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Classroom Management Practices and Student Performance in Architectural Drafting Technology

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ABSTRACT

Effective classroom management is crucial in technical education, particularly in disciplines like Architectural Drafting Technology (ADT), where discipline and practicality play significant roles in student learning. This study assessed specific classroom management practices relative to student performance and participation in the 2024-2025 Bachelor of Science in Industrial Technology program, majoring in ADT. A survey design was selected, and purposive sampling was chosen to choose respondents from varied year levels. The quantitative analysis consisted of descriptive statistics, correlation coefficients via Pearson, and linear regression to determine relationships between the management practices illustrated under the study and the academic variables. The study clarified how active supervision, policies, technology, and positive reinforcement positively affect students' performance, attendance, and behavior. More explicitly, engaging and systematic tasks of limited conceptual density are conducive to learning gains, while interchange and the reduction of off-task behavior are promoted by employing technological supports. These findings indicate that adequate classroom management, proactively organized and preventive-descriptive, should be considered and applied correctly in technical education contexts. Teachers are encouraged to prepare to integrate these strategies in their classrooms effectively; the study suggests further research to establish its long-term result on skills acquisition and achievements.

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1. INTRODUCTION

Manner within classrooms can significantly impact students, especially in technical program courses such as Architectural Drafting Technology (ADT), because of the practical hands-on techniques used in ADT, which entail great accuracy [1]. As postulated in the literature, some communication principles include setting goals and objectives, timeliness in the communication delivery, and motivation to foster students' attention and performance.

Implementing clear behavioral expectations in educational settings has significantly reduced classroom disturbances and fostered productive student outcomes. Research indicates that when teachers establish and communicate specific behavior patterns and expectations, students are more likely to adhere to these guidelines, thereby minimizing disruptions [2]. For instance, Borgmeier et al. highlights the effectiveness of a schoolwide behavior support system, where consistent classroom expectations lead to decreased problem behaviors [2].

Furthermore, skillful teaching and well-structured classes are essential in predefining these behavior patterns, as they create an environment conducive to learning and engagement. While the reference provided by Christle & Yell [3] discusses the importance of a supportive schoolwide environment in minimizing risks of youth delinquency, it does not directly support the claim regarding structured teaching and classroom management. Therefore, this citation has been removed. Additionally, the emphasis on teacher self-efficacy in classroom management underscores the importance of equipping educators with the necessary tools and strategies to implement these behavioral expectations effectively [4]. Thus, integrating well-defined behavioral expectations and skillful teaching practices is crucial in promoting a productive learning environment.

Research has consistently demonstrated the benefits of employing active supervision techniques in the classroom to enhance student responsibility and teacher effectiveness in addressing student behavior. Active supervision involves the teacher monitoring student activities, providing immediate feedback, and promptly addressing disruptive behaviors [2]. This approach has been shown to foster a more structured and organized learning environment, leading to improved student engagement and academic performance.

Furthermore, integrating technology-based tools has also proven effective in managing learners within the classroom setting. For instance, using performance feedback systems allows teachers to provide real-time information regarding students' behavior and progress, enabling them to make necessary adjustments [3]. Additionally, implementing techniques that create a more conducive learning environment, such as collaborative and project-based learning activities, has enhanced students' understanding and overall performance [4]. Teachers can effectively predefine behavior patterns and expectations by engaging students in these interactive and meaningful learning experiences, thereby promoting order and productivity within the classroom.

The strategic implementation of active supervision, technology-based management tools, and well-structured, collaborative learning activities can significantly reduce classroom disturbances and foster positive student outcomes. This multifaceted approach to classroom management empowers teachers to establish clear behavioral expectations, maintain a supportive learning environment, and facilitate student engagement and academic success.

While the benefits of using classroom management are well understood, the extent of experience with implementing the technique is scarce, especially for technical disciplines such as ADT. This research proposal seeks, therefore, to find out whether modified classroom management practices can enhance the learning environment in ADT. This research work will look into other class management strategies for ADT courses and

recommend ways by which student performance and interest can be improved in this technical course.

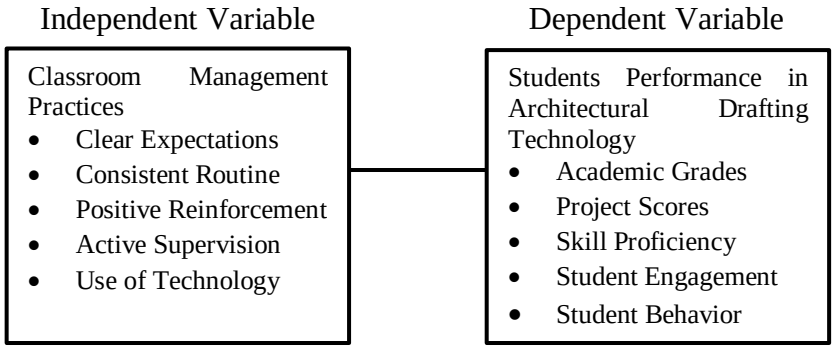

Figure 1. Conceptual framework

This conceptual framework guides the research by illustrating how effective classroom management practices can positively impact students' performance in ADT. The line that connects the frames indicates the relationship between the variables of the study.

The present study is grounded on Classroom Management Theory and Constructivist Learning Theory. Classroom Management Theory emphasizes the critical role of the learning environment and student-teacher relationships in fostering student performance and effectiveness, particularly in practical-oriented technical education programs such as Architectural Drafting Technology. Research indicates that implementing strict operational procedures and clear behavioral expectations in the classroom can significantly enhance student outcomes [2]. For instance, a study of vocational education programs found that when teachers establish and consistently enforce well-structured classroom rules and routines, students demonstrate improved task engagement, reduced disruptive behaviors, and higher levels of academic achievement [3]. Furthermore, positive, supportive relationships between teachers and students have been linked to increased student motivation, self-regulation, and overall learning [4]. In technical education, where hands-on, applied learning is paramount, a well-managed classroom environment and strong teacher-student rapport are essential for cultivating the skills and competencies required for success. By prioritizing these key aspects of Classroom Management Theory, educators in Architectural Drafting Technology programs can create a learning environment that maximizes student productivity and prepares them for the demands of their future careers. Constructivist Learning Theory was developed by Piaget and Vygotsky [5], whereby learning is central to meaningful subject content involving concepts acquired from meaningful activities and projects in the ADT program.

Review of Related Literature

Proper management of students in the classroom is essential in explaining the students' performance, especially in technical education, such as architectural drafting technology. Classroom management has been described as influencing academic achievement and student participation in these settings, and studies have supported this explanation.

Classroom management research shows that expectations are clearly defined among the key factors that can foster effective learning. Social research suggests that students are more involved and generally achieve better when the professors consciously illustrate the course's behavioral and academically desirable performances. Implementing clear and well-developed behavioral norms in the classroom has significantly reduced disruptive behaviors, enhancing instruction and learning outcomes, particularly in technical education areas such as Architectural Drafting Technology [2], [3]. Research indicates that classrooms with explicit rules and requirements for behavior and academic activities tend to receive increased task-related attention and demonstrate superior project results [4], [6].

For instance, a study of vocational education programs found that when teachers establish and consistently enforce well-structured classroom routines and expectations, students exhibit improved task engagement, reduced disruptive behaviors, and higher levels of academic achievement [2]. Furthermore, developing positive, supportive relationships between teachers and students has been linked to increased student motivation, self-regulation, and overall learning [7], [8]. In technical education, where hands-on, applied learning is paramount, a well-managed classroom environment and strong teacher-student rapport are essential for cultivating the skills and competencies required for success [9], [10].

By prioritizing these key aspects of Classroom Management Theory, educators in Architectural Drafting Technology programs can create a learning environment that maximizes student productivity and prepares them for the demands of their future careers. Explicit, well-defined behavioral norms and expectations, skillful teaching practices, and positive relationships are the foundation for enhancing instruction and fostering optimal learning outcomes in technical education settings.

The need to set classroom routines has been widely debated in recent literature. Most of the time, students tend to get stressed and anxious when an instructor is unpredictable. Due to this, consistency helps create an environment that is free from stress and, hence, improves student performance. A positive and structured learning environment has significantly increased student satisfaction in educational settings [11], [12]. Research indicates that when classrooms are characterized by clear behavioral expectations, consistent routines, and supportive teacher-student relationships, students report higher satisfaction with their learning experiences [11], [12].

For instance, a study of nursing students found that the better the clinical learning environment, the higher the students' satisfaction levels [11]. The researchers highlighted that factors such as personalization, involvement, and task orientation were strong predictors of student satisfaction [11]. Similarly, a study on the effects of moving to a new campus found that students' satisfaction with the physical and learning environment improved, particularly those in their final year of study [12].

Expert opinion has pointed out that positive reinforcement is one of the key elements responsible for student behavior and performance. Implementing strategies to enhance student motivation and interest in academic activities has been shown to improve their academic achievements [13] significantly[13], [14], [15]. Research indicates that when students are intrinsically motivated and experience a sense of autonomy, competence, and

relatedness, they tend to demonstrate higher academic performance and satisfaction [13], [14].

For instance, a study on dental students found that those with more autonomous and self-determined motivational profiles exhibited better academic performance, study strategies, self-esteem, and overall well-being [14]. The researchers emphasized the importance of creating conditions that foster intrinsic motivation, as opposed to controlled motivation, to support students' academic success [13]. Similarly, a systematic review of self-determination theory in health professions education highlighted that the educational environment and students' characteristics can impact their self-determination, influencing educational outcomes and well-being [13].

Furthermore, research has demonstrated that reducing stress and promoting positive emotions can improve academic performance and satisfaction [16], [17]. A study on medical students found that stress was not directly associated with academic performance but influenced it indirectly through its impact on motivation. Additionally, studies in various fields, including nursing and physical therapy, have shown that student satisfaction with their academic experience positively correlates with their academic performance [16], [18].

Implementing active supervision, where teachers closely monitor and participate in classroom activities, is an effective strategy for controlling student behavior and promoting productive learning environments [19], [20]. Research indicates that teachers' active involvement and engagement with students can significantly reduce disruptive behaviors and foster student compliance and cooperation [19], [20].

For instance, a study on teacher nonverbal immediacy found that teachers' use of nonverbal behaviors, such as eye contact, gestures, and proximity, played a significant role in developing and maintaining student cooperation in the classroom [20]. The researchers emphasized training teachers in these immediacy behaviors to reduce student resistance and elicit feedback [20]. Similarly, a study on teacher emotions in the classroom highlighted that teachers who spend extended time with their students and develop positive relationships are more likely to experience joy and effectively manage student behavior [19].

The application of technology in classroom management has become an increasingly prominent research focus in recent years as educators seek to leverage digital tools and resources to enhance student engagement and promote productive learning environments [21], [22], [23]. Research indicates that the integration of technology-driven strategies, such as the use of classroom clickers, digital storytelling, and gamification platforms like Kahoot!, can significantly increase student participation, motivation, and academic performance [22], [24], [25]. For instance, a study on classroom clickers found that they helped boost engagement and learning for elementary students with disabilities [23]. Similarly, implementing a flipped classroom approach, where technology is used to deliver content outside of class, has enhanced student engagement and academic achievement in career and technical education programs [26].

Among the student performance measurement tools, academic grades have been widely used to define students’ success. Grades in technical courses such as architectural drafting may accurately set the standard of a particular student in gradually mastering the various concepts and being able to implement them. Based on the studies, it can also be seen

that student learning results are accomplished by the quality of instructions, including teacher quality, course content quality, and student motivation [27].

Statement of the Problem

This study seeks to address the following research problems:

1. What is the mean level of classroom practices in terms of:
   1.1.clear expectations
   1.2.consistent routine
   1.3.positive reinforcement
   1.4.active supervision
   1.5.use of technology
2. What is the mean level of student performance in terms of:
   2.1.academic grades
   2.2.project scores
   2.3.skill proficiency
   2.4.student engagement
   2.5.student behavior
3. Is there a significant relationship between the level of classroom management practices and students' performance in Architectural Drafting Technology?

2. METHOD

This study employed a quantitative methodology to investigate the relationship between classroom management practices and student performance. This section outlines the research design, participants, data collection methods, and data analysis techniques.

Research Design

A survey explored the correlation between classroom management practices and students' performance. Survey research is particularly effective for gathering information from a diverse population, allowing for an evaluation of current practices and their impact on student outcomes. This design was chosen to analyze relationships between variables and identify key predictors of student performance.

Participants

The study involved 200 students enrolled in the Bachelor of Science in Industrial Technology major in Architectural Drafting Technology during the Academic Year 2024 – 2025. Stratified random sampling was employed to ensure representation across different year levels from first-year to third-year students. Strata were defined by year level, ensuring proportional representation. Participants received a detailed consent form outlining the study’s objectives, confidentiality protocols, and voluntary participation. Ethical approval was secured from the institution's ethics review board, ensuring adherence to research ethics standards.

Research Instrument

A structured survey questionnaire was used to gather data. The instrument underwent validation by three experts in technical education and educational psychology, who evaluated its content relevance, clarity, and alignment with research objectives. Cronbach's alpha was computed to assess the reliability of the scales, yielding a value of 0.85, indicating high reliability. The questionnaire included items categorized into four domains: classroom management strategies, student engagement, behavior, and academic performance.

Statistical Treatment and Analysis

Data analysis was conducted using SPSS version 27. Descriptive statistics, such as means and standard deviations, summarized participants' demographics and responses. Pearson's correlation coefficient was calculated to examine the strength and direction of relationships between variables. Linear regression analysis identified specific classroom management practices that significantly influenced student performance.

Results were interpreted using the following Likert scale legend: *4.21–5.00: High Manifestation, 3.41–4.20: Manifestation, 2.61–3.40: Moderate Manifestation, 1.81–2.60: Low Manifestation and 1.00–1.80: No Manifestation*. The Likert scale interpretation was adapted from established benchmarks in educational research to ensure consistency and clarity.

Ethical Considerations

The study adhered to ethical research standards by obtaining institutional approval and ensuring participant confidentiality. Informed consent was secured before data collection, and responses were anonymized to maintain privacy.

3. RESULTS AND DISCUSSION

Table 1. The manifestation of the BSIT - ADT Students concerning Clear Expectation

INDICATORS / CLEAR EXPECTATIONS	MEAN	SD	INTERPRETATION
My instructor provides a detailed syllabus that outlines course objectives and grading policies.	4.65	0.64	High Manifestation
I receive clear and detailed instructions for assignments and projects.	4.58	0.69	High Manifestation
The criteria for success on assignments are clearly communicated.	4.56	0.67	High Manifestation
I know what behaviors are expected of me in class (e.g., participation, attendance).	4.64	0.65	High Manifestation
There are clear guidelines on how to use classroom resources and tools.	4.61	0.70	High Manifestation
OVERALL	4.61	0.57	High Manifestation

From Table 1, it can be suggested that students in the BSIT-ADT course appreciate the role of defined expectations in class management protocols, especially within a technical training environment. Research evidence revealed that the implementation of precise objectives of lessons was established as teachers informing students on lesson objectives,

grading procedures, and clear regulatory rules of tasks. Students said it took the form of observing the ceremonial code and instructions on conduct and proper use of tools, which added to order and productivity. This shows that structured planning and communication go hand in hand with positive student behavior and student activities.

The conclusion made in this study corresponds to the postulates of the theories under analysis, Classroom Management and Constructivist Learning, pointing to the necessity of clear behavioral and academic standards to improve learning. Research indicates that when teachers establish and consistently enforce well-structured classroom rules, routines, and expectations, students demonstrate improved task engagement, reduced disruptive behaviors, and higher levels of academic achievement [28]. This aligns with the principles of Classroom Management Theory, which emphasizes the importance of a well-managed learning environment for fostering student productivity and success. Furthermore, the Constructivist Learning Theory emphasizes the active role of the learner in constructing their understanding based on their prior knowledge and experiences [28], [29]. By creating a learning environment that encourages students to actively engage with the content, make connections, and develop critical thinking skills, educators can enhance the effectiveness of the learning process [30], [31]. Such findings strongly link with the current study and validate the notion of having a structured classroom management strategy. The structure is evident in work environments of technical education, including Architectural Drafting Technology, that have well-defined modalities of how the students should learn, sit, move about, and perform in their classes.

Table 2. The manifestation of the BSIT - ADT Students concerning Consistent Routine

INDICATORS CONSISTENT ROUTINE	MEAN	SD	INTERPRETATION
Class sessions consistently start and end at the scheduled times.	4.36	0.81	High Manifestation
Weekly topics and tasks follow a predictable sequence that helps me stay organized.	4.41	0.79	High Manifestation
Routine classroom procedures (e.g., assignment submissions, attendance taking) are well-established.	4.55	0.77	High Manifestation
Changes to the class schedule or routine are communicated in advance.	4.26	0.95	High Manifestation
My instructor maintains a consistent approach to classroom management and discipline.	4.63	0.70	High Manifestation
OVERALL	4.44	0.69	High Manifestation

According to Table 2, work ensures that the perspective of classroom management, which the BSIT-ADT students observe as normally running and well-ordered, has a bearing on learning mechanics and measures. This paper has identified some key practices that enable students to organize their time constructively and decrease uncertainty: adequate demonstration of weekly work schedules, the programs of assignment due dates, and the pass timely communication of timetabling changes. This paper shows that the compliance

of the instructors with the regulatory protocols concerning classroom management ensures that the learners are disciplined and do not distract themselves; hence, they are attentive.

Studies propound the significance of the basic routines in technical learning, which affirms Johnson's [32] assertion that structured transition from one class to another aids in memory retention and boosts student performance in vocational content areas, in this case, Architectural Drafting. The findings imply that effective organizational procedures minimize district ion, maintain proper transition, and create the right environment for learning.

In the case of ADT, precision and strict work mechanisms are crucial; structured management practices offer the required stability coupled with predictability to let students shine. Whereas these strategies exclude specific sources of disturbance and enhance the probability of adopting the correct behavior, they prepare acceptable conditions for developing technical competencies. Furthermore, they conform to other theories about increased classroom organization and student satisfaction, motivation, and achievement, underlining the importance of technical vocational education and training.

Table 3. The manifestation of the BSIT-ADT Students concerning Positive Reinforcement

INDICATORS POSITIVE REINFORCEMENT	MEAN	SD	INTERPRETATION
My instructor frequently acknowledges and praises students who perform well.	4.54	0.72	High Manifestation
Positive reinforcement is used to encourage good behavior and effort in class.	4.60	0.76	High Manifestation
I feel recognized for my contributions to class discussions and group work.	4.34	0.80	High Manifestation
Constructive feedback is provided in a supportive manner that motivates improvement.	4.55	0.73	High Manifestation
The instructor highlights achievements in a way that motivates me to keep striving.	4.55	0.81	High Manifestation
OVERALL	4.50	0.66	High Manifestation

According to Table 3, positive reinforcement is established as having a significant influence on classroom management and students' performance based on the results of the present study for the students enrolled in BSIT-ADT. Teachers effectively use positive feedback, reward students for their work, and give suggestions to encourage the learners. They make students adhere to instructions, develop positive attitudes towards themselves, and contribute during group activities. Giving significant and timely appreciation to all achievements would not only make the morale of the students high but also foster positive relationships between the teachers and the students, aimed at achieving more.

The practical implications of these findings are evident: if teacher practices of positive reinforcement are served consistently, they create a learning environment that invigorates students and improves overall academic and behavioral performance. That is, appreciation in the form of words or even small incentives helps students set higher goals and perform better. Moreover, these strategies affirm the principles discussed in classroom

management and constructivist learning theory, such as motivational interaction in achieving efficient educational purposes.

These findings correspond to previous research indicating that positive reinforcement improves students' performance. Technology-mediated feedback, such as screencast and text-based feedback, has also been perceived positively by students [33], [34]. Screencast feedback, in particular, is clearer, easier to access, and more helpful for revising drafts than written feedback. Students appreciate the personal connection, transparency, and conversational tone that screencast feedback can provide [34]. This emphasizes that while applying management as a discipline in a class means applying management as control, the same is also applied to create the necessary atmosphere within the class to foster the required skills, creativity, and innovation. It is, therefore, evident that positive reinforcement and implementation of clear expectations arise as key approaches to addressing the needs of technical courses to foster a positive student learning environment and creativity.

Table 4. The manifestation of the BSIT-ADT Students concerning Active Supervision

INDICATORS ACTIVE SUPERVISION	MEAN	SD	INTERPRETATION
My instructor moves around the classroom to monitor student work during activities.	4.45	0.84	High Manifestation
I feel that my instructor is attentive and aware of each student's progress.	4.43	0.85	High Manifestation
The instructor promptly addresses any issues or off-task behavior.	4.45	0.77	High Manifestation
I receive immediate feedback or assistance when I am struggling with a task.	4.33	0.85	High Manifestation
The instructor actively engages with students individually and in groups.	4.45	0.83	High Manifestation
OVERALL	4.42	0.72	High Manifestation

According to Table 4, active supervision is one of the key factors that made this learning environment effective for most of the students in BSIT-ADT. Teachers manage the activities taken within their Classes, control changes between tasks, and control pupil conduct, providing a climate of order that rejects potential diversions. This approach enables the students to be independent but simultaneously call on the teacher for assistance. Where necessary, there is group work that enhances social learning. It also improves students' performance alongside the course goals and other academic needs in learning and fosters essential interpersonal skills among students.

The work is consistent with Brown & Davis's [35] work on the advantages of active teacher supervision on attentiveness and skills in architectural drafting courses. This connection draws attention to the dynamics of the active supervisory process concerning student concentration and the development of individually oriented practical training in technical education.

In technical disciplines such as ADT, active supervision and lessons learned formatted as expectations yield the dual goals of discipline and training. The above strategies enhance classroom conduct and create the basis for technical skill acquisition and general student development. The outcomes of this study help to enhance the discourse on integrating well-ordered processes for students' teaching-learning activities in technical education. This research, therefore, validates active supervision and rule setting from literature in establishing ideal learning contexts for technical courses.

Table 5. The manifestation of the BSIT-ADT Students concerning Use of Technology

INDICATORS USE OF TECHNOLOGY	MEAN	SD	INTERPRETATION
Technology is integrated into lessons to enhance understanding (e.g., software, presentations).	4.53	0.73	High Manifestation
I have access to online resources and tools that support my learning in drafting.	4.49	0.78	High Manifestation
My instructor uses digital platforms to deliver content and manage assignments.	4.60	0.70	High Manifestation
Technology is used to provide interactive and engaging learning experiences.	4.62	0.71	High Manifestation
I am encouraged to use technology to improve my drafting skills and project outcomes.	4.59	0.74	High Manifestation
OVERALL	4.57	0.65	High Manifestation

According to Table 5, This study's findings show the high importance of technology in facilitating learning for BSIT-ADT students. Using software applications and other information communication technologies in lessons enhances students' interaction and understanding, mainly when used in activities such as writing. From the survey, students said internet resources were more beneficial for honing their drafts. This is an indication that access to these materials enhances technical skills. Also, all forms of technology are incorporated into learning processes and promote increased enthusiasm, engagement, and contributions in group tasks from the learners. This corresponds with the research outcomes, which show that technology enhances the fine-tuning of individual parts of the paper and the whole work.

Although these results align with the body of knowledge, including the article of Aquino [36] that investigates the advantages of e-materials in improving students' communication patterns and learning skills, it is worth highlighting the potential of these findings for the ADT classroom. For instance, integrating tools such as CAD into daily teaching practice improves learning and performance, most often through application. More importantly, this finding breaks the mold of traditional classroom settings by pointing out that technology can add value to the teaching and learning process and order in the classroom.

In light of practical applicability, the conclusions derived from these results can help educators enhance the application of technology in classroom management plans, thus making the learning process more engaging and fruitful. Technological integration plays an

important role in compelling student motivation and the overall performance of technical subjects when teachers introduce projects in a planned manner.

Table 6. The manifestation of the BSIT-ADT Students concerning Academic Grades

INDICATORS ACADEMIC GRADES	MEAN	SD	INTERPRETATION
I consistently achieve high grades on my quizzes and exams.	3.96	0.75	Manifestation
My grades accurately reflect my understanding of the course material.	4.29	0.77	High Manifestation
I perform well in both written and practical assessments.	3.99	0.79	Manifestation
My grades have improved since the beginning of the semester.	4.11	0.80	Manifestation
I am satisfied with my overall academic performance in this class.	4.01	0.95	Manifestation
OVERALL	4.07	0.69	Manifestation

According to Table 6, The findings of the study showed that overall, the students of BSIT-ADT have a favorable attitude towards their academic performance, especially in accomplishing particular academic tasks, which were given relatively high levels of manifestation. Here, students agree that their perceptions of satisfaction match their grades, but there is a difference in how much performance has improved over the semester. The written exams and practical activities pointed to sufficient results; simultaneously, the study is not deprived of reflections on the possibility of enhancing the stability of assessments and students' performance.

These results stress the pedagogical implications of applying techniques to technical education, focusing on Architectural Drafting. According to Green and Thomas [37], students headed for technical classes, including drafting, spend more than the required amount of time on CAD tasks since it helps in Reinforcement Learning. This is in inverse correlation with the current study's findings, as the latter established that using real-world tools such as CAD increases technical competencies and coursework outcomes. As such, these strategies align theory with practical practice for increased achievement in technical courses, improving the teaching and learning process.

The study's findings, table 7 below, shed more light on the relationship between classroom management practices and the students' performance, specifically in project-based courses like BSIT-ADT. Students generally maintained a high level of project performance, which is evident in their high architectural drafting skills and innovations. Students showed how to adhere to the time-framed tasks concerning the time management of roles and tasks while getting positive and constructive feedback that enhanced their confidence regarding preparedness. This high level of achievement implies that student behavior, course organization or course discipline, clear guidelines and feedback, and organization help improve student performance and learning in class.

Table 7. The manifestation of the BSIT-ADT Students concerning Project Scores

INDICATORS / PROJECT SCORES	MEAN	SD	INTERPRETATION
I receive high scores on my drafting projects and assignments.	3.95	0.85	Manifestation
My projects demonstrate a high level of skill and creativity.	4.10	0.79	Manifestation
I am able to meet project deadlines without compromising quality.	4.01	0.92	Manifestation
Feedback on my projects is generally positive and constructive.	4.17	0.78	Manifestation
I am confident in my ability to complete projects that meet or exceed expectations.	4.14	0.82	Manifestation
OVERALL	4.08	0.70	Manifestation

According to Table 7, The outcomes of this study can add additional information on the correlation between classroom management practices and learners' performance, especially in project-oriented subjects such as BSIT-ADT. In line with this, the techniques that I employed in formative assessment and, primarily, the project-based activities provided students with opportunities to monitor their learning progress and use this evidence to modify their learner strategies in a bid to perform better in terminal assessments as postulated by Nguyen and Wong [38].

The study showed that the students performed well in project tasks and adopted appropriate design content and creativity. The subjects felt confident and well-prepared by accepting the time-framed tasks, with successful time management and encouraging remarks. This also highlights how teachers establish structure in their instructional delivery and management of the classroom, rules, and feedback, as well as the promotion of discipline, structure, and high-performance levels.

Table 8. The manifestation of the BSIT-ADT Students concerning skill Proficiency

INDICATORS / SKILL PROFICIENCY	MEAN	SD	INTERPRETATION
I feel proficient in using the drafting tools and software required for the course.	4.10	0.81	Manifestation
I can independently complete complex drafting tasks.	4.06	0.77	Manifestation
My technical skills have improved significantly since the start of the course.	4.30	0.78	High Manifestation
I am confident in applying my drafting skills to real-world scenarios.	4.27	0.80	High Manifestation
I regularly practice drafting skills outside of class to improve.	4.16	0.89	Manifestation
OVERALL	4.18	0.67	Manifestation

Based on Table 8, the students of BSIT-ADT have proven adequate understanding of architectural drafting technology. According to the student's responses, they are highly confident in drafting tools and software to accomplish intensive work independently. In this respect, they found a marked increase in their technical skills over the semester and were confident about using them to solve problems encountered in practice. Moreover, many students practice further aside from the course to stress that writing does improve, and they are willing to hone their skills.

These research outcomes indicate the need for constant practice and criticism in the performance of ADT and its associated technical skills. Supporting the findings of Chavez and Miller [39] concerning the positive correlation between practical exercises and final project results, this work underlines how frequent practice using drafting tools such as AutoCAD improves performance.

The findings indicated that early direct experience with well-defined practice activities, along with timely feedback, is essential in developing student competence concerning the advanced work of 3D modeling. Therefore, although the research evidences that current pedagogical practices are effective, deeper and more individualized feedback and increasing learner practical experience could be more beneficial.

Table 9. The manifestation of the BSIT-ADT Students concerning Student Engagement

INDICATORS STUDENT ENGAGEMENT	MEAN	SD	INTERPRETATION
I actively participate in class discussions, activities, and group work	4.30	0.76	High Manifestation
I am motivated to complete assignments and projects on time.	4.27	0.78	High Manifestation
I frequently review my notes and study materials outside of class hours.	4.16	0.79	Manifestation
I ask questions or seek clarification when I do not understand something.	4.37	0.79	High Manifestation
I feel invested in the course and interested in the taught topics.	4.36	0.75	High Manifestation
OVERALL	4.29	0.64	High Manifestation

According to Table 9, This paper also shows a close correlation between student engagement and Architectural Drafting Technology (ADT) performance. Lectures and class activities showed that the students enrolled in BSIT-ADT were very much involved with what they had been taught and required to do with fellow students and on their own. They always submit their tasks on time, and course material is important to them, often engaging in note-reviewing sessions and asking for clarification where necessary. Thus, active participation in the course helped increase the participation levels in the subject matter and improve the outcomes of the studying process.

These findings assert the importance of the learners in the achievement process, which is consistent with the earlier works of Rojas [40] that noted that learners are more

proficient when exercising technical lessons through discussions, collaborative learning, performance exercises, and other related activities. This re-affirms the finding made in this study on the proactive engagement of students in class activities in enhancing their knowledge and use of skills required in courses such as Architectural Drafting Technology. This research indicates that the professors find that their teaching improves when students take an active part in these practical assignments, which implies that if students actively interact with those academic assignments and methods, they will be more effective in mastering the techniques inculcated during the lessons.

Further, these findings extend the knowledge about CM in the framework of constructivist learning theories, indicating the highly relevant values of students' participation and interaction in technical education classrooms.

Table 10. The Manifestation of the BSIT-ADT Students Concerning Student Behavior

INDICATORS STUDENT BEHAVIOR	MEAN	SD	INTERPRETATION
I adhere to class rules and respect the learning environment.	4.67	0.61	High Manifestation
I contribute positively to group work and collaborate well with my peers.	4.57	0.65	High Manifestation
I manage my time effectively during class and stay on task.	4.31	0.77	High Manifestation
I handle feedback constructively and make efforts to improve based on it.	4.49	0.68	High Manifestation
I avoid distractions, such as using my phone or talking about unrelated topics during class.	4.20	0.82	Manifestation
OVERALL	4.45	0.58	High Manifestation

According to Table 10, The findings of this study indicate that the students in the Bachelor of Science in Industrial Technology majoring in Architectural Drafting Technology (BSIT-ADT) display appropriate classroom behaviors that predict their performance. The conduct and behavior of students also indicate a good belief system of the class rules, which are well observed and respected. Most of the students appear very proactive during group formations. Another aspect is the ability to manage time, work on tasks efficiently, and take constructive criticism, which is valuable in architectural drafting. Most significantly, learners do not display anxiety towards different prohibited behaviors like using mobile phones or having off-topic discussions, though their display of such prohibited behaviors is comparatively lower than the positive classroom behaviors they exhibit.

Table 11. The Correlation Matrix of Classroom Management Practices and Student Performance

	Pearson r	p-value	Interpretation	Decision	Remarks
Clear Expectation					
Academic Grades	0.568	<0.001	Moderate correlation	Reject null	Significant
Project Scores	0.566	<0.001	Moderate correlation	Reject null	Significant
Skill Proficiency	0.539	<0.001	Moderate correlation	Reject null	Significant
Student Engagement	0.615	<0.001	Strong correlation	Reject null	Significant
Student Behavior	0.680	<0.001	Strong correlation	Reject null	Significant
Consistent Routine					
Academic Grades	0.524	<0.001	Moderate correlation	Reject null	Significant
Project Scores	0.515	<0.001	Moderate correlation	Reject null	Significant
Skill Proficiency	0.532	<0.001	Moderate correlation	Reject null	Significant
Student Engagement	0.547	<0.001	Moderate correlation	Reject null	Significant
Student Behavior	0.596	<0.001	Moderate correlation	Reject null	Significant
Positive Reinforcement					
Academic Grades	0.593	<0.001	Moderate correlation	Reject null	Significant
Project Scores	0.582	<0.001	Moderate correlation	Reject null	Significant
Skill Proficiency	0.619	<0.001	Strong correlation	Reject null	Significant
Student Engagement	0.647	<0.001	Strong correlation	Reject null	Significant
Student Behavior	0.624	<0.001	Strong correlation	Reject null	Significant
Active Supervision					
Academic Grades	0.545	<0.001	Moderate correlation	Reject null	Significant
Project Scores	0.539	<0.001	Moderate correlation	Reject null	Significant
Skill Proficiency	0.527	<0.001	Moderate correlation	Reject null	Significant
Student Engagement	0.620	<0.001	Strong correlation	Reject null	Significant
Student Behavior	0.593	<0.001	Moderate correlation	Reject null	Significant
Use of Technology					
Academic Grades	0.529	<0.001	Moderate correlation	Reject null	Significant
Project Scores	0.519	<0.001	Moderate correlation	Reject null	Significant
Skill Proficiency	0.554	<0.001	Moderate correlation	Reject null	Significant
Student Engagement	0.600	<0.001	Strong correlation	Reject null	Significant
Student Behavior	0.614	<0.001	Strong correlation	Reject null	Significant

From this analysis, we can see how students' behaviors and learners' interactivities affect their learning, especially in technical college education. The positive attitudes exhibited by the students correspond with Carter and Nelson [41] on the premise that a positive attitude when learning leads to better results, as seen from shared tasks inherent in technology drafting courses. Also, the results supplement Smith and Taylor's [42] work on how organized students can always set great goals for themselves and manage their time, thus resulting in better performance, particularly in drafting classes.

The results indicate that developing positive behavioral patterns, including self-directedness, effective time use, and orderliness, fosters success across technical courses, including Architectural Drafting Technology. These traits can help the students, or solving all individual and group assignments is very effective, hence underlining specialist programs.

According to Table 11, as highlighted in this study, structured classroom management is very important in the routines of technical education programs, including ADT, because the opportunity to influence students' performance is maximized. These findings are in support of the literature espoused by Lee [43], which affirms that if learning structures are put in place, there is likely going to be better focus on the actual tasks that are required for a task, which is vital towards the achievement of project outcomes within technical disciplines. This paper argues that in ADT, specific behaviors are expected from students, including how they learn, communicate, and navigate within the classroom, positively promoting focused learning and skill acquisition. They presuppose that structured management enhances both behavior and achievement trails significantly.

This is in synch with Johnson [44], who said there is improved memory retention and performance in vocational subjects such as drafting, with structured transitions between lessons. This enhances the learning environment to the extent that students and their related actions are focused on the learning process instead of being diverted by normal activities or unexpected and/or frequently changing procedures. The findings of this study indicate that educators in ADT should ensure proper organizational clarity so that students do not disrupt classroom productivity.

Another factor that played a role in student attentiveness and skills in drafting courses was active teacher supervision, according to Brown and Davis [35]. In line with the findings from the current study, active supervision aids in keeping the focus away from personal loyalties because demanding, skills-oriented practical classes require the students to be supervised appropriately to gain the skills they need.

The study also arose with technological advances that support class management and student performance. In agreement with Aquino [36], this study affirms the incorporation of tools such as CAD within the ADT classroom. Incorporating such real-life utensils enhances the learning activity and proposes well-ordered and well-structured classrooms as persuasive evidence that real-life technology affirms the teaching approaches and classroom discipline.

The results also imply that tools such as CAD significantly affect students' technical skills and performances, supporting the idea that theoretical teaching methods should mirror real-world approaches such as CAD. This concurs with Green & Thomas [37], who stated that improved interaction with tools such as CAD improves technical competence and the

effectiveness of specific classes in improving learning more in technical concentration, like in ADT.

Formative assessments that include project-based activities were also listed as one of the ways that teachers learned about student progress. As Nguyen and Wong [38] mentioned, this practice helps students consolidate their learning and assess their study approaches and academic results to enhance terminal assessments. As Chavez and Miller [39] concluded that practice enhances learners' performance in technical topics, this study found that regular practice in drafting, including AutoCAD, was significantly related to project performance.

Last but not least, the study calls for improving the level of interaction between students and improved synergy to reap maximum benefits. According to Rojas [40], students' engagement in discussions, group work, and performance tasks enhances skills in technical learning. This finding supports the previous discussion that engagement with the content and peers is key to developing the skills relevant to ADT and highlights the need to develop effective means of activating the students and encouraging them to learn more actively.

CONCLUSION

This study identified several classroom management practices positively influencing student performance in Architectural Drafting Technology (ADT). Specifically, setting clear objectives, using timetables, offering positive reinforcement, active supervision, and incorporating technology were all found to enhance students' academic achievements, participation, and behavior. Using structured classroom arrangements and the naturalization of routines helped reduce indiscipline and improved responsiveness to instructions. Positive reinforcement, such as praising students for their work, significantly boosted student morale and involvement, leading to better outcomes. Active supervision increased productivity, while technology integration enhanced participation and reduced behavioral problems.

The findings confirmed a positive correlation between classroom management practices and student performance, particularly in technical courses within ADT. These results align with existing theories, reinforcing that effective classroom management is integral to student success. The study highlights the importance of creating a well-organized, engaging, and supportive learning environment for technical education.

RECOMMENDATIONS

Based on the findings, it is recommended that teacher training programs for ADT continue to emphasize clear expectations, well-organized tasks, and the meaningful use of positive reinforcement to foster better student-teacher relationships and academic engagement. Teachers should also implement structured activities and provide consistent feedback to support discipline and skill development. Active supervision throughout the class will ensure timely intervention and minimize disruptions. Additionally, integrating technology into the classroom should be prioritized, as it has been shown to improve both student participation and behavior.

However, the study is limited by its sample size, which consisted only of first-year to third-year ADT students. This limits the generalizability of the findings to the broader

population of students in technical education or those in the later stages of their academic programs. Future studies should consider including a more diverse sample, such as students from different technical disciplines or academic years, to enhance the applicability of the results. Investigating the causal relationships between classroom management practices and student performance in future studies would also help establish a clearer understanding of how these strategies contribute to academic success over time.

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