response to the classroom environment, teacher guidance, and peer influence. Students who consistently demonstrated positive behaviors were more likely to stay engaged, grasp lessons effectively, and achieve higher academic results. On the other hand, learners who exhibited negative or disruptive behaviors often struggled to understand lessons and complete academic tasks (Pagupat & Oco, 2025).

At Sinangguyan Elementary School in Don Carlos, Bukidnon, understanding the relationship between classroom behavior and academic performance was essential for developing strategies that promoted effective learning and a

productive classroom environment. Examining the attentiveness, participation, discipline, and peer interactions of Grade 6 learners provided valuable insights into how behavior impacted academic outcomes and informed teaching practices that supported student success.

Student behavior in the classroom varied widely depending on social, cultural, and personal experiences. It was important to identify the most commonly observed behaviors in the classroom so that teachers could address challenges early and develop appropriate interventions. The researcher was prompted to conduct this study to explore classroom behavior and its impact on students' academic achievement in public elementary schools. Academic performance served as a basis for improving the teaching-learning process and was an important indicator of the quality of instruction. The Department of Education monitored pupils' academic performance to determine whether they had reached the required level of competency (Dulay, 2020).

Classroom behavior significantly affected elementary learners' academic success, influencing how they paid attention, completed tasks, managed their emotions, and interacted with peers. Positive behaviors, such as sustained attention, active participation, and cooperative social interactions, supported learning, while inattentiveness or disruptive behavior hindered academic achievement. Local studies reinforced this connection: Ramacula and Pañares (2023) found that effective communication and peer interaction among Grade V pupils improved academic outcomes; Dela Cruz (2023) reported that students who maintained focus despite classroom distractions performed better in core subjects such as Mathematics and Science; and Garcia and Santos (2022) observed that learners who sustained attention during lessons retained information more effectively than those who were frequently distracted. These findings highlighted the importance of understanding classroom behavior for teachers, parents, and school administrators in developing strategies that fostered positive conduct and enhanced learning outcomes.

This study was conducted at Sinangguyan Elementary School among selected Grade 6 learners during the school year 2025–2026. The research aimed to provide a deeper understanding

of how classroom behavior influences academic performance and to serve as a basis for developing strategies that promote positive behavior and improve learning outcomes. The results were expected to benefit learners by encouraging better classroom habits and improved academic performance; teachers by providing insights for effective classroom management and teaching strategies; and school administrators by offering a foundation for programs and policies that support student success.

1.1. Statement of the Problem

This study aimed to determine the relationship between classroom behavior and the academic performance of grade 6 elementary learners.

Specifically, it sought to answer the following questions:

1. What is the perceived level of classroom behavior of the learners as perceived by themselves and their teachers in terms of:
 - a. Attention,
 - b. Task Behavior,
 - c. Self-Control, and
 - d. Social Behavior?
2. What is the academic performance of the grade 6 learners?
3. Is there a significant relationship between the learners' classroom behavior and their academic performance?

2. METHODOLOGY

This chapter presented the study's research methodology. It included the research design, the study's locale, a map of the locale, the study's respondents, the sampling procedure, the research instrument, its administration, and the data-gathering procedure.

2.1. Research Design

The study used a descriptive correlational design to examine the relationship between Grade 6 learners' classroom behavior and their academic performance at Sinangguyan Elementary School, aiming to provide insights to improve student outcomes. The results were expected to help identify strategies that supported positive classroom behavior and academic success.

2.2. Locale of the Study

The study was conducted at Sinangguyan Elementary School. The school was situated along the Sayre Highway in Purok 2, Barangay Sinangguyan, Don Carlos, Bukidnon, a rural educational setting within the DepEd Division of Bukidnon. It was characterized by a growing population and a strong focus on community-based educational services, serving primary-level learners in the local community.

2.3 Respondents of the Study

The respondents of the study were the Grade 6 learners enrolled at Sinangguyan Elementary School during the School Year 2025–2026. Both male and female learners were included to ensure a comprehensive representation of experiences and classroom behaviors. The selection of respondents aimed to provide accurate insights into the relationship between classroom behavior and academic performance in the school. The Grade 6 learners of Sinangguyan Elementary School were chosen as respondents because they were already at a level where their classroom behavior and academic performance could be clearly observed. They were more mature compared to learners in lower grade levels. They were expected to manage their attention, task behavior, self-control, and social behavior, and to participate in learning activities actively. Because of this, they were suitable respondents for examining the relationship between classroom behavior and academic performance.

2.4 Sampling Procedure

Total enumeration was used to select Grade 6 learners from Sinangguyan Elementary School as respondents, focusing on this grade due to their transition to secondary education and the importance of their academic performance and behavioral development. This sampling method required the researchers to have prior knowledge of the research's purpose, enabling them to select eligible participants as respondents. The researchers selected participants based on specific criteria relevant to the study, ensuring that the chosen learners were appropriate for examining classroom behavior and academic performance.

2.5 Research Instrument

The researchers used a structured questionnaire as the main research instrument to gather data for the study titled “Classroom Behavior of Grade 6 Learners and Its Effect on Their Academic Performance.” The questionnaire was designed to measure the classroom behavior of Grade 6 learners and their possible relationship with academic performance. Specifically, the questionnaire included sections on Attention, Task Behavior, Self-Control, and Social Behavior, with items in each section designed to assess how learners engaged in classroom activities and interacted with peers and teachers. This instrument was chosen because it enabled the researchers to collect specific, relevant information directly from respondents.

The study's respondents were Grade 6 learners, and data collection was conducted in their respective schools. Before actual data collection, the questionnaire underwent a pilot test to assess its reliability and clarity. The pilot test was administered to a small group of learners similar to the actual respondents but not included in the study's final sample. The pilot test yielded a Cronbach's Alpha of 0.772, indicating that the instrument was reliable and acceptable for the study.

2.6 Administration of Research Instrument

The researchers sought formal permission from the School Principal of Sinangguyan Elementary School to conduct the study among the Grade 6 learners. Upon approval, the researchers coordinated with the respective class advisers to schedule the data collection.

The questionnaires were administered by distributing printed survey forms at a scheduled time that did not interfere with regular instruction. The researchers personally explained the study's purpose and the instructions for completing the instrument to ensure clarity. During the administration, the anonymity and confidentiality of the students were strictly preserved; names were required only on the survey forms when necessary for tracking academic records, and in such cases, data were coded for privacy.

All gathered responses and academic data were stored securely in a password-protected file or a locked cabinet, accessible only to the researchers.

The data were handled with the utmost professional ethics and were retrieved only when necessary for matters directly related to the statistical analysis and the completion of the study.

2.7 Scoring Procedure

The survey responses were evaluated using a 4-point Likert scale, based on the nature of each variable.

To measure student attention

Attention

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Always	Very High Attention
2.50-3.49	Often	High Attention
1.50-2.49	Sometimes	Moderate Attention
1.00-1.49	Never	Low Attention

To measure student task behavior

Task-Behavior

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Always	Very High Task Behavior
2.50-3.49	Often	High Task Behavior
1.50-2.49	Sometimes	Moderate Task Behavior
1.00-1.49	Never	Low Task Behavior

To measure student self-control

Self-Control

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Always	Very High Self-Control
2.50-3.49	Often	High Self-Control
1.50-2.49	Sometimes	Moderate Self-Control
1.00-1.49	Never	Low Self-Control

To measure social behavior

Social Behavior

Range	Descriptive Rating	Qualitative Interpretation
3.50-4.00	Always	Very High Social Behavior
2.50-3.49	Often	High Social Behavior
1.50-2.49	Sometimes	Moderate Social Behavior
1.00-1.49	Never	Low Social Behavior

Academic Performance

To evaluate students' academic performance, the following interpretation based on their General Point Average (GPA) was used.

Grade Range	Descriptive Rating	Quality Interpretation
90-100	Outstanding	Very High
85-89	Very satisfactory	High
80-84	Satisfactory	Moderate
75-79	Fairly Satisfactory	Low
Below 75	Did not meet expectations	Very Low

2.8 Ethical Consideration

Ethical standards were strictly observed throughout the conduct of this study. Prior to the data collection, formal permission to conduct the research was secured from the School Principal of Sinangguyan Elementary School.

Participation in the study was voluntary. The respondents were informed that they had the right to decline to participate or withdraw from answering the questionnaire at any time, without any academic or personal consequences.

Data confidentiality was strictly maintained throughout the research process. All completed questionnaires and academic records were handled with care and stored securely to protect respondents' privacy.

Access to the collected data was limited to the researchers, and all information gathered was used solely for analysis related to this study. Furthermore, the study's results were presented in aggregate form to ensure that no individual learner could be identified.

2.9 Data Gathering Procedure

The study was conducted after securing approval from the Principal of Sinangguyan Elementary School, Sir. Mario R. Hernane, School Principal 1. The approval was granted, and printed survey questionnaires were distributed to selected Grade 6 learners during their free time. Respondents were informed of the study's purpose and assured that their responses would remain confidential. The gathered data were then organized and analyzed to determine the levels of attention, task behavior, self-control, and social behavior among the respondents.

2.10 Statistical Treatment

The data were organized, tabulated, and analyzed in accordance with the study's objectives. To determine learners' perceived classroom behavior levels in attention, task behavior, self-control, and social behavior, the weighted mean and standard deviation were used. To determine the perceived academic performance of Grade 6 learners, mean scores and standard deviations were calculated for each subject area and for overall performance. To determine the relationship between learners' classroom behavior and academic performance, the Pearson Product-Moment Correlation Coefficient (r) was used.

3. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data on the classroom behavior and academic performance of Grade 6 learners at Sinangguyan Elementary School, based on survey

responses and academic grades, organized according to the research questions.

Classroom Behavior

Attention

This section presents the classroom behavior of Grade 6 learners regarding attention. Attention reflects learners' ability to focus, listen, and follow instructions during lessons. It was measured through indicators of attentiveness, and the table below shows how frequently learners demonstrated these behaviors.

Table 1. Level of Classroom Behavior in terms of Attention

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
1. I listen attentively when the teacher is explaining the lesson.	3.60	Always	Very High Attention
2. I keep my eyes on the teacher or the board during class hours.	3.18	Often	High Attention
3. I follow instructions correctly the first time they are given.	3.07	Often	High Attention
4. I can stay focused on my seatwork even if there is noise in the room.	2.75	Often	High Attention
5. I avoid looking out the window or at my classmates during discussion.	2.51	Often	High Attention
Overall Mean	3.02	Often	High Attention

Range	Descriptive Rating	Qualitative Interpretation
3.50–4.00	Always	Very High Attention
2.50–3.49	Often	High Attention
1.50–2.49	Sometimes	Moderate Attention
1.00–1.49	Never	Low Attention

The indicator "I listen attentively when the teacher is explaining the lesson" had the highest mean score of 3.60, indicating Always/Very High Attention. The indicators "I keep my eyes on the teacher or the board during class hours" and "I follow instructions correctly the first time they were given" obtained mean scores of 3.18 and 3.07, respectively, both classified as Often / High Attention. Meanwhile, the indicators "I could stay focused on my seatwork even if there was noise in the room" and "I avoided looking out the window or at my classmates during discussion" obtained mean scores of 2.75 and 2.51, which, although the lowest among the items, were still classified as Often / High Attention.

The results suggested that Grade 6 learners generally demonstrated high levels of attention in the classroom. Their strongest performance in listening attentively and following instructions indicated that they could focus on lessons, understand directions, and actively participate in classroom activities. The slightly lower scores in maintaining focus amid noise or avoiding distractions implied that, while learners were mostly attentive, external factors occasionally disrupted their concentration.

Overall, the data showed that attention was a positive component of learners' classroom behavior, providing a solid foundation for learning and academic performance. This indicated that students were able to engage effectively with lesson content, complete tasks, and follow classroom routines. However, there was still a need for strategies to sustain focus in less structured or more distracting situations.

These findings were supported by the study of the Multidisciplinary Digital Publishing Institute (MDPI, 2026) titled "Attention Difficulties and Reading Performance Among Elementary Learners." The study found that students who struggled to maintain attention often had difficulty with reading comprehension and other academic tasks. In contrast, learners who were able to regulate their focus during lessons demonstrated better academic performance and more active participation in classroom activities. Similarly, Wang et al. (2024), in their study "Student Attention Regulation and Classroom Engagement in Elementary Education", found that students who managed their attention in line with teacher expectations were more engaged and participated more effectively during classroom activities. Their findings further emphasized that attentiveness played a significant role in promoting active involvement in learning.

In addition, local studies also supported these results. Dela Cruz (2023), in "Classroom Distractions and Academic Performance of Elementary Learners", found that students who ignored noise and other distractions performed better in subjects such as Mathematics and Science. Likewise, Garcia and Santos (2022) found in "Student Focus and Learning Retention in the Elementary Classroom" that learner who remained attentive during instruction retained more information and understood lessons more effectively. Furthermore, Smith et al. (2021) explained in "Instructional Strategies for Sustaining Student Attention in the Classroom" that structured learning activities, interactive instruction, and short mental breaks helped sustain students' attention and increase classroom participation. These strategies created a more engaging learning environment that supported students' focus and overall academic engagement.

Table 2. Level of Classroom Behavior in terms of Task Behavior

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
1. I bring the necessary materials (books, notebooks, pens) for the lesson.	3.53	Always	Very High Task Behavior
2. I finish my classroom activities within the given time.	3.18	Often	High Task Behavior
3. I participate actively in class recitations and group work.	3.16	Often	High Task Behavior
4. I continue working on difficult tasks until I finish them.	3.09	Often	High Task Behavior
5. I submit my homework and projects on or before the deadline.	2.96	Often	High Task Behavior
Overall Mean	3.19	Often	High Task Behavior

Range	Descriptive Rating	Qualitative Interpretation
3.50–4.00	Always	Very High Task Behavior
2.50–3.49	Often	High Task Behavior
1.50–2.49	Sometimes	Moderate Task Behavior
1.00–1.49	Never	Low Task Behavior

The following indicator, “I bring the necessary materials (books, notebooks, pens) for the lesson”, had the highest mean score of 3.53, which is classified as Always/Very High Task Behavior. The indicators “I finish my classroom activities within the given time” and “I participate actively in class recitations and group work” had mean scores of 3.18 and 3.16, respectively, both classified as Often/High Task Behavior. Meanwhile, the indicators “I continue working on difficult tasks until I finish them” and “I submit my homework and projects on or before the deadline” obtained mean scores of 3.09 and 2.96, which, although the lowest among the items, are still classified as Often / High Task Behavior. The overall mean of 3.19 indicates that Grade 6 learners often demonstrate high levels of task behavior in the classroom.

These results suggested that learners were generally responsible and exhibited positive task behavior in the classroom. Providing the necessary materials showed that students were prepared to learn, while participation in class recitations and group work indicated active engagement. Completing activities within the given time and continuing difficult tasks reflected persistence and determination, and submitting homework and projects on time highlighted accountability.

Overall, the data indicated that Grade 6 learners were capable of managing their tasks effectively, completing assignments, and participating actively in classroom activities. The slightly lower scores in finishing tasks and submitting homework suggested that some students occasionally needed support in time management or perseverance to maintain consistent performance.

These findings were supported by the study of Galamay, Gayak, and Roque (2025) titled “Student

Engagement and Academic Achievement in Elementary Classrooms”, which found that learners who actively participated in classroom activities and consistently completed assigned tasks demonstrated higher levels of academic performance. Similarly, Babiera and Quirap (2024), in “Grit and Learning Persistence Among Elementary Students”, emphasized that students who showed perseverance and consistent effort were more likely to engage meaningfully in the learning process. Learners who persisted in completing tasks were better able to overcome academic challenges and achieve their learning goals.

Moreover, local research also supported these findings. Torres (2025), in “Homework Completion and Classroom Participation as Predictors of Academic Achievement”, found that students who regularly completed homework and actively participated in class were more likely to perform well academically than those with lower task engagement. In addition, international studies further reinforced these results. Barry J. Zimmerman and Dale H. Schunk (2020), in “Self-Regulated Learning and Academic Achievement”, explained that students who set goals, planned their work, and persisted in completing tasks tended to achieve better academic outcomes. Likewise, Nguyen (2022), in “Structured Learning Activities and Cognitive Development in Elementary Education”, reported that consistent engagement in academic tasks improved students' cognitive development and mastery of lesson concepts.

Self-Control

This section presents the classroom behavior of Grade 6 learners in terms of self-control, which reflects their ability to manage their actions, emotions, and behavior during classroom activities, as measured through indicators of responsible and disciplined behavior.

Table 3. Level of Classroom Behavior in terms of Self-Control

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
1. I cooperate with my classmates during group activities.	3.42	Always	Very High Self-Control
2. I help classmates who have difficulty understanding lessons or tasks.	3.21	Often	High Self-Control
3. I respect my classmates' opinions even if they are different from mine.	3.18	Often	High Self-Control
4. I listen to my classmates when they are speaking.	3.14	Often	High Self-Control
5. I participate in class discussions without disrupting others.	3.09	Often	High Self-Control
Overall Mean	3.21	Often	High Self-Control

Legend	Descriptive Rating	Qualitative Interpretation
3.50–4.00	Always	Very High Self-Control
2.50–3.49	Often	High Self-Control
1.50–2.49	Sometimes	Moderate Self-Control
1.00–1.49	Never	Low Self-Control

The indicator “I cooperate with my classmates during group activities” had the highest mean score of 3.42, indicating Always / Very High Self-Control. This shows that learners consistently demonstrated cooperation and teamwork during group tasks. The next highest indicators “I help classmates who have difficulty understanding lessons or tasks” with a mean of 3.21, “I respect my classmates’ opinions even if they are different from mine”, with a mean of 3.18, and “I listen to my classmates when they are speaking” with a mean of 3.14 were all described as Often / High Self-Control, suggesting that learners generally showed respect, patience, and understanding in collaborative learning activities. The indicator “I participate in class discussions without disrupting others” obtained a mean score of 3.09, which, although the lowest among the items, is still classified as Often / High Self-Control. The overall mean of 3.21 indicates that Grade 6 learners generally demonstrate high self-control in classroom interactions.

These results suggest that learners are capable of regulating their behavior, cooperating effectively with peers, and participating responsibly in classroom activities. The slightly lower score on participating without disrupting others suggests that some students may still experience occasional difficulty maintaining complete self-regulation during discussions or collaborative activities.

Overall, the findings highlight that self-control contributes to a positive and productive classroom environment. When learners can manage their behavior, respect others’ opinions, and engage responsibly, classroom interactions become more conducive to learning. The results also suggest a need for strategies that strengthen emotional regulation and communication skills to help learners maintain consistent self-control during group discussions.

The findings of this study are supported by previous research emphasizing the importance of self-control in academic engagement and success. For instance, Cunha et al. (2023) found in their study “Developing Self-Regulated Learning and Self-Control Among Students” those programs designed to strengthen students’ self-control significantly improved classroom participation and engagement. Similarly, Walter Mischel and David Yeager (2019), in “Delay of Gratification and Self-Control in Academic Achievement”, demonstrated that students who were able to resist distractions and delay gratification were more likely to achieve positive academic outcomes.

Moreover, local research also supports these results. Bautista (2023), in “Emotional Regulation and Academic Performance of Elementary Learners”, found that students who effectively managed their emotions achieved better results in subjects such as Reading and Mathematics. In addition, research published by Frontiers in Psychology (2025) titled “Self-Regulation and Goal-Oriented Learning in the Classroom” emphasized that promoting impulse control and goal-directed behavior strengthened students’ ability to regulate their learning processes. Likewise, Lopez (2024), in “Emotional Regulation and Student Persistence in Academic Tasks”, reported that learners with strong emotional regulation skills were better able to persist in challenging tasks and achieve positive learning outcomes.

Social Behavior

This section presents the social behavior of Grade 6 learners in the classroom. Social behavior reflects learners' ability to interact respectfully and cooperatively with peers and teachers. It was measured through indicators of positive and supportive interactions, and the table below shows how frequently learners demonstrated these behaviors.

Table 4. Level of Classroom Behavior in terms of Social Behavior

Indicator	Mean	Descriptive Rating	Qualitative Interpretation
1. I help my classmates when they have difficulty understanding a task.	3.24	Often	High Social Behavior
2. I listen to the ideas and opinions of my classmates during discussions.	3.22	Often	High Social Behavior
3. I treat my teacher and classmates with respect and politeness.	3.20	Often	High Social Behavior
4. I cooperate well with my group mates during activities.	3.15	Often	High Social Behavior
5. I avoid making fun of others or using unkind words.	2.62	Often	High Social Behavior
Overall Mean	3.08	Often	High Social Behavior

Range	Descriptive Rating	Qualitative Interpretation
3.50–4.00	Always	Very High Social Behavior
2.50–3.49	Often	High Social Behavior
1.50–2.49	Sometimes	Moderate Social Behavior
1.00–1.49	Never	Low Social Behavior

The indicator “I help my classmates when they have difficulty understanding a task” had the highest mean score of 3.24, showing that students are generally willing to assist their peers. Other indicators, like listening to classmates’ ideas got 3.22, treating others with respect with 3.20, and cooperating in group activities got 3.15, also scored high, suggesting that learners usually interact positively and work well together. The lowest score, avoiding unkind words got 2.62, still reflects mostly respectful behavior. With an overall mean of 3.08, Grade 6 learners generally demonstrate strong social behavior, meaning they can work and communicate well with others, fostering a friendly, cooperative classroom environment. However, some may occasionally need guidance to stay fully respectful.

These results suggest that learners can interact respectfully and cooperatively with peers and teachers. Their willingness to help classmates, listen to others’ ideas, and participate in group activities indicates strong social skills and teamwork. The slightly lower score on avoiding unkind words suggests that some learners may still occasionally struggle to control negative behavior, highlighting a clear area for improvement. Overall, the findings show that social behavior plays an important role in fostering a supportive, harmonious classroom environment, which in turn contributes to better learning outcomes and positive peer relationships.

The findings of the present study were supported by several related studies emphasizing the importance of social behavior in promoting student engagement and academic success. Ramacula and Pañares (2023), in their study titled “Peer Communication and Academic Performance in Elementary Classrooms”, reported that effective communication and positive peer interactions

played an important role in shaping students’ academic performance and classroom participation. In line with this, Chen (2024) in the research “Social Support and Student Engagement in Classroom Learning” explained that students tended to show higher levels of motivation and engagement when they felt socially supported by their classmates and teachers. This highlighted the importance of maintaining a positive classroom environment where learners felt comfortable sharing ideas and participating in discussions.

Local research also supported these findings. Villanueva (2022), in the study “Teacher Support, Classroom Climate, and Student Motivation,” observed that teachers who promoted respect, provided clear instructions, and encouraged positive interactions improved students’ motivation and academic performance. Furthermore, Thompson and Rickard (2021) in their work “Teacher–Student Relationships and Peer Interaction in Classroom Learning” noted that positive peer relationships and strong teacher–student rapport contributed to a supportive classroom environment that encouraged student engagement and participation.

In addition, Reyes and Mercado (2023) found in their study “Positive Classroom Behavior and Student Engagement in Elementary Education” that classrooms that encouraged cooperation, respect, and supportive peer relationships experienced fewer conflicts and higher levels of student engagement, ultimately leading to improved academic outcomes.

Summary of Sub-Variables

This section presents the overall classroom behavior of Grade 6 learners across attention, task behavior, self-control, and social behavior. The table below shows how frequently these behaviors were demonstrated.

Table 5. Summary of Sub-Variables of Classroom Behavior

Sub-Variable	Overall Mean	Descriptive Rating	Qualitative Interpretation
Attention	3.02	Often	High Attention
Task Behavior	3.19	Often	High Task Behavior
Self-Control	3.21	Often	High Self-Control
Social Behavior	3.08	Often	High Social Behavior
Overall Mean	3.13	Often	High Classroom Behavior

Academic Performance of Grade 6 Learners

This section presents the academic performance of Grade 6 learners, reflecting their understanding of lessons, task completion, and achievement of learning objectives, measured across different

subjects to show their relationship with classroom behavior.

Table 6. Academic Performance of the Students

Range	Frequency	Percentage	Descriptive Rating	Qualitative Interpretation
90 – 100	10	18.2%	Outstanding	Very High
85 – 89	22	40.0%	Very Satisfactory	High
80 – 84	17	30.9%	Satisfactory	Moderate
75 – 79	5	9.1%	Fairly Satisfactory	Low
Below 75	1	1.8%	Did Not Meet Expectations	Very Low
Total	55	100%		
Mean 85.90		2	Very Satisfactory	High Academic Performance

The overall mean of 85.90 fell within the Very Satisfactory range (85–89), indicating that most learners performed well academically and met the expected learning competencies.

The frequency distribution of grades provided a detailed view of student achievement:

The data showed that most learners scored between 85 and 88, indicating consistent high-level academic performance. A few students scored below 80, while some exceeded 90, reflecting variations in achievement likely due to differences in focus, study habits, or mastery of concepts.

The results suggested that Grade 6 learners generally understood the lessons, completed academic tasks effectively, and consistently applied effort in their studies. Their high overall mean (85.90) indicated readiness to meet curriculum expectations. However, the presence of students scoring below the mean highlighted the need for remedial strategies and personalized support to ensure that all learners reach their full potential.

Teachers could use these findings to design interventions, provide timely feedback, and implement strategies such as guided practice, peer tutoring, or differentiated instruction. Promoting consistent engagement and monitoring learning outcomes may help all students achieve higher academic success.

The findings of this study are consistent with previous research highlighting the link between academic engagement and performance. Ramacula and Pañares (2023), in "Peer Communication and Academic Performance in Elementary Classrooms", reported that students who actively participated in lessons and classroom activities achieved higher academic performance than their less engaged peers.

Similarly, Villanueva (2022) found in "Teacher Support, Classroom Climate, and Student Motivation" that a structured and supportive classroom environment enhanced learners' understanding and overall academic achievement. Thompson and Rickard (2021), in "Guidance, Feedback, and Academic Success of Elementary Students", further emphasized that students who received timely guidance, constructive feedback, and encouragement performed better academically and maintained consistent effort in learning tasks.

International research also supports these findings. Zimmerman and Schunk (2020), in "Self-Regulated Learning and Academic Performance", noted that learners who employed self-regulated learning strategies such as goal-setting, time management, and persistence achieved higher grades and retained knowledge more effectively.

Overall, these studies align with the present results, indicating that the high academic performance of Grade 6 learners is closely linked to their engagement, consistency in completing tasks, and ability to maintain positive classroom behaviors. At the same time, variations in performance underscore the importance of continued instructional support to ensure that all learners can reach their full potential.

Significant Relationship Between Classroom Behavior and Academic Performance of Grade 6 Learners

This section explores the relationship between the classroom behavior of Grade 6 learners and their academic performance in the study titled "Classroom Behavior of Grade 6 Learners and Its Effect on Their Academic Performance." It highlights how learners' attention, self-control, task behavior, and social interactions may influence their academic success, emphasizing the role of positive classroom behavior in supporting effective learning outcomes.

Table 6. Significant Relationship Between Classroom Behavior and Academic Performance of Grade 6 Learners

Grades	Pearson's r	df	p-value	Significance
Classroom Behavior	0.394	53	0.003	Significant
Attention	0.210	53	0.124	Not Significant
Task Behavior	0.397	53	0.003	Significant
Self-Control	0.278	53	0.040	Significant
Social Behavior	0.372	53	0.005	Significant

Note: *p < .05, **p < .01, ***p < .001

The correlation analysis showed that overall classroom behavior had a moderate positive and statistically significant relationship with academic

performance ($r = 0.394$, $p = 0.003$). Since the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that learners who consistently showed good classroom behavior, such as paying attention, participating, and following rules, tended to get higher grades.

Attention alone showed a weak correlation with academic performance ($r = 0.210$, $p = 0.124$), which was not statistically significant. Since the p -value is greater than 0.05, the null hypothesis is accepted (not rejected). This suggests that while paying attention is important for learning, it may not, on its own, predict academic success among Grade 6 learners in this study.

Task behavior showed a moderate, significant positive correlation with academic performance ($r = 0.397$, $p = 0.003$). Since the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. Learners who completed class activities, submitted their work on time, and actively participated in classroom activities usually earned higher grades.

Self-control was also significantly related to academic performance ($r = 0.278$, $p = 0.040$). Since the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. Students who managed their emotions, followed instructions, and persisted in challenging tasks tended to perform better academically.

Social behavior showed a significant positive relationship with grades ($r = 0.372$, $p = 0.005$). Since the p -value is less than 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. Learners who worked well with classmates, showed respect, and interacted positively in class generally achieved higher academic success.

4. ACKNOWLEDGEMENT

Above all, the researchers extend their sincere gratitude to God Almighty, whose abundant grace and blessings have guided and sustained them throughout this research project, ultimately leading to its successful completion.

The researchers extend their deepest gratitude to all individuals who have contributed to making this study possible. Special recognition is given to Don Carlos Polytechnic College and its respected School President, Ma'am Gemma A. Quimpang,

PhD, for their invaluable support and permission to conduct the research among the third-year Bachelor of Elementary Education students.

The researchers are profoundly grateful to their research adviser, Ma'am Jinky A. Literatus, MALE FIL, for her unwavering guidance, consistent supervision, and insightful feedback throughout the research process.

They would also like to express their sincere gratitude to Ma'am Reyza Mae Sagandilan for her expertise and assistance as the study's statistician. Her patience, dedication, and wisdom have been instrumental in shaping this study, and it has been a true honor to learn under her mentorship.

Heartfelt appreciation is extended to Ma'am Rubylen D. Granaderos, PhD, for her valuable input and contribution as the examiner.

Sincere gratitude is also extended to Sir Ariel M. Berico, MS, for his thoughtful feedback and suggestions, as a panel member of the research.

Likewise, gratitude is due to Sir Ryan T. Camaño, MAED, for his dedicated support as a panel member for the research.

The researchers also sincerely thank all the respondents who willingly shared their time and actively participated, thereby contributing greatly to the depth and success of this study.

Lastly, to the researchers' beloved parents, whose constant emotional and financial support made the journey less daunting, their love, encouragement, and sacrifices are deeply appreciated. Their unwavering belief in the researchers' capabilities served as a powerful motivation to persevere and complete this academic endeavor.

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