



## **CLASSROOM MANAGEMENT PRACTICES AMONG GRADE SCHOOL TEACHERS IN A PUBLIC SCHOOL DISTRICT**

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<p><b>Received:</b> 18<sup>th</sup> August 2021 <b>Accepted:</b> 18<sup>th</sup> September 2021 <b>Published:</b> 25<sup>th</sup> October 2021</p>	<p>Teaching is the most noble and a challenging profession. The responsibility is huge and complex considering the diverse learners under the teachers' care in the classroom. Society, culture and early experiences with parents is to a considerable degree, shaped the development of the child's behavior and attitudes. Hence, managing a classroom with the given diversity is hard and tough. It is in this premise that this study is aimed at assessing the classroom management practices among the teachers in one of the elementary schools in the district of Getafe, Bohol, Philippines with the end view of proposing recommendations to enhance teaching-learning strategies and processes, formulate child-friendly classroom rules for student discipline, design motivational strategies for student participation, and propose enrichment of leadership and management skills of teachers. The study sought to find out the level of classroom management practices, the degree of correlation between the profile and classroom management practices, and the degree of variance among the ten dimensions of classroom practices. Chi-Square and One-Way ANOVA are the statistical tools used for the treatment of the data. The instrument used in this study is modelled from the Classroom Self-Assessment Tool of the Center on Education and Lifelong Learning by Washburn, S. (2010). This research used a descriptive survey method applying a purposive and universal sampling technique with all the 146 teachers as the participants from kindergarten to Grade Six classes of the respondent elementary school. The findings of the study revealed a significant degree of correlation between the age, as well as, the number of years in teaching to the classroom management practices. Furthermore, the study showed the significant degree of variance among the ten dimensions of classroom management practices of the teacher participants. The results of the study evidently showed that the teacher participants are not fully practicing the three behavioral parts of the questionnaire. Such dimensions are the following: acknowledging appropriate behaviors, positive actions, and responding to inappropriate behaviors of the students</p>
<p><b>Keywords:</b> Teaching, Classroom Management Practices, Purposive and Universal Sampling Technique, Degree of Correlation, Degree of Variance, Philippines.</p>	

**INTRODUCTION**

The teaching career has been the most challenging profession in the past, in contemporary times and in this modern times. Every day, in the practice of their profession, teachers are dealing with diverse learners. Student attitudes and behavior vary as they are influenced by their ethnicity, religion, environment, and family, particularly in the upbringing of parents, that has a greatly impacted on the holistic development of the child. Hence, it is a universal concern of every state to responsibly address the holistic development of the child as potential builder of the nation. That is why, budgets for education always got the lion share in almost all nations. The responsibility, with attached authority, to provide quality education in a holistic framework, such as the intellectual, emotional, social, and physically

development is delegated in school, as a primary educative agency, or any academic institutions, non-formal and any alternative mode of teaching to reach out to all children, as stipulated in the Education for All policy of the state. Inclusive education has been implemented so that no child is left behind without the proper education provided.

The major underpinnings of education start with the basic foundation from the early childhood learning to elementary and progressing to the secondary level of education. The curriculum is appropriately designed for every year level from the less complex to more advanced and complex level of knowledge and skills and that of students' behavior. Understandably, the role of teacher in the classroom is too huge to take without the necessary preparations both the hard skills and the soft skills. The total development of the child will be undertaken in school which means the entire human development is relegated to teachers in the classroom where learning has to take place extensively. The teacher has to create a learning environment to keep the students focused, orderly and organized. Teachers should create a situation to positively produce productive learning for the students. The teacher has to create a classroom structure that will provide a conducive environment to learning. A classroom management that would ideally apply a variety of skills and techniques to keep students academically productive in class. For quality education to take place, these simple key words are essential: learning, classroom management practices, classroom discipline, and the assessment and evaluation of learning outcomes. Education, according to UNESCO International Commission, (UNESCO,1996) is both to supply the map of a complex and constantly restless world, and supply the compass needed to navigate it. Education must be 21<sup>st</sup> century grounded. Education has to address the pillars of learning, that,1) learning is the development of the head, teaching students how to learn;2) learning is the development of the hand, teaching the students to do by developing their skills; 3) learning is development of the heart, learning to be, teaching awareness and understanding, and 4) learning to live together, the development of values and attitudes. Ultimately, education is teaching the child what he would become from where and what he is now. That goes to say, that the strength of the nation depends upon the strength of every child that teachers envision to be what they would become from the transfer of knowledge and by facilitating learning that takes place in every classroom.

Effective Classroom Management is a teacher outcome behavior which produces higher rate and numbers of students who are more involve in classroom activities, fewest cases of misbehavior to intrude teaching hours, and productive application of instructional time (Emmer et.al, 1981). Moreover (Duke, 1979), defined classroom management as the provisions and procedures necessary to establish and maintain an environment in which instructions and learning occur.

According to Yuoki Terada in his research in Effective Classroom Manangement," in a classroom where teachers used a series of techniques centered around establishing, maintaining, and restoring relationship, academic engagement increased by 33% and disruptive behavior decreased by 75%, making the time student spent in the classroom worthwhile and productive."

So, it is but fitting and most appropriate to make a survey to assess on the level of classroom management practices, as claimed by many researches and literatures that effective classroom management makes a difference in the acquisition of learning when teachers provide a better venue for the learning to take place.

The researcher, as one of the teachers of Getafe District is eager to know the level of classroom management practices among us teachers, with the end goal of proposing an appropriate intervention measure if the results of the survey would tell us the real score of classroom management.

### **THEORETICAL BACKGROUND**

This study is anchored on the Canter's Assertive Discipline theory that emphasizes the idea that both teachers and students have rights to teach and learn in a calm, safe and professional environment. Canter's theory believes that what is best for the students is to set boundaries for classroom discipline and that students should know these boundaries, and what these boundaries are for. Teachers teach the plan to students and explain why rules are needed, teach the rules, explain how positive recognition will be used and why consequences are needed. Canter's assertive discipline believes that teachers have the right to establish classroom rules and procedures that produced the optimum learning environment, behavior of students that meets teachers' needs, and the right to received discipline from parents, teachers and school administrators when needed. Educators insist upon accountable behavior and use a hierarchical

list of consequences to manage behavior. It expressed teachers' expectations to their students and were ready to do something if those expectations weren't met. Educators and students have rights in the classroom and be firm upon responsible behavior and employ a hierarchical record of consequences to managed behavior. It further based on the premise that students chose to behave in an acceptable manner, thus classroom rules and regulation should be well implemented as well as the proper reinforcement for better management, firm rules in line with the disciplinary actions that is fair and clear.

The Canters develop the following suggestions for teachers applying assertive discipline: (1) Clearly identify expectations, (2) Take positions, (3) Use a firm tone of voice, (4) Use eye contact, gestures and touches to supplement verbal messages, (5) Say no without guilt feelings, (6) Give and receive compliments genuinely, (7) Place demands on students and enforce them, (8) Set limits on students and enforce them, (9) Indicate consequences of behavior and why specific action is necessary, (10) Be calm and consistent; avoid emotions or threats, (11) Follow through regularly, (12) Persist; enforce minimum rules; don't give up, (13) Establish positive expectations for student behavior, eliminate negative expectations about students, (14) Gain confidence and skills in working with chronic behavior problems' in the classroom. The classroom expectations, rules, procedures and consequences are anticipated to keep the classroom environment safe and sound, organized, and productive.

Another theory by Curwin and Mendler's, the "Discipline with Dignity" which emphasizes responsible thinking, cooperation, mutual respect, and shared decision-making. Teachers considered individual situations and formulate rules that make sense to students, and model appropriate behaviors. Schools can establish Discipline with Dignity approach by letting students help enhance the rules in acceptable terms. This is the way to evade adult and child power struggles and to help students take responsibility for their own behavior. In the Discipline with Dignity, the best approach in preventing problems is to engage the students in solving the problems, it's an informed choices for them to understand on how to behave, so that they become more attuned to learning and how these learning would improve their lives.

To make the instructional practices efficient, the teacher should consider the different types of learners for them to be able to design and formulate instructional strategies to effectively deliver teaching-learning in the classroom. Bloom developed a model called Mastery Learning to account students whose abilities vary or who learn at dissimilar rates. Blooms believed that students differ widely in their learning rates and modalities, if teachers could provide the necessary time and appropriate learning conditions, practically students could reach a high point of accomplishment. The approach assesses students with regards to their level of understanding. The teacher then identifies the areas of weakness and lessons mastered by them. On the assessment process, students were given lesson enrichment through corrective activities or a practice exercises and study guides to help them improve. The key elements of mastery learning are: (1) clearly specifying what is to be learned, and how it will be evaluated; (2) allowing students to learn at their own pace, (3) assessing student progress and providing appropriate feedback or remediation, and (4) testing that final learning criterion has been achieved.

The Multi-Intelligences of Gardner produced a wide range of acceptance especially when applied to classroom settings in dealing learners with different response to teachers' instruction. If teacher consider to use this as part of the learner's learning growth, they may provide opportunities for authentic learning based on students' needs, interests and talents. Students will be able to demonstrate and share their strengths. There are many forms of intelligences, many ways by which we know, understand and learn about our world, not just one. Each individuals reveals different parts of the brain to be sites of different abilities. Teachers need to help learners use their intelligences to become successful in school setting, to help them learn whatever it is they want to learn, as well as what the teachers and the general society believed they have to learn.

In achieving positive interactions in the classroom, the teacher and student relationship is very important. Skinner's Behavioral Modification Theory emphasizes the use of positive and negative reinforcements or rewards and punishments to shape students' behavior. In the classroom settings, teachers set rules but in the first place not all of the students guarantee to absorb and follow all of this, in order to promote a good classroom environment: reinforcement is given to those students who adjust their behaviors to more practical and acceptable ones. When used correctly, positive reinforcement generally increases on-task behaviors as well as work completion.

The Instructional Approach help out teachers avert most classroom management problems by actively engaging students in high interest lessons geared to meet their interests, needs and abilities. As a result, students are motivated to attend class, participate in activities and manage their own behavior.

In implementing classroom management practices student were inform of what is the teacher expectations throughout the academic year and then provide them at least five rules as their guide as they go along. Students and parents are exhaustively well informed and explain the importance of those rules through signing a contract. If in case, misbehavior persist. Talk to the student individually and resolve the issues (Stiffler, 2010). One of the classroom strategies a teacher should have is the practice of "withitness", based on the study of the renown theorist Jacob Kounin. Teacher should be at all times aware on what is happening in all corners of the classroom and spot areas where misbehavior usually occurs. In communicating, teacher and student conversation needs eye to eye contact to acquaint with the integrity and sincerity of a person. He also believes in the idea of the "riffle effect", in which positive or negative consequences has a domino upshot were students follow and join others who behave or misbehave. If students engaged in the lesson, classroom conflicts are in control because they are more focus and concentrate on the activities given those learners eager to finish what they have started (Glasser et. al., 1986). Misbehavior usually occur were students not in the mood of working and distracted even in just simple circumstances.

Jones (1987), decisively believes that the teacher makes sure that each student fully understands rules, routines, and standards that will enhance classroom management and significantly reduce behavioral problems. He listed several misconceptions that teacher should be aware of in the classroom settings: (1) students already know how to behave when they reach their class, (2) teachers should avoid spending too much time going over the rules (3) rules are general guidelines, (4) announcing the rules of the class will ensure that they all understood, (5) if you do a good job, teaching the rules at the beginning of the school year, teacher will not have to refer to the student again, (6) discipline is essentially a motion of strictly enforcing the rules, (7) students inherently dislikes and resent classroom rules. In order to avoid the misconceptions listed, teachers should teach rules, routines and standards on a regular basis as they would teach academic subjects.

In addition, Fred Jone's points out the two basic type of rules in the classroom that served different functions: General rules which deal with broad classes of behavior and are best stated in positive rather than negative language. It is time well spent for a teacher to create a list of general rules that all teachers can share. These general rules, however, might best be understood as values clarification statements. A discussion of each general rule at the beginning of the school year gives a chance to relay goals and expectations to the class.

The procedures is precisely described how to do this and how to do that, constitute the nuts and bolts of classroom structure. Procedures must be taught as systematically as any other lesson complete with rationale, rehearsal, constant monitoring, and recurrence to mastery and the only way to make the implementation of procedures affordable is to make them a matter of routine. A routine is regular when it can be carried out quickly and correctly in response to a simple verbal prompt.

In enhancing smooth transitions and maintaining momentum (Reis,1988), mentioned in the book of Ornstein (1990), a variety of related instructional techniques helps students make smooth transitions form one activity to another and facilitate momentum in the classroom are the following:

Use structured curricula rather than discovery learning.

Emphasize small, briskly paced instructional components.

Provide detailed and repetitious instructions and explanations.

Provides numerous examples.

Include frequent questions and opportunities to practice activities.

Include frequent and immediate feedback and correction, especially in the early phases of instruction.

Design instruction for high rate of success.

Limit the duration of seatwork.

Arrange for over learning to occur through frequent drill and practice.

The instructional techniques in teaching help out teachers to be successful in giving clear directions and rules and sequence of tasks. Smooth transitions are made from one activity to another. In the same way, lessons are well

paced. On a study conducted by Goodlad and associates, discussed in the book of Ornstein (1990) found out that in the typical class the teacher lectured and explained to the class, asked questions, and watched students works. The teacher initiated discussions and students listened and responded to the teacher's questions. In other survey of secondary teachers of mathematics, science, and social studies, nearly 80 percent of actual academic engaged time in each period was used for (1) explaining, lecturing, and discussing, (2) questioning, (3) working on assignments, and (4) taking tests.

Brandi Simon et.al. (2008) mentioned on their study on the Evidence based Practices in classroom management that teacher can increase active engagement, for example, by increasing students' opportunities to respond, utilizing direct instruction techniques, implementing peer tutoring, utilizing computer-based instruction, and providing guided notes.

There were many research that supports the significance of classroom management such as the value of teachers actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior (Stage.,et.al.meta-analysis,1997). Along with (Emmer, et.al.,2003), have identified vital components of classroom management, with proper classroom arrangement, identifying, implementing rules and operating procedures.

### **METHODOLOGY**

#### **Design**

This study used the descriptive-survey method of research. Descriptive study for it describes the participants who take part in the research process. It collects the necessary information that will demonstrate relationships of the respondent profile and classroom management practices. The participants of the study are the teachers of the selected elementary school in Getafe District, Division of Bohol, the survey tool used is a standardized questionnaire adopted from the Center on Education and Lifelong Learning, Classroom Management Self-Assessment by Washburn, 2010.

#### **Environment**

The research was conducted at Getafe District, Schools Division of Bohol. It is situated in northern part of Bohol Province. The school has an enrollment of 42 pupils as of SY 2016-2017.

#### **Participants**

This study made used of the universal- purposive sampling technique. The purposive sampling was utilized considering that only one school in the district is chosen as the respondent school and universal sampling because all the 146 teachers from kindergarten to Grade 6 are considered the participants of the study, except the researcher.

#### **Instrument**

##### **The research questionnaire is composed of two parts.**

Part 1 contains the demographic profile of the participants such as: age, sex, civil status, highest educational attainment, and number of years in teaching. Part II of the research instrument used was adopted from the Classroom Management Self-Assessment tool by Washburn (2010). It is composed of the ten dimensions of classroom management practices such as: 1. maximization structure and predictability in the classroom; 2. establishing, stating, and positive stated classroom expectations; 3. managing behavior through effective instructional delivery; 4. actively engage students in observable ways; 5. evaluate instruction; 6. maximize positive interactions; 7. use of continuum strategies to acknowledge appropriate behavior; 8. use a continuum of strategies to respond to inappropriate behavior; 9. developing caring and supportive relationships; and 10. teaching about responsibility and provide opportunities for students to contribute to good functioning of the classroom. A 4point Likert scale is used to provide the descriptor and the mean range. Responses are scaled from 4-1 with the following description: 4 (Not Practice), 3 (Slightly Practice), 2 (Moderately Practice), 1 (Fully Practice).



**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This section presents the data relative to the main problem and sub-problems of this study. It also contained the analysis and interpretation of data that was formulated by the researcher’s inference on the numerical nature of data gathered and as guided by the theoretical framework.

**On Profile.** This refers to the respondents’ age, sex, civil status, highest educational attainment, and number of years in teaching among the respondents.

As shown in table 1, for **age** distribution among the respondents, there were 36 or 24.66 percent belonged to the 30-34 age bracket; 32 or 21.92 percent belonged to the 35-39 age bracket; 20 or 13.70 percent belonged to the 25-29 age bracket; 19 or 13.01 percent belonged to the 40-44 age of bracket; 13 or 8.90 percent belonged to age bracket of 45-49, 10 or 6.85 percent belonged to the 50-54 and 8 or 5.48 percent belonged to the age bracket of 55-60 and 20-24.

As reflect in the result of Table 1, the highest age distribution obtained is 36 or 24.66 percent belong to the 30-34 age bracket and the lowest age distribution achieved 8 or 5.48 percent belong to ages 55-60 and 20-24.

Presented in the table is the **sex** distribution wherein majority of the teacher participants are females numbering to 130 or 89.04 percent while male participant teachers is only 16 equivalent to 10.96 percent.

As to the **civil status**, most of the respondents were married who got 124 or 84.93 percent; single represents 22 or 15.07 percent.

For the **Highest Educational Attainment**, the college graduate respondents garnered 118 or 80.82 percent; with Master's unit 25 or 17.12 percent and MAEM graduate 3 or 2.05.

As to the number of **years in teaching experience**, the highest number of teachers in terms of experience belonged to 31-35 years with only 1 or 0.68 percent; 1 to 5 years captured 54 or 36.99 percent; 6 to 10 years got 40 or 27.40 percent 11 to 15 years got 17 or 11.64 percent; 16 to 20 years of got 21 or 14.38 percent; 21 to 25 years got 6 or 4.11 and lastly 26 to 30 got 7 or 4.79 percent.

From the data presented, it can be deduced that the elementary teachers in Getafe District were mostly female and fewer male teachers, they finished the Bachelor's degree in Education that made them qualified to teach. A great number of them were at the age of 30 to 34 and above and had been in the field of teaching from 6 to 10 years in service.

Table 1

Profile of the Respondents

N = 146

Items	F	%	Rank
Age			
20 – 24	8	5.48	7
25 – 29	20	13.70	3
30 – 34	36	24.66	1
35 – 39	32	21.92	2
40- 44	19	13.01	4
45 – 49	13	8.90	5
50 – 54	10	6.85	6
55 – 60	8	5.48	7
<b>Mean Age = 37.10 y.o.</b>			
<b>Sex</b>			
Male	16	10.96	2
Female	130	89.04	1
<b>Civil Status</b>			
Single	22	15.07	2
Married	124	84.93	1

<b>Highest Educational Attainment</b>			
College Graduate	118	80.82	1
with MA units	25	17.12	2
Ma graduate	3	2.05	3
<b>No. of Years in Teaching</b>			
1 to 5	54	36.99	1
6 to 10	40	27.40	2
11 to 15	17	11.64	4
16 to 20	21	14.38	3
21 to 25	6	4.11	6
26 to 30	7	4.79	5
31 to 35	1	0.68	7
<b>Mean = 9.96 years</b>			

**On Summary of Results for the Ten Dimensions of Classroom Management Practices.** Table 12 presents the data generated on this aspect.

Table 12  
Summary Table on the Level of Classroom Management Practices

Dimensions	Composite Mean	Descriptive Value	Rank
1. Structure and predictability	3.50	Fully Practiced	2
2. Classroom expectations	3.49	Fully Practiced	4
3. Instructional delivery	3.47	Fully Practiced	6.5
4. Students Engagement	3.48	Fully Practiced	5
5. Instructional Evaluation	3.47	Fully Practiced	6.5
6. Positive interactions	3.34	Moderately Practiced	9.5
7. Acknowledging appropriate behavior	3.34	Moderately Practiced	9.5
8. Responding inappropriate behavior	3.36	Moderately Practiced	8
9. Caring and supportive relationships	3.50	Fully Practiced	2
10) Responsibilities and opportunities towards good functioning of the classrooms	3.50	Fully Practiced	2
<b>Overall Composite Mean</b>	<b>3.44</b>	<b>Fully Practiced</b>	

Table 12 shows the summary of the Ten Dimensions of Classroom Management Practices. As presented on Table 12, an overall composite means of 3.44 was generated. Structure and Predictability, Responsibilities and opportunities towards good functioning of the classrooms registered a composite mean of 3.50 and so with the Caring and supportive relationships an interpretation of Fully Practiced. Classroom expectations got a mean of 3.49 with an interpretation of Fully Practiced; Students Engagement garnered a mean of 3.48 with an interpretation of Fully Practiced; Instructional Delivery and Instructional Evaluation earned a composite mean of 3.47 with an interpretation of Fully Practiced; Responding inappropriate behavior presented a mean of 3.36 with an interpretation of Moderately Practiced; Positive interactions and Acknowledging appropriate behavior got a mean of 3.34 with an interpretation of Moderately Practiced.

**On Correlation Between Age and Classroom Management Practices.** This refers to whether Teacher's Age has significant or no significant correlation on Classroom Management Practices. Table 13 shows the data gathered on this aspect.



Table 13

Correlation Between Age and Level of Classroom Management Practices Among Teachers

Students	Age		Management Practices		XY
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	
1	37	1369	2.35	5.5225	86.95
<b>Sum</b>	<b>5437</b>	<b>215287</b>	<b>503</b>	<b>1748.3578</b>	<b>18607.95</b>
<b>Mean</b>	<b>37.24</b>		<b>3.44</b>		
<b>SD</b>	<b>9.4009</b>		<b>0.3345</b>		

$r = -0.26162$

**Critical Value of rat 144 df (0.05) = 0.14884**

**Result: Significant**

**Ho: Rejected**

As shown in Table 13, the computed r value of (-) 0.26162 is greater than the critical value of 0.14884 with 144 df at 0.05 level of confidence. Hence, the rejection of the null hypothesis. It can then be said that the participants' age significantly affects their classroom Management Practices. A closer look would reveal that a great majority of the participants were considered to be middle adulthood stage, signifying the correlation fit between age and their fully practiced classroom management practices.

**On Correlation Between No. of years in Teaching and Classroom Management Practices.** This refers to whether Teacher's no. of years in teaching has significant or no significant correlation on Classroom Management Practices. Table 14 showed the data gathered on this aspect.

Table 14

Correlation Between No. of Years in Teaching and Level of Classroom Management Practices Among Teachers

Students	No. of Years in Teaching		Management Practices		XY
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	
1	3	9	2.35	5.5225	7.05
<b>Sum</b>	<b>1454</b>	<b>23540</b>	<b>503</b>	<b>1748.3578</b>	<b>4919.31</b>
<b>Mean</b>	<b>9.96</b>		<b>3.44</b>		
<b>SD</b>	<b>7.9045</b>		<b>0.3345</b>		

$r = -0.23178$

**Critical Value of rat 144 df (0.05) = 0.14884**

**Result: Significant**

**Ho: Rejected**

As shown in Table 14, the computed r value of (-) 0.23178 is greater than the critical value of 0.14884 with 144 df at 0.05 level of confidence. The resultant computation then rejected the stated null hypothesis. This data showed that the participants' number of years in teaching significantly affect in their dealing with classroom management practices. The data revealed that a great majority of the participants were considered to be middle adulthood stage and must have served for quite longer years in teaching. The study revealed that experience speaks well of their handling of classroom management practices. Hence, Fully Practiced rating is evidently shown

Table 15  
Relationship Between Sex and Level of Classroom Management Practices among Teachers

Classroom Management Practices	Sex		Total
	Male	Female	
Fully Practiced	11.836 12 0.0023	96.1644 96 0.0003	108
Moderately Practiced	4.0548 4 0.0007	32.9452 33 0.0001	37
Slightly Practiced	0.1096 0 0.1096	0.8904 1 0.0135	1
Not Practiced	0.0000 0 0.0000	0.0000 0 0.0000	0
Grand Total	16	130	146
Chi sq.	0.1126	0.0139	$\chi^2 = 0.1265$
	<b>Critical value @ 2 df (0.05) = 5.991</b>	<b>Result: Insignificant</b>	<b>Ho: Accepted</b>

As shown in Table 15, the computed chi square value 0.1265 is lesser than the critical value of 5.991 with 2 df at 0.05 level of confidence, thus, accepting the null hypothesis. The result showed that the teachers sex profile does not have any significant effect to the Classroom Management Practices.

Table 16  
Relationship Between Civil Status and Level of Classroom Practices among Teachers

Classroom Management Practices	Civil Status		Total
	Single	Married	
Fully Practiced	16.2740 18 0.1831	91.7260 90 0.0325	108
Moderately Practiced	5.5753 4 0.4451	31.4247 33 0.0790	37
Slightly Practiced	0.1507 0 0.1507	0.8493 1 0.0267	1
Not Practiced	0.0000 0 0.0000	0.0000 0 0.0000	0
Grand Total	22	124	146
Chi sq.	0.7789	0.1382	$\chi^2 = 0.9171$

	<b>Critical value @ 2 df (0.05) = 5.991</b>	<b>Result: Insignificant</b>	<b>Ho: Accepted</b>
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As shown in Table 16, the computed chi-square value 0.9171 is lesser than the critical value of 5.991 with 2 df at 0.05 level of significance, hence, the acceptance of the null hypothesis. The result showed the teachers' civil status does not have significant relationship on Classroom Management Practices. It can be said that the teachers, single or married, can be both competent in handling Classroom Management Practices as revealed by the resultant data.

**On Analysis of Variance.** This refers to the ten dimensions of Classroom Management Practices tested for the degree of variance.

Table 17

Analysis of Variance on the Ten Dimensions of Classroom Management Practices

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
1. Structure and predictability	146	510.66667	3.50	0.196546
2. Classroom expectations	146	509.66667	3.49	0.205663
3. Instructional delivery	146	506.50000	3.47	0.143009
4. Students engagement	146	508.33333	3.48	0.219204
5. Instructional evaluation	146	506.33333	3.47	0.157209
6. Positive interactions	146	488.33333	3.34	0.201401
7. Acknowledging appropriate behavior	146	487.00000	3.34	0.222983
8. Responding to inappropriate behavior	146	490.00000	3.36	0.178785
9. Caring and Supportive relationships	146	511.00000	3.50	0.199138
10. Responsibilities and opportunities towards good functioning of the classroom	146	511.00000	3.50	0.181034

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit (0.05)</i>
Between Groups	6.32194	9	0.70243	3.687385	0.000139	1.886324
Within Groups	276.22127	1450	0.19049			
				<b>Result: Significant</b>		
Total	282.54321	1459		<b>Ho: Rejected</b>		

As shown in Table 17, the computed F value of 3.687385 is greater than the critical value which is 1.886324 with 9 by 1450 df at 0.05 level of confidence, hence, the rejection of the null hypothesis. Therefore, it can be said that there is a significant degree of variance on the ten dimensions of classroom management practices among the participants. That, the teachers did not have the same level of practice in their classroom management. Table 12 on dimensions showed the difference in their means, positive interactions, acknowledging appropriate behavior and responding inappropriate behavior has a bit lower mean of 3.4, 3.4 and 3.6 respectively.

**FINDINGS**

**1.Profile.** For age distribution among the participants, there were 36 or 24.66 percent who belonged to the 30-34 age bracket; 32 or 21.92 percent belonged to the 35-39 age bracket; 20 or 13.70 percent belonged to the 25-29 age bracket; 19 or 13.01 percent belonged to the 40-44 age of bracket; 13 or 8.90 percent belonged to age bracket of 45-49, 10 or 6.85 percent belonged to the 50-54 and 8 or 5.48 percent belonged to the age bracket of 55-60 and 20-24.

As reflected in Table 1, the highest age range with 36 or 24.66 percent belonged to the 30-34 age bracket and the lowest age range with frequency of 8 or 5.48 percent are at ages 55-60 and 20-24.

As to sex distribution majority of the teacher participants are females numbering a total of 130 or 89.04 percent while the males are only 16 or 10.96 percent.

As of civil status most of the respondents were married who got 124 or 84.93 percent; and single teachers were only 22 or 15.07 percent.

### 2. Classroom Management Practices:

- 1. On Structure and Predictability.** A composite means of 3.50 was garnered with an interpretation of fully Practiced.
- 2. On Classroom Expectations.** A composite means of 3.49 was generated with an interpretation of fully practiced.
- 3. On Instructional Delivery.** A composite means of 3.47 was acquired with an interpretation of fully practiced.
- 4. On Student Engagement.** A composite means of 3.48 was captured with an interpretation of fully practiced.
- 5. On Instructional Evaluation.** A composite means of 3.47 was obtained with an interpretation of fully practiced.
- 6. On Positive Interactions.** The composite means of 3.34 is interpreted to be moderately practiced.
- 7. On Acknowledging Appropriate Behavior.** A composite means of 3.34 obtained with an interpretation of moderately practiced.
- 8. On Responding Inappropriate Behavior.** A composite means of 3.36 has an interpretation of moderately practiced?
- 9. On Caring and Supportive Relationship.** A composite means of 3.50 with an interpretation of fully practiced.
- 10. On Responsibilities and Opportunities towards good functioning of the classrooms.** A composite means of 3.50 with an interpretation of fully practiced.

**3. On Summary of Results for the Ten Dimensions of Classroom Management.** As presented on Table 12, an overall composite means of 3.44 was generated. Three among the ten dimensions got a mean of 3.4, 3.4 and 3.36 which were interpreted as moderately practiced. They are the dimensions on Positive Interactions, Acknowledging Appropriate Behavior, and Responding Inappropriate Behavior respectively. The rest of the ten dimensions were fully practiced.

**4. On Correlation Between Age and Classroom Management Practices.** The computed  $r$  value of 0.26162 is greater than the critical value of 0.14884 with 144 df at 0.05 level of confidence. The computation resulted to the rejection of the null hypothesis. That age matters in the practices of management in the classroom.

**5. On Correlation Between No. of years in Teaching and Classroom Management Practices.** The computed  $r$  value of (-)0.23178 is greater than the critical value of 0.14884 with 144 df at 0.05 level of confidence. The result caused the rejection of the null hypothesis, which means that the number of years in teaching demonstrates that teacher experience matter in the practice of classroom management. That the number of years of teaching is significantly correlated to the classroom management practices.

**6. Relationship Between Sex and civil status and Level of Classroom Management Practices among teachers.** The computed chi sq. value 0.1265 is greater than the critical value of 5.991 with 2 df at 0.05 level of confidence. The result hinted to accept the null hypothesis. That whatever sex the teacher may have does not affect their management practices in the classroom. Likewise on the civil status, the resultant computation reveals that married or single does not affect their management practices in the classroom.

**7. Analysis of Variance on the Ten Dimensions of Classroom Management Practices.** A computed  $F$  value of 3.687385 is greater than the critical value which is 1.886324 with 9 by 1450 df at 0.05 level of confidence, hence, the rejection of the null hypothesis. Therefore, it can be gleaned from the resultant computation that there is a significant

degree of variance on the ten dimensions of classroom management practices. Three dimensions were rated moderately practiced by among the teacher participants while seven dimensions were fully practiced.

### CONCLUSIONS

Based on the foregoing findings of the study, the following conclusions are hereby presented:

1. The respondents' age and number of years in teaching significantly affect the teacher participants in their Classroom Management Practices. An age ranges from 25 years old to 54 years old dominated the teaching force of the respondent school under study. This evidence of age range revealed a significant correlation to the classroom management practices of which a good 70 % of the ten dimensions were fully practiced. While the three dimensions are not falling low as well, as it were rated moderately practiced. While age speaks of stages of maturity, number of years in teaching speaks of experience. Both are significantly correlated with respect to their classroom management practices.
2. There is a significant degree of variance on the ten dimensions of classroom management practices by among the participants. All the ten dimensions fall on different resultant mean with three dimensions falling under moderately practiced while seven got the highest range of fully practiced. It is essential to mention the three dimensions with moderately practiced rating since they are on the management of behavior and attitudes of the students. Care and attention to these aspects are very important because if the teacher do not know how to handle such kind of concerns, if not given focused would escalate to a much bigger behavioral problem.

### RECOMMENDATIONS

Anchored on the preceding conclusions and implications, the following recommendations are offered:

1. The school principal should rigorously check the teachers' lesson design and its teaching procedures so as to ensure quality of teaching thus, maximizing teaching-learning process inside the classroom.
2. The teacher should implement classroom rules that in line with the DepEd rules which is acceptable by classroom discipline.
3. The teacher should use the differentiated instruction.
4. The variety of intensifying the classroom interactions should be lively and interactive that all students will be given a chance to participate in class. Immediate feedbacks and checking students' error after each lesson
5. The teacher should always ready the lesson plan as well as with the instructional materials.

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