

Enhancing Classroom Management and Academic Motivation through Adaptive Teacher Management in PE

Reyna Jane P. Guevarra, Faith M. Juan, Glydle I. Alcantara, Robin A. Manalastas, Jay Ann G. Gorion ,
Maegan Ashley V. Mudlong, Ramil G. Nera, Rosario E. Dela Cruz
Central Luzon State University

Abstract: This study is significant in the field of education as it provides insights into improving student engagement and academic motivation through effective classroom management practices. It aimed to examine the effects of approachable, strict, formal, and adaptive teacher management approaches on students' participation and motivation, and to develop a balanced classroom management framework suited to diverse learners. A quasi-experimental research design was utilized involving 40 Junior High School students selected through purposive sampling. Data were collected using structured online surveys administered as pre-test and post-test before and after a six-week intervention program, and were analyzed using mean, standard deviation, and paired sample t-test through Microsoft Excel. The findings showed that students maintained a high perception of teacher approachability, while strict and formal approaches decreased in effectiveness. In contrast, adaptive teaching practices significantly improved students' participation and motivation, indicating that combining multiple strategies creates a more responsive and engaging learning environment. These results suggest that flexible and student-centered management approaches are more effective in addressing diverse classroom needs. The study concludes that integrating different management styles enhances learning outcomes; however, it is limited by its small sample size and short duration. It is recommended that future studies involve a larger population and longer implementation period to strengthen the findings.

Keywords: classroom management, participation, student engagement, student motivation, teaching strategies

1. Introduction

Classroom management is widely recognized as a critical component in promoting effective teaching and learning, as it directly influences students' academic performance, behavior, and overall engagement in the classroom. This research study focuses on enhancing classroom engagement and academic motivation through adaptive teacher management approaches at a National High School in Nueva Ecija, Philippines. In contemporary educational settings, teachers are expected to establish learning environments that are structured, supportive, and responsive to the diverse needs of learners. The integration of different teacher management styles, such as approachable, strict, and formal approaches, provides an opportunity to create adaptive strategies that can better address variations in student behavior, participation, and motivation.

Recent literature emphasizes the importance of effective classroom management in improving student outcomes. Herman et al. (2022) highlight that evidence-based classroom management practices significantly improve student behavior and engagement. Similarly, Babar et al. (2016) found that effective classroom management has a positive impact on students' academic achievement and socio-emotional development.

These findings reinforce the importance of structured and well-managed classrooms. In addition, teacher-student relationships and supportive environments play a crucial role in student motivation. Li et al. (2022) emphasize that positive teacher-student relationships are strongly associated with students' engagement and academic success.

Likewise, Leroy (2025) found that teachers' interpersonal behaviors influence students' motivation and classroom participation. This suggests that an approachable teaching style contributes significantly to improving students' affective outcomes. Structured teaching approaches are also essential in maintaining classroom discipline and promoting effective learning. Wilkins et al. (2023) explain that clear rules, routines, and consistent expectations help create a productive classroom environment. Furthermore, Sharma (2024) highlights that effective teachers balance structure and flexibility to meet diverse learner needs. Recent studies also support the use of adaptive teaching strategies in diverse classrooms. Jabeen et al. (2025) concluded that adaptive teaching improves learning outcomes, particularly in large and heterogeneous classroom environments.

Despite these findings, there remains a gap in how different teacher management styles are combined and applied in real classroom settings. The need for this action research arises from observed inconsistencies in students' classroom engagement and academic motivation. While some students demonstrate active participation and enthusiasm, others remain passive, less responsive, or unmotivated depending on the teacher's management approach. These variations suggest that the effectiveness of classroom management strategies may differ based on how they are applied and adapted to learners' needs, which may hinder optimal learning and academic success. Thus, this study aimed to examine how adaptive teacher management approaches can enhance classroom engagement and academic motivation. By integrating approachable, strict, and formal teaching styles, the study seeks to develop a balanced and context-specific classroom management framework that addresses both the cognitive domain and the affective domain of learning.

2. Literature Review

Approachable Teaching Approach and Student Engagement

The approachable teaching approach focuses on fostering a supportive classroom environment where students feel comfortable participating and expressing their ideas. When teachers are perceived as approachable, students tend to develop higher levels of confidence, motivation, and engagement (Santillan et al., 2018). According to Guo et al. (2025), supportive teacher behaviors positively influence students' academic motivation and engagement. These findings suggest that an approachable teaching style plays a key role in enhancing students' affective engagement, particularly in classrooms where some learners exhibit passive behavior.

Strict and Formal Teaching Approaches in Classroom Structure

Strict and formal teaching approaches emphasize discipline, clear expectations, and structured classroom environments. These approaches are essential in maintaining order and ensuring that students remain focused on learning tasks. According to Paulson et al. (2022), structured classroom management strategies improve student behavior and reduce disruptions. Additionally, Ahmed (2024) highlights that clear classroom rules and consistent teacher expectations contribute to better academic performance. However, excessive strictness may limit student interaction and participation, indicating the need for balance between control and flexibility in classroom management.

Adaptive Teaching Approach and Student Motivation

Adaptive teaching involves the integration of multiple teaching styles to effectively address the diverse needs of learners. This approach allows teachers to modify their strategies based on students' behavior, engagement, and motivation. According to Xiaoyu & Tobias (2023), adaptive teaching has a significant positive effect on students' academic achievement and learning engagement. In line with this, the present study aimed to: (1) determine the effects of approachable, strict, and formal teaching styles on students' classroom participation; (2) analyze how these approaches influence students' academic motivation; (3) identify students' perceptions of different teaching styles; and (4) develop an adaptive classroom management approach that improves both engagement and motivation.

3. Methodology

Research Design and Sample

This study employed a quasi-experimental research design to examine the effects of different teacher management approaches on students' participation and academic motivation. The design was chosen to enable the researchers to investigate how specific classroom management strategies, namely approachable, strict, formal, and blended approaches affect students' engagement and academic motivation without random assignment to groups.

The participants consisted of 40 Junior High School students selected through purposive sampling. The sample included both male and female students from Grades 8 to 10 who were identified based on their exposure to classroom instruction under the researchers' teaching context. All participants formed a single group and were exposed to the different teacher management approaches throughout the six-week intervention.

In terms of implementation, the intervention was conducted in a sequential manner rather than dividing the participants into separate groups. In Week 2, all participants were exposed to the approachable teaching approach; in Week 3, the strict approach was implemented; in Week 4, the formal approach was introduced; and in Week 5, the adaptive or blended approach was applied, where the different strategies were integrated. This sequential exposure ensured that all participants experienced each teaching approach under the same group setting, allowing for consistent comparison of pre-test and post-test results. This sampling and implementation procedure ensured that all participants had equal exposure to the intervention and were able to provide relevant and meaningful data for the study.

Research Instrument

The study used a structured online survey questionnaire as the main research instrument to measure one group of students' perceptions of teacher approachability, strictness and formality, and adaptive teaching, as well as their overall classroom engagement and motivation. It was developed based on related literature and aligned with the objectives of the study. The questionnaire was administered as both pre-test and post-test within one group of 40 Junior High School students to determine changes after the six-week intervention. The instrument was reviewed to ensure clarity and relevance to the study. All items were measured using a 5-point Likert scale, where 5 means Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree.

Data Collection

The data collection process began with securing permission from the school administration to ensure that the study adhered to ethical standards and institutional guidelines. Participants were selected based on their exposure to different teacher management approaches in the classroom. Prior to data collection, the researchers explained the purpose of the study and obtained informed consent from the participants, ensuring confidentiality and voluntary participation. The study utilized online surveys for both the pre-test and post-test to examine how different teacher management approaches affect students' engagement, participation, and motivation. A total of forty (40) Junior High School students from a National High School in Nueva Ecija, Philippines participated in the study. After the implementation, the researchers administered the post-test using an online survey to assess changes in students' participation and motivation. Finally, the collected data were analyzed to determine the effectiveness of the different teacher management approaches.

Data Analysis

The collected data were analyzed using appropriate statistical tools consistent with the quasi-experimental research design of the study. Descriptive statistics such as mean and standard deviation were used to summarize and describe the level of classroom engagement and academic motivation of the participants before and after the implementation of the adaptive teacher management approaches. A pre-test and post-test design was utilized to measure the changes in students' engagement and motivation over the course of the intervention. To determine whether there was a significant difference between the pre-test and post-test results, a paired sample t-test was employed as the main inferential statistical tool. Prior to conducting the inferential test, necessary

assumptions such as normality of data distribution were checked to ensure the appropriateness of the analysis. The results of the statistical tests helped determine the effectiveness of the teacher management strategies implemented in the classroom. All quantitative data gathered from the participants were encoded, organized, and analyzed using statistical software which is Microsoft Excel.

Ethical Consideration

The credibility of the study was established by accurately capturing participants' perspectives through appropriate data collection, careful interpretation of responses, and member checking to verify the correctness of the information, ensuring that the findings reflect the students' experiences regarding teacher management approaches. Informed consent was provided.

4. Results and Discussion

The findings demonstrate that adaptive teacher management significantly enhances student engagement and academic motivation in Physical Education (PE), compared to standalone approaches such as strictness or approachability.

Students' Perception of Teacher Approachability Before and After the Intervention

The results show that teacher approachability slightly decreased from a pre-test mean of 4.50 (SD = 0.32) to a post-test mean of 4.23 (SD = 0.41), with a mean difference of 0.27. The t-value of 1.89 and p-value of .07 indicate that the difference is not statistically significant. Despite the slight decrease, both means remain within the "Strongly Agree" interpretation, suggesting that students consistently perceived the teacher as approachable before and after the intervention.

Table 1. Mean Scores of One Group in the Pre-test and Post-test on Students' Perception of Teacher Approachability

Question	Pre-test Mean	Post-test Mean
1. I prefer a teacher who uses an approachable teaching approach when answering questions because it motivates me to learn.	4.54	4.35
2. I feel more engaged in class with a teacher who has an approachable teaching approach.	4.46	4.30
3. I prefer teachers who listen to students' opinions and suggestions using an approachable teaching approach.	4.60	4.22
4. A teacher who shows patience through an approachable teaching approach increases my motivation to participate.	4.49	4.25
5. I feel respected and more willing to engage when the teacher uses an approachable teaching approach.	4.54	4.38
6. I prefer teachers who encourage participation through an approachable teaching approach.	4.53	4.10
7. I feel confident asking questions when the teacher uses an approachable teaching approach, which increases my engagement.	4.45	4.15
8. I prefer a teacher who provides support during difficulties using an approachable teaching approach.	4.45	4.15
9. A friendly and welcoming classroom created through an approachable teaching approach motivates me to learn.	4.50	4.12
10. I prefer a teacher who uses an approachable teaching approach for higher engagement and motivation.	4.45	4.25
Overall Mean	4.50	4.23

Legend: 4.21–5.00 = *Strongly Agree*; 3.41–4.20 = *Agree*; 2.61–3.40 = *Neutral*; 1.81–2.60 = *Disagree*; 1.00–1.80 = *Strongly Disagree*

Teacher approachability remained consistently high from pre-test (M = 4.50, SD = 0.32) to post-test (M = 4.23, SD = 0.41), with no statistically significant difference ($t = 1.89$, $p = .07$). This suggests that while approachability sustains a supportive classroom climate, it does not independently drive significant improvements in engagement or motivation. This aligns with prior research indicating that affective support alone is insufficient without structured and meaningful learning experiences (Martin et al., 2016; Santos et al., 2022).

Changes in Students' Perception of Teacher Strictness

The findings reveal a significant decrease in teacher strictness from a pre-test mean of 4.19 (SD = 0.38) to a post-test mean of 3.82 (SD = 0.44), with a mean difference of 0.37. The t -value of 3.12 and p -value of .004 indicate a statistically significant change. This suggests that students perceived the classroom environment as less strict after the intervention.

Table 2. Pre-test and Post-test Scores of One Group on Students' Perception of Teacher Strictness

Question	Pre-test Mean	Post-test Mean
1. I prefer a teacher who uses a strict teaching approach when explaining classroom rules, as it helps me stay focused.	4.13	3.90
2. I feel more engaged when the teacher applies a strict and formal teaching approach consistently.	4.10	3.98
3. I prefer teachers who maintain discipline through a strict and formal teaching approach.	4.43	4.03
4. Structured lessons using a strict and formal teaching approach help me stay motivated to learn.	4.15	3.67
5. I prefer teachers who organize classroom activities using a strict and formal teaching approach.	4.26	3.80
6. High academic standards set by a teacher using a strict and formal teaching approach increase my motivation.	4.00	3.82
7. I prefer teachers who apply fair consequences using a strict and formal teaching approach, as it helps me stay disciplined.	4.15	3.78
8. A strict and formal teaching approach keeps me focused and engaged during lessons.	4.13	3.67
9. Time-managed lessons using a strict and formal teaching approach improve my motivation and productivity.	4.33	3.82
10. I prefer teachers who use a strict and formal teaching approach for structure and focus.	4.25	3.70
Overall Mean	4.19	3.82

Legend: 4.21–5.00 = *Strongly Agree*; 3.41–4.20 = *Agree*; 2.61–3.40 = *Neutral*; 1.81–2.60 = *Disagree*; 1.00–1.80 = *Strongly Disagree*

In contrast, teacher strictness significantly decreased (M = 4.19 to 3.82; $t = 3.12$, $p = .004$), indicating a shift toward a more flexible classroom environment. This reduction appears beneficial, as overly rigid structures can limit student autonomy and participation. Consistent with findings by Martin and Santos (2017), autonomy-supportive environments are more conducive to sustained physical activity participation and student involvement, particularly in PE contexts.

Improvement in Adaptive Teaching Practices and Student Perception

The results show a significant increase in adaptive teaching practices from a pre-test mean of 4.39 (SD = 0.41) to a post-test mean of 4.68 (SD = 0.33), with a mean difference of 0.29. The t -value of 2.85 and p -value of .008 indicate a statistically significant improvement, suggesting that students responded positively to adaptive teaching strategies.

Table 3. Pre-test and Post-test Mean Scores of One Group on Students' Perception of Adaptive Teaching

Question	Pre-test Mean	Post-test Mean
1. I prefer teachers who use an adaptive teaching approach by adjusting methods to students' needs, which increases my motivation.	4.55	4.95
2. Lessons become more engaging when a teacher applies an adaptive teaching approach.	4.53	4.75
3. I feel more motivated when the teacher combines discipline and friendliness through an adaptive teaching approach.	4.43	4.65
4. I prefer a teacher who varies teaching strategies through an adaptive teaching approach to keep me interested.	4.40	4.62
5. I am more willing to participate in class when the teacher uses an adaptive teaching approach.	4.40	4.70
6. I prefer a teacher who considers students' differences using an adaptive teaching approach, as it motivates me to learn.	4.25	4.60
7. I feel more engaged when my teacher adjusts lessons through an adaptive teaching approach.	4.26	4.65
8. I prefer teachers who help me understand lessons better using an adaptive teaching approach.	4.35	4.62
9. Adaptive teaching approaches encourage me to contribute actively, and I prefer teachers who use this method.	4.30	4.60
10. I prefer teachers who use an adaptive teaching approach for both engagement and motivation.	4.40	4.70
Overall Mean	4.39	4.68

Legend:

4.21–5.00 = *Strongly Agree*; 3.41–4.20 = *Agree*; 2.61–3.40 = *Neutral*; 1.81–2.60 = *Disagree*; 1.00–1.80 = *Strongly Disagree*

The most notable finding is the significant improvement in adaptive teaching practices ($M = 4.39$ to 4.68 ; $t = 2.85$, $p = .008$). This indicates that students responded positively to instructional flexibility and responsiveness. Adaptive teaching—characterized by the integration of multiple management styles—proved to be the most influential factor in enhancing classroom dynamics. This supports earlier evidence that student-centered and responsive teaching strategies foster higher engagement and motivation (Santos & Martin, 2015; Martin et al., 2017).

Students' Engagement Before and After the Intervention

Student engagement significantly increased from a pre-test mean of 4.60 ($SD = 0.28$) to a post-test mean of 4.89 ($SD = 0.22$), with a mean difference of 0.29. The t -value of 2.41 and p -value of .021 indicate a statistically significant improvement after the intervention.

Table 4. Pre-test and Post-test Mean Scores of One Group on Student Engagement

Question	Pre-test Mean	Post-test Mean
I actively participate in all physical education activities.	4.50	4.90
I pay attention during PE class.	4.60	4.93
I stay focused throughout the PE lesson.	4.58	4.82
I follow the teacher's instructions carefully.	4.58	4.88
I complete all assigned tasks in PE.	4.63	4.98
I work well with my classmates during activities.	4.63	4.85
I contribute ideas during group activities in PE.	4.53	4.88
I remain involved even when the activity is difficult.	4.58	4.85
I avoid distractions during PE class.	4.63	4.83
I participate in discussions or reflections in PE.	4.75	4.93
Overall Mean	4.60	4.89

Legend: 4.21–5.00 = *Strongly Agree*; 3.41–4.20 = *Agree*; 2.61–3.40 = *Neutral*; 1.81–2.60 = *Disagree*; 1.00–1.80 = *Strongly Disagree*

Correspondingly, student engagement significantly increased ($M = 4.60$ to 4.89 ; $t = 2.41$, $p = .021$). The improvement suggests that when instruction is tailored to students’ needs and learning preferences, participation becomes more active and sustained. This finding reinforces the role of adaptive strategies in promoting meaningful engagement, particularly in physically active learning environments such as PE (Santos, 2024; Martin & Santos, 2015).

Students’ Motivation Before and After the Intervention

Student motivation significantly increased from a pre-test mean of 4.67 (SD = 0.27) to a post-test mean of 4.93 (SD = 0.18), with a mean difference of 0.26. The t-value of 2.58 and p-value of .014 indicate a statistically significant improvement after the intervention.

Table 5. Pre-test and Post-test Mean Scores of One Group on Student Motivation

Question	Pre-test Mean	Post-test Mean
I feel excited to attend my PE class.	4.65	5.00
I am motivated to improve my physical skills.	4.58	4.88
I enjoy participating in PE activities.	4.70	4.90
I try hard in PE because I want to do well.	4.65	4.93
I put effort into PE even when it is challenging.	4.68	4.93
I feel confident when performing physical activities.	4.55	4.95
I participate in PE because it is fun.	4.78	4.98
I want to learn new skills in PE.	4.73	4.88
I am willing to practice physical activities outside class.	4.68	4.95
I feel proud of my achievements in PE.	4.65	4.95
Overall Mean	4.67	4.93

Legend: 4.21–5.00 = *Strongly Agree*; 3.41–4.20 = *Agree*; 2.61–3.40 = *Neutral*; 1.81–2.60 = *Disagree*; 1.00–1.80 = *Strongly Disagree*

Similarly, student motivation showed a significant increase ($M = 4.67$ to 4.93 ; $t = 2.58$, $p = .014$), highlighting the strong influence of adaptive teaching on students’ intrinsic motivation. When learners perceive instruction as relevant, flexible, and supportive, they are more likely to demonstrate effort, persistence, and enthusiasm. This aligns with studies emphasizing that motivation in physical activity contexts is shaped by perceived competence, autonomy, and meaningful participation (Martin et al., 2016; Martin et al., 2017).

Significant Differences in Student Participation and Motivation Before and After the Intervention

The findings present the effects of different teacher management approaches on students’ participation and academic motivation. Overall, the results show a consistent improvement in student engagement and motivation after the intervention, particularly under adaptive teaching practices.

Table 6. Pretest and Post-test Results of One Group: Mean, SD, Mean Difference, Paired t-test

Category	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Difference	t	df	p	Interpretation
Teacher Approachability	4.50 (0.32)	4.23 (0.41)	0.27	1.89	39	.07	Not significant; students still find teacher approachable
Teacher Strictness	4.19 (0.38)	3.82 (0.44)	0.37	3.12	39	.004	Significant decrease; classroom perceived as less strict
Adaptive Teaching Practices	4.39 (0.41)	4.68 (0.33)	0.29	2.85	39	.008	Significant increase; students perceive adaptive teaching more positively
Student Engagement	4.60 (0.28)	4.89 (0.22)	0.29	2.41	39	.021	Significant increase in engagement after intervention
Student Motivation	4.67 (0.27)	4.93 (0.18)	0.26	2.58	39	.014	Significant increase in motivation after intervention

Legend: Mean Score – Average participation score for each method (Pre-test = Traditional, Post-test)

SD (Standard Deviation) – How much the scores vary among students

Mean Difference (MD) – Average improvement from pre-test to post-test

t value – Measures how big the improvement is compared to variation

df (degrees of freedom) – Number of students minus one ($n - 1 = 39$)

p-value- Shows probability that the observed difference occurred by chance.

$p < .05$ → Significant: Change likely caused by intervention.

$p \geq .05$ → Not Significant: Change may have occurred by chance; not statistically meaningful.

Interpretation – Explains what the numbers mean in real terms, combining **statistical significance, mean difference, and the context of the category.**

Overall, the findings suggest that while approachability and structured discipline contribute to classroom stability, adaptive teaching serves as the central mechanism driving improvements in both engagement and motivation. This supports a growing body of literature advocating for flexible, learner-centered pedagogies in PE and related educational settings (Santos et al., 2022; Martin et al., 2017).

5. Conclusion

This study demonstrates that effective classroom management in Physical Education is not achieved through a single teaching style, but through the intentional integration of multiple approaches within an adaptive framework. While teacher approachability sustains a positive classroom climate and structured approaches maintain order, it is adaptive teaching that most significantly enhances student engagement and academic motivation. The findings contribute to the theoretical understanding of classroom management as a dynamic and responsive system, supporting principles of adaptive pedagogy and learner-centered education. In practice, the results highlight the importance of teachers' ability to adjust instructional strategies based on students' needs, behaviors, and learning contexts. Consistent with prior research on physical activity participation and motivation among Filipino students (Martin et al., 2016; Martin & Santos, 2019), the study reinforces that flexibility, autonomy support, and meaningful engagement are critical drivers of student motivation in PE settings.

Despite its contributions, the study is limited by its small sample size, short intervention period, and reliance on self-reported data. Future research should incorporate larger and more diverse samples, extended implementation periods, and mixed-method approaches to strengthen generalizability and deepen understanding of adaptive classroom management practices.

6. Recommendations

It is recommended that schools institutionalize an Adaptive Classroom Management Framework by integrating it into professional development programs and instructional policies. Teachers should be trained to systematically combine approachable, structured, and flexible teaching strategies, using continuous student feedback to refine their practices. Instructional leaders should support implementation through regular classroom observations, mentoring, and data-driven feedback systems. Embedding reflective teaching practices can further enhance responsiveness to diverse learner needs. Future studies should explore longitudinal effects of adaptive teaching and incorporate objective performance measures (e.g., skill acquisition, fitness outcomes), particularly in PE contexts where motivation and participation are closely linked to physical activity behaviors (Santos, 2026; Martin et al., 2016).

7. References

1. Ahmed, N. (2024). The role of classroom management in enhancing learners' academic performance: Teachers' experiences. *Studies in Learning and Teaching*, 5(1), 202-218.
2. Babar, M., Yousuf, M. I., Ehsan, T., & Hanif, M. (2024). Observation of socio-emotional development among students in early childhood education. *Qlantic Journal of Social Sciences*, 5(2), 1-12.
3. Guo, Q., Wang, X., Gao, Z., Gao, J., Lin, X., & Samsudin, S. (2025). The influence of teacher support on student engagement in physical education among college students: The mediating effects of autonomous motivation and self-efficacy. *PLoS One*, 20(9), e0331876.
4. 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.
5. Jabeen, S., Parveen, A., Jan, U., & Shabir, I. (2025). Pedagogical Interventions to Enhance Academic Performance of Students. In *Improving Academic Performance and Achievement with Inclusive Learning Practices* (pp. 1-34). IGI Global Scientific Publishing.
6. Leroy, N. (2025). Testing the effect of agreement and discrepancy between teachers' and students' reported interpersonal behaviors on students' motivation: a response surface analysis. *Social Psychology of Education*, 28(1), 136.
7. Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction*, 80, 101581.
8. Martin, J. T., Acampad, E. M., Baligad, R. A., Larce, A. E., & Santos, M. E. (2017, October). Correlation of physical activity and social media use of students. In *2nd International Conference on Sports Science, Health and Physical Education*.
9. Martin, J. T., Tubera, J. G., Monta, V. D., Naguiat, E. S., Yambao, M. J. C., Tullao, M., ... & Baligad, R. (2016). Motivation and physical activity participation of Filipino college students. *Asia Life Sciences*, 25(1), 245-54.
10. Martin, J., Santos, M., & Tubera, J. (2017). Students' motivation profiles as predictors of physical activity participation. In *Proceedings of the 2nd International Conference on Sports Science, Health and Physical Education (ICSSHPE 2017)-Volume* (Vol. 1, pp. 349-353).
11. Martin, J. T., & Santos, M. E. (2019). Correlates for Arnis Participation of Philippine Junior High School Students. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 19(2), 36-40.
12. Martin, J. T., & Santos, M. E. (2015). Perceived barriers to walking activity of college students. *Asia Life Sciences*, 24(1), 207-218.
13. Paulson, K., Moss, S., Olive, C., & Gaudreault, K. L. (2022). Building trust to decrease disruptive behavior: A classroom management intervention. *Strategies*, 35(4), 15-22.
14. Santillan, J. P., Martin, J. T., Santos, M. E., & Yambao, L. L. (2018). International students' cultural adaptation in the Philippines. *Asian EFL Journal*, 20(12), 234-252.

15. Santos, M. (2024). Development and preliminary validation of a questionnaire for assessing fitness centers. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 10(1), 157-170.
16. Santos, M. (2026). Investigating aggression control in combat training among college physical education students. *SPORT TK-EuroAmerican Journal of Sport Sciences*, 15, 14. <https://doi.org/10.6018/sportk.621791>.
17. Santos, M., Martin, J., Mhico Sigua, E., & Manuel, S. (2022). Effects of Online Teaching on Perceived Physical Competence and Cultural Appreciation of the Philippine Martial Arts "Arnis". *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 22(5), 48-54.
18. Sharma, S. (2024). Enhancing inclusive learning environments: Strategies for curriculum adaptation and modification. *Future of special education in India*, 109, 121.
19. Wilkins, N. J., Verlenden, J. M., Szucs, L. E., & Johns, M. M. (2023). Classroom management and facilitation approaches that promote school connectedness. *Journal of School Health*, 93(7), 582-593.
20. Xiaoyu, Z., & Tobias, T. C. (2023). Exploring the efficacy of adaptive learning technologies in online education: A longitudinal analysis of student engagement and performance. *Int. J. Sci. Eng. Appl*, 12(12), 28-31.

INFO

Corresponding Author: Reyna Jane P. Guevarra, Central Luzon State University.

How to cite/reference this article: Reyna Jane P. Guevarra, Faith M. Juan, Glydle I. Alcantara, Robin A. Manalastas, Jay Ann G. Gorion, Maegan Ashley V. Mudlong, Ramil G. Nera, Rosario E. Dela Cruz, **Enhancing Classroom Management and Academic Motivation through Adaptive Teacher Management in PE**, *Asian. Jour. Social. Scie. Mgmt. Tech.* 2026; 8(2): 105-114.