



CLASSROOM MANAGEMENT PRACTICES AMONG GRADE SCHOOL TEACHERS IN SELECTED PUBLIC SCHOOLS IN THE DIVISIONS OF CEBU CITY

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Article history:	Abstract:
<p>Received: May 20th 2023 Accepted: June 24th 2023 Published: July 24th 2023</p>	<p>This study intends to determine the classroom management practices among grade school teachers in selected schools in the division of Cebu City with an end view of proposing recommendations to address the phenomenon. This study will make use of 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 researcher in the survey research selects the teacher as respondents and administers a standardized questionnaire. Maximizing structure and predictability in the classroom got the highest mean score while Using a continuum of strategies to acknowledge appropriate behavior obtained the lowest mean score. Among the five variables of the respondents' profile, only the teachers' highest educational attainment has a significant relationship to their motivation. It is then expedient to say that teacher's educational attainment has a significant degree of relation to motivation. Only sex has a significant relationship to the classroom management practices. The results led to the rejection of the null hypothesis. It can then be said that the sex profile of the teacher respondents has a significant degree of relationship to that of their classroom management practices.</p> <p>The results revealed that the ten dimensions of the classroom management representatives differ from one another. With these results, the null hypothesis was rejected. A closer look would show that maximizing structure and predictability in the classroom gained the highest mean score while using of continuum strategies to respond to inappropriate behavior got the lowest mean score among the ten dimensions of classroom management practices.</p>

Keywords: Classroom Management Practices, Chi-square, descriptive survey method, Cebu City, Philippines

RATIONALE

The teaching career is one of the most challenging professions in the past and contemporary times since everyday teachers deal with diverse learners. Student attitudes and behavior vary in terms of ethnicity, religion, environment, and even parents' upbringing greatly impinge on a child's holistic development. Hence, in every corner of the continent education is emphasized and significant to make it more accessible to parents and students.

One of the major underpinnings of primary education is grade school or elementary education. It is fundamental to higher knowledge. This is the first stage of maturity learning, in which individuals apprehend more and connect knowledge and skills to better understand the world we live in. In the hierarchy of Philippine Instruction, the Grade School,

in the old core curriculum, six years of formal education, higher to secondary years. This is a venture for both parents and society. That's why teaching at this level must be given time and consideration, for this is the crucial stage for the learners on what to pursue in higher education.

Education in old and present times was associated with these essential keywords: learning, classroom management practices, discipline, and the learners' application of what they learn in schooling. In a standard classroom, educators integrate management practices and discipline to be strictly followed, which is fundamental to harmonious relationships between each learner and teacher. Molding a child into a responsible individual not only for the good of the family and society but for the entire country is a great challenge to every teacher; this is not an easy task to achieve, not just an overnight to carry on but a hard one and a gradual process. Time and patience are the tools to carry on the right track of imposing classroom management. The role of the teachers in shaping these children must be given inflection. So, teachers involved in this process should always focus on and be concerned about the nature of the present generation and fully understand the changes and trends wherein educators compete on how technology influences students.

Effective Classroom Management is a teacher outcome behavior that produces a higher rate and number of students more involved in classroom activities, the 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 where instructions and learning occur.

According to the National Center for Education Statistics, which surveyed in the middle of the years 1987 and 1990, grade school teachers reported that the severe incident they encountered in school was about students' attitudes and behavioral problems, leading to poor student academic performance. Therefore, classroom management practices were highly needed in imparting knowledge to students, from instructional delivery down to disciplinary actions, as a guide for their behavioral enhancement and refinement.

The Grade School Teachers in the Division of Cebu City undertaking and visualization of dream education is imparted on its goal wherein it conceptualizes the real world the students are dealing with and also along the mission and goals of the K-12 Education. Thus, teachers are called in this unique duty to raise and develop themselves as whole persons. As the adage goes, "Stop growing today, and you stop teaching tomorrow."

So, it is necessary on how the teachers reflected on classroom management practices affect the whole teaching-learning development that concerns the approach of dealing with students and imposing disciplinary measures that were reflected in the Education Manual.

The researcher, as one of the teachers of Cebu City Division, was eager to find out through empirical data about teachers' Classroom Management Practices that are appropriate in their classrooms do really serve as ministers for lifelong learning of every student to become better citizens in the future, and this can be justified through survey and observation on real classroom scenarios.

THEORETICAL BACKGROUND

This study is primarily anchored on Canter's Assertive Discipline, which held that teachers and students have rights in the classroom and that teachers implement classroom plans and agreements. 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 customarily ignored their needs in the classroom. They have their own needs, wants, and feelings, just like their students. For Canter, teachers must insist that their rights are met in the classroom. The right to establish classroom rules and procedures that produce the optimum learning environment, the behavior of students that meets teachers' needs, and the right to receive 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 of their students and was ready to do something if those expectations weren't met. Educators and students have rights in the classroom, be firm in responsible behavior and employ a hierarchical record of consequences to manage behavior. It is further based on the premise that students choose to behave acceptably; thus, classroom rules and regulations should be well implemented, as well as the proper reinforcement for better management and firm rules in line with the disciplinary actions that are fair and clear.

The Canters develop the following suggestions for teachers applying assertive discipline: (1) 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 PROBLEM

This study intends to determine the classroom management practices among grade school teachers in selected schools in the division of Cebu City with an end view of proposing recommendations to address the phenomenon. Specifically, it seeks to answer the following questions:

1. What is the demographic profile among the respondents in terms of:
 - 1.1 highest educational attainment,
 - 1.2 sex;
 - 1.3 civil status; and
 - 1.4 1.2 numbers of years teaching?
2. What is the level of classroom management practices among the respondents in the context of:
 - 2.1 Structure and predictability;
 - 2.2 Classroom expectations;
 - 2.3 Instructional delivery;
 - 2.4 Students engagement;
 - 2.5 Instructional evaluation;
 - 2.6 Positive interactions;
 - 2.7 Acknowledging appropriate behavior;
 - 2.8 Responding to inappropriate behavior;
 - 2.9 Caring and Supportive relationships;
 - 2.10 Responsibilities and opportunities towards good functioning of the classroom.
3. Is there a significant degree of relationship between selected profile and classroom management practices?
4. Is there a significant degree of variance on the ten dimensions of classroom management practices?
5. Based on the findings, what recommendations may be proposed?

This study is postulated under the following null hypothesis so as to give direction. It will be tested at .05 level of significance.

Ho1: There is no significant degree of relationship between profile of respondents and classroom management practices.

Ho2: There is no significant degree of variance on the ten dimensions of classroom management practices.

RESEARCH METHODOLOGY

Design

This study made use of 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 researcher in the survey research selects the teacher as respondents and administers a standardized questionnaire.

Environment

Cebu City, popularly known as the Queen City of the South is favorably chosen as the venue for this research study. Hailed as one of the most lovable cities in the world and one of the progressive metropolis in the Philippines. Cebu City offers a conducive environment for the study because of the availability and dominance of grade schools, both in the private and public setting. Cebu City metamorphosed in more ways than one, but always for the better. Being the first and the oldest city in the country, it is credited with having the oldest school aside from being the cradle of Christianity

in the Far East. Cebu's historical first is a merit which can be related to education, for after all education leads to facts. The city's growth attributes to the growth of her people who developed themselves into artisans, business people, merchants, and educators. How they became as such would surely give us internal knowledge of where they have enriched themselves with knowledge and skills, a fact enriched by the number of schools mushrooming the city – from pre-schools to colleges and universities, attracting not only students from the metropolis but neighboring provinces from Visayas and Mindanao. Thriving in business commerce and trade, the population grew in immense proportion from local people to immigrant through assuming growth for educational learning and development.

Respondents

This study made use of the universal- purposive sampling technique. The purposive sampling will be utilize whereby the 149 grade school teachers who are presently teaching at Cebu City District became respondents for this study.

Instrument

The research instrument to be used is based on the study and idea from Washburn (2010). The said study has two parts. Part 1 contains the following: the demographic profile of the respondents in terms of age, gender, civil status, highest educational attainment and number of years teaching while Part 2 deals with the level of classroom management practices among the respondents in the following concerns: maximization structure and predictability in the classroom; establishing, stating, and positive stated classroom expectations; managing behavior through effective instructional delivery; actively engage students in observable ways; evaluate instruction; maximize positive interactions; use of continuum strategies to acknowledge appropriate behavior; use a continuum of strategies to respond to in inappropriate behavior; developing caring and supportive relationships; and teaching about responsibility and provide opportunities for students to contribute to good functioning of the classroom. The teacher will respond through checking and using the scale; 4 (Not Practice) , 3 (Slightly Practice) , 2 (Moderately Practice) , 1 (Fully Practice) .

FINDINGS

Level of Classroom Management Practices Summary. Table 18 shows the aggregated means for all the 10 dimensions of Classroom Management practices among the respondents.

Table 18.

Summary Table of the Level of Classroom Management Practices of the Respondents

Dimensions	Aggregate Mean	Interpretation	Rank
1. Maximize structure and predictability in the classroom	3.47	<i>Highly Implemented</i>	1
2. Establish, teach, and positively stated classroom expectations.	3.31	<i>Highly Implemented</i>	5
3. Managing behavior through effective instructional delivery.	3.32	<i>Highly Implemented</i>	3
4. Actively engage students in observable ways	3.30	<i>Highly Implemented</i>	6
5. Evaluate Instruction	3.36	<i>Highly Implemented</i>	2
6. Maximize positive interactions	3.15	<i>Moderately Implemented</i>	9
7. Use a continuum of strategies to acknowledge appropriate behavior	3.14	<i>Moderately Implemented</i>	10
8. Use a continuum of strategies to respond to inappropriate behavior	3.21	<i>Moderately Implemented</i>	8
9. Developing caring and supportive relationships	3.28	<i>Highly Implemented</i>	7
10. Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom	3.31	<i>Highly Implemented</i>	4
Overall Mean =	3.29	<i>Highly Implemented</i>	

As reflected on Table 18, an overall mean of 3.29 was generated with an interpretation of Highly Implemented. Moreover, Maximizing structure and predictability in the classroom got the highest mean score of 3.47 with an interpretation of Highly Implemented; Evaluate Instruction garnered a mean score of 3.36 with an interpretation of Highly Implemented; Managing behavior through effective instructional delivery got a mean score of 3.32 with an interpretation of Highly Motivated; Teach about responsibility and provide opportunities for students to contribute to the good functioning of the classroom garnered a mean score of 3.31 with and interpretation of Highly Implemented; Establish, teach, and positively stated classroom expectations got a mean score of 3.31with an interpretation of Highly Implemented; Actively engage students in observable ways got a mean score of 3.30 with a mean score of Highly Implemented; Developing caring and supportive relationships obtained a mean score of 3.28 with an interpretation of Highly Implemented; Use a continuum of strategies to respond to inappropriate behavior captured a mean score of 3.21

with an interpretation of Moderately Implemented; Maximize positive Interactions garnered a mean score of 3.15 with an interpretation of Moderately Implemented; while Use a continuum of strategies to acknowledge appropriate behavior obtained the lowest mean score of 3.14 with an interpretation of Moderately Implemented.

Leu (2005) reviewed literature on quality education, finding that there is little agreement on the meaning of the term. However, "Research has shown that one important feature of quality is that it be locally defined, at the school and community level, not just at the district and national level" (Leu 2005, p. iii). Despite vast cultural differences in the world regarding what is desired from schooling and school outcomes. Based on her review of the literature, Leu provided a list of qualities to be found in good teachers. Nuthall (2004), seeking to find out exactly how teaching relates to learning, reviewed research on teaching effectiveness.

He cited research by Hopkins and Stern (1996) yielding this list of characteristics of excellent teachers: Passionate commitment to doing the best for students, Love of children enacted in warm, caring relationships, Pedagogical content knowledge, Use of a variety of models of teaching and learning, Collaborative working style with colleagues, Reflective practice. However, Nuthall (2004) pointed out that such lists are not sufficient to tell us exactly which teacher behaviors lead to student learning in any given situation. He added that teachers are not always able to tell when students are learning, citing research showing that teachers are not as concerned with student learning as they are with student behavior and motivation, managing activities and resources, and completing activities within the time available. Another characteristic of effective teachers is their provision of opportunity to learn (OTL). Anderson (1991, p. 27) defined OTL "as the extent to which students are given instruction on the knowledge and skills which are:

(1) Related to the primary curricular goals and objectives, of ¹SEP (2) Important enough to be included on outcome measures of student learning. Qualities of Good Teachers (Leu, 2005): Sufficient knowledge of subject matter to teach with confidence, Knowledge and skills in a range of appropriate and varied teaching methodologies, Knowledge of the language of instruction, Knowledge of, sensitivity to, and interest in young learners, Ability to reflect on teaching practice and children's responses, Ability to modify teaching/learning approaches as a result of reflection, Ability to create and sustain an effective learning environment, Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced, General professionalism, good morale, and dedication to the goals of teaching, Ability to communicate effectively, Ability to communicate enthusiasm for learning to students, Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion, Good character, sense of ethics, and personal discipline, Ability to work with others and to build good relationships within the school and community.

On Significant Relationship between Respondents' Profile and Classroom Management Practices. Table 19 shows the data gathered on this aspect.

Table 19.
Test of Relationship between the Profile of the Respondents and the Teachers' Motivation

Teachers' Motivation and...	Comp. Chi-square value	df	crit. value	p-Value	Sig. Level	Result	Ho
Age	72.89	78	99.6169	0.64	0.05	Insignificant	Accepted
Sex	41.05	52	69.8322	0.86	0.05	Insignificant	Accepted
Civil Status	76.00	130	157.61	1.00	0.05	Insignificant	Accepted
Highest Educational Attainment	222.71	78	99.6169	0.00	0.05	Significant	Rejected
Number of Years in Teaching	61.59	78	99.6169	0.91	0.05	Insignificant	Accepted

Ho: There is no significant relationship between the profile of the respondents and their teachers' motivation.

On the other hand, in terms of classroom management practices as seen in Table 13, only sex has a **significant relationship** to the classroom management practices with a Chi-square value of **176.73** which is greater than the critical value of **157.61**. The results led to the **rejection of the null hypothesis**. It can then be said that the sex profile of the teacher respondents has a significant degree of relationship to that of their classroom management practices.

Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Onyeachu, 1996). The influence of teachers’ teaching effectiveness on the learning outcome of students as measured by students’ academic performance has been the subject of several studies (Adediwura and Tayo, 2007; Adu and Olatundun, 2007; Schacter and Thum, 2004; Starr, 2002).

Table 20.
Test of Relationship between the Profile of the Respondents and the Classroom Management Practices

Classroom Management Practices and...	Comp. Chi-square value	df	crit. value	p-Value	Sig. Level	Result	Ho
Age	211.11	195	228.58	0.20	0.05	Insignificant	Accepted
Sex	176.73	130	157.61	0.00	0.05	Significant	Rejected
Civil Status	241.83	325	368.042	1.00	0.05	Insignificant	Accepted
Highest Educational Attainment	152.54	195	228.58	0.99	0.05	Insignificant	Accepted
Number of Years in Teaching	179.55	195	228.58	0.78	0.05	Insignificant	Accepted

Ho: There is no significant relationship between the profile of the respondents and the classroom management practices

The above studies suggest that effective teaching is a significant predictor of students’ academic achievement. Therefore effective teachers should produce students of higher academic performance. Poor academic performance of students in Nigeria has been linked to poor teachers’ performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Ofoegbu 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria are poor (Oreidin, 2000).

On Degree of Variances on the Ten Dimensions of Classroom Management Practices. Table 14 shows the data gathered on this aspect.

Table 23.
Analysis of Variance on the Ten Dimensions of Classroom Management Practices

ANOVA Summary									
Source of Variation	Sum of Squares	df	Mean Square	F	crit. Value	p-value	Sig. Level	Result	Ho
Between Groups	142.8251	9	15.86946	60.43468	1.886211	2.75E-94	0.05	Significant	Reject
Within Groups	387.5808	1476	0.262589						
Total	530.4059	1485							

Ho: There is no significant degree of variance on the ten dimensions of classroom management practices.

Additionally, the ten dimensions of the classroom management practices were tested at 0.05 significance level on the Analysis of Variance. The results revealed that the **ten dimensions of the classroom management representatives differ from one another** as reflected in the computed F-value of **60.43468** with **9** by **1476 degrees of freedom** and a critical value of **1.886211**. With these results, the null hypothesis was rejected. A closer look would show that maximize structure and predictability in the classroom gained the highest mean score while use of continuum strategies to respond to inappropriate behavior got the lowest mean score among the ten dimensions of classroom management practices. To examine further which of the ten dimensions have significant variances, the same Tukey Post-Hoc Analysis was performed. Items highlighted are those dimensions that have significant variances among them.

The extent of which teachers are motivated in their work depends on how well those teachers are able to produce in their work. Motivation is expected to have a positive effect on quality performance; teachers who are characterized by a high level of motivation show a high work and satisfaction. Having a high level of motivation is therefore in itself valuable for employees and a decrease in motivation might affect employees negatively. Therefore, motivation important for ensured high performance. In Armacho health center the quality of employee performance is measured by three individual measures of employee performance (Kassahun, 1996).

Vegas and Petrow (2008) categorized the variables that influence teacher effectiveness as,(a) Student

characteristics and behaviors. These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language. (b) School and teacher characteristics and behaviors. School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling.

These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community. (C) In some countries, voucher and school-choice programs are also variables to consider. Each of the studies presented in the following section has its own underlying assumptions about the variables that may affect teaching effectiveness. In evaluating this body of research, it was essential to consider which variables may be intertwined and whether those associated variables have been appropriately handled in any given study.

Furthermore data supports the study made by Andrin et.al. (2021) which revealed a significant degree of correlation between the age, as well as, the number of years in teaching to the classroom management practices. The study also 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 which is very much needed to effective management of any school.

CONCLUSIONS


Based on the findings of the study, the following conclusions are made:

1. Maximizing structure and predictability in the classroom got the highest mean score while Using a continuum of strategies to acknowledge appropriate behavior obtained the lowest mean score.
2. Of the five variables of the respondents' profile, only the teachers' highest educational attainment has a **significant relationship** to their motivation. It is then expedient to say that teacher's educational attainment has a significant degree of relation to motivation.
3. Only sex has a **significant relationship** to the classroom management practices. The results led to the **rejection of the null hypothesis**. It can then be said that the sex profile of the teacher respondents has a significant degree of relationship to that of their classroom management practices.
4. The results revealed that the **ten dimensions of the classroom management representatives differ from one another**. With these results, the null hypothesis was rejected. A closer look would show that maximizing structure and predictability in the classroom gained the highest mean score while using of continuum strategies to respond to inappropriate behavior got the lowest mean score among the ten dimensions of classroom management practices.

RECOMMENDATIONS

Based on the findings and conclusions made, the following are hereby recommended:

1. The Department of Education should work out incentive packages to increase teachers' motivation to teach in elementary schools. Special attention should be put at increasing teacher's salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their performance to teach. This is because the teachers must be interested in what they teach and in the pupils when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn thus result to poor classroom management practices.
2. The Department of Education should provide need motivators: such as regular prompt payment of salaries, and transport allowance. Regular payment of salaries should give on time regularly if they impediment because as shown in the finding regular payment of salaries as a motivational factors affect teachers' classroom management practices in addition to this transport allowance had motivational factors to teachers' classroom

management practice, DepEd should give emphasis on. 

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