



“CLASSROOM MANAGEMENT PRACTICES OF TEACHERS IN THE PUBLIC ELEMENTARY SCHOOLS OF MANGALDAN, PANGASINAN”

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This study was focused on determining the different classroom management practices used by teachers in the public elementary schools in Mangaldan, Pangasinan. This study employed descriptive survey method with the use of a survey questionnaire as a data-gathering tool. Based on the results, it was found out that there are four (4) or 4% finished Doctoral Degree, four(4) or 4% finished MA/MS with doctoral units, Twenty eight (28) or 28 % from the respondents finished MA/MS while eighteen (18) or 18% finished MA academic requirements., thirty eight(38) or 38% are bachelors degree holder with MA/MS units, 8 or 8 % of the respondents are bachelors degree holder, and nobody finished other course. This indicates that public elementary school teachers pursue higher education. They want to be updated on the new trend of classroom management. Most of the respondents are new in the service. Three (30) or 30 % from the respondents are in the service teaching Science for 1-3 years and 4-6 years respectively. Two or 20% from respondents have been in the service teaching for 7-10 years and 11 years and above. Forty percent are experienced already having taught for 7 -11 years and above. Teachers teaching in the Elementary grades attended relevant trainings. There are 100 or 100 percent attended the district level, 90 percent attended the division level, 28 or 28% attended the regional level, 12 percent attended the national level of relevant trainings and only two or 2 percent attended the international level training. This shows that respondents update themselves through seminars and trainings. Eighty-one (81) or 81% of the teachers obtained a rating of Outstanding. Nineteen (19) or 19% of the respondents obtained a rating of very satisfactory and nobody obtained a rating of Satisfactory and unsatisfactory respectively. This indicates that teachers perform well in the delivery of instruction as well as management of classroom. Majority of the teacher respondents always practiced the classroom management along classroom environment; dealing with learner behavior; and instructional delivery. There is significant relationship between the classroom management practices of teachers and the profile variables. classroom management practices have moderate relationship with the highest educational attainment with a computed value of 0.70 which is within the range 0.41 to 0.70. The number of years in teaching has slight relationship, with a computed value of 0.35 which is within the range 0.21 to 0.40. Related seminars and trainings attended and the Performance rating based on IPCRF has high relationship with a computed value of 0.75 which is between the range 0.71 to 0.90. This indicates that related seminars attended and the performance has high role in the classroom management in the school. There is significant difference between the perception of teachers themselves and the school heads. Some serious problems are encountered

on classroom management along classroom environment; dealing with learner behavior; and instructional delivery. .

Based on the findings, it was concluded that: all the respondents are educationally qualified to teach in the Elementary Level. The respondents always practiced the classroom management along classroom environment; dealing with learner behavior; and instructional delivery. There significant relationship between the classroom management practices of teachers and the profile variables. There significant difference in the classroom management practices of teachers when grouped according to their profile. Majority of the problems encountered on classroom management along classroom environment; dealing with learner behavior; and instructional delivery. were considered very serious.

It was recommended therefore that **teachers who have not finished their graduate degree programs should continue and pursue higher education. Teachers should be recommended for trainings in the national and international level. The Plan of Action prepared should be recommended to higher authorities for implementation. Findings of this study should be used by future researchers as springboard for similar investigations.**

Chapter 1 THE PROBLEM

Rationale

Classroom Management is very important. Discipline often comes to mind at the mention of classroom management, but the crucial component of teaching is much more. Effective classroom management paves the way for the teacher to engage the students in learning.

Classroom management pertains to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. In all that you communicate, no matter how insignificant or innocuous it may seem, it contributes to your status as a teacher and your ability to manage the classroom.

GINOTT (2014) states, “that good classroom management, like surgery, requires precision – no random cuts, no rambling comments. Above all, a teacher demonstrates self-discipline and good manners – no tantrums, no insults, no blistering language. The teacher’s management plan is never sadistic and must live by the law of compassion, even when challenged by children to defy it.”

Classroom management strategies are essential in teaching in all subjects to enrich their discussion and to enhance their teaching and the way they manage their class. It is not enough that teachers know the subject that they are teaching but rather teachers should uphold the use of classroom management strategies to catch up the interest, alertness and cooperation of each learner. How one manages the classroom is the primary determinant of how well your students learn. Conversely, when students are successful and actively engaged in their work, they tend to be well behaved. Therefore, keep students involved in their work, have students understand what is expected of them, maximize time on task, prevent confusion or disruption, and run a work simulated but relaxed and pleasant classroom. Remember that in the adult world the workplace is one that is not always quiet, on the contrary, people continually interact, ask questions, brainstorm, and seek help and so on (Harry K & T Wong, 2008) .

Research tells us, “The amount of time students are actively engaged in learning contributes strongly to their achievement. The amount of time available for learning is determined by instructional and management skills of the teacher. This implies that teachers must plan and prepare well, be organized, maximize student time on task, keep students actively engaged, efficiently utilize time, and the list goes on.

A classroom which is disorganized and without routines, expectations makes it difficult for the teacher to do her job. Learners do not know what to do, so they might get off task or cause disruptions. When the teacher is constantly redirecting learners or handling behavior problems, she loses crucial teaching time. Classroom management strategies help to create an organized classroom environment that is conducive to teaching. Learners know the expectations in different types of learning situations. For example, learners would know that when working in small groups, they talk in quiet voices and take turns talking. They might each have a specific job within the group (Torenbeek, 2011).

Jones (2012) affirms that effective teaching and learning cannot take place in poorly managed classrooms. Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-learner relationships

Evertson and Weinstein (2006) define classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to

multiple learning goals for students. Following this definition, effective classroom seems to focus on preventive rather than reactive classroom management procedures. An example of a widely used – and generally effective – preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed.

Teachers, however, also frequently use reactive strategies (e.g., punishing disruptive students (Shook, 2012), whereas it is unclear whether these strategies effectively change learner behavior. This may be caused by a lack of knowledge about the effectiveness of preventive strategies, or by a lack of belief in their effectiveness. Teachers do not always believe in the effectiveness of particular strategies despite ample empirical evidence that the strategy has been implemented successfully in many classrooms.

One example is that beginning teachers are generally advised to be as strict as possible in the first week of their internship and then slowly to become less authoritarian, whereas first establishing positive teacher-learner relationships has been proven far more effective in regulating learner behavior (Roehrig, & Pressley, 2007).

O'Neill and Stephenson (2012) emphasize that completing focused coursework units on classroom management in teacher training programs leads to increased feelings of preparedness, familiarity, and confidence in using classroom management practices among teachers. However, they stress that teachers reported that they were confident in using only half of the strategies they were familiar with, and that they only felt partially prepared to manage the misbehavior of learners. When teachers feel uncertain about using preventive strategies, for instance, negotiating about classroom rules, they often keep using the (presumably less effective) reactive strategies.

Reupert, (2012) states that classroom management involves the effective use of your time in the classroom to be as productive as possible to foster a high quality learning experience. Implementing a few basic classroom management strategies can help effectively organize the time and use of resources. Keeping learners busy can be a key to keep them engaged in the learning process. Teachers have to think of classroom management practices that will help learners to learn effectively.

In the 21st century, the “learner-centered approach” is encouraged so becomes more challenging for the teachers to motivate the learners to pay attention or catch their interest in the topic. Teachers must know the needs and interest as well as the individual differences of the learners so they will actively participate in the discussion. Effective classroom management strategies take time and hard work, because not every learner responds positively to the teacher’s ideas. However, through commitment and consistency you can cultivate a positive working atmosphere where learners respect one another and learn efficiently.

The researcher believes that conducting a survey on classroom management practices is essential and can be a successful tool in the transformation of a better teacher and effective classroom. Therefore, this study is undertaken to improve the classroom management practices utilized by the teachers in the public elementary schools. Managing the class is one of the biggest challenges faced by teachers. Having a good classroom management practice could help engage the learners in meaningful learning experiences. Teachers from the different public schools in Mangaldan have varied classroom management practices. Classroom management practices are one of the most difficult problems experienced by the teachers.

Theoretical Framework of the Study

This study will be anchored on the following theory: First is the **Behaviorist Theory** which encourages rewards and punishments to achieve desired behaviors. A teacher who uses this approach will have very clear rules as well as clear punishments and rewards for students. According to the theory, anyone (and even most animals) can be trained to be well-behaved. All the teacher needs to do is teach the students to associate some behaviors with negative consequences and other **behaviors with positive consequences**. Over time, students will learn to do the positive behaviors more and the negative behaviors less. It’s that simple! Another element of this theory is **spaced repetition**. The theory believes that students will need less reinforcement as time passes. However, the theory also states that some students will become desensitized to negative reinforcements over time, meaning you may have to mix up your reinforcements to keep students on their toes!

The **Constructivist Learning Theory** postulates that learners actively create information by interacting with their surroundings. It was developed by Piaget and Vygotsky. This concept highlights the value of engaging students in meaningful and authentic activities. Classroom management activities can support constructivist learning by providing interactive simulations, scenarios for problem-solving, and collaborative online settings that encourage students to explore, experiment, and deepen their understanding. **Constructivist Learning Theory** promotes greater conceptual understanding and active participation.

Another theory is the Ginott’s method theory which is about a teacher being a facilitator who minimizes teacher disruption and encourages students to be active in their engagement with class lessons. Ginott’s

method focuses on the teacher especially on Minimizing disruptions during discipline. Facilitating inclusive conversations Separating behavior from character. Using 'I' statements. First, Ginott highlights that many teachers often make a big scene out of a disciplinary issue. The scene a teacher makes during discipline is often designed to humiliate a student and make an example of of them. Meanwhile, the teacher has contravened their own standards. They have been condescending of others, disruptive of learning. The teacher should be brief and avoid being a hypocrite.

The **humanistic theory** approach engages social skills, feelings, intellect, artistic skills, practical skills, and more as part of their education. Self-esteem, goals, and full autonomy are key learning elements in the humanistic learning theory.

Conceptual Framework of the Study

This study will be conceptualized on **Republic Act 9155** otherwise known as the Governance of Basic Education Act. This law provides the general rule of basic education to develop the Filipino Learners by providing them basic competencies in literacy and numeracy, critical thinking and learning skills, patriotic and responsible citizens. In line with this, **Republic Act No. 9155** under paragraph (g) that it is the state's responsibility to establish schools and learning centers as facilities where schoolchildren are able to learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

In line with the promotion of quality education, the Department of Education holds into the need for Continuing Professional Education among its teachers which may be a good medium in updating the teachers' skills, attitude and knowledge based on the present needs.

With the foregoing, the bases of establishing Educational Associations that will promote core competencies through Continuing Professional Education among the learners are in tune with the global standards.

With teachers aimed at developing the learners, skills they also make it a point to qualify themselves as mandated under the Code of Ethics for Professional Teachers through a Continuing Professional Education that will qualify them in their areas of specialization and update them as well with the current issues and trends

Managing a classroom well is an essential part of effective teaching at all levels. This view is usually held by teachers, teacher educators and school administrators and it is supported by research indicating that teachers who are good classroom managers also tend to produce more learning. In addition, learners expect teachers to manage their classroom effectively, and they stress this expectation in developing general attitudes toward and evaluations of the teachers they see (Brophy and Evertson, 2006).

The essence of method, according to John Dewey (cited by Aquino, 2008), lies in the powers of the learners and their interest. Thus one would construct guidelines for presenting materials that have been based on the child's own nature. A strategy anticipates specific situations in which means must be used to attain immediate objectives, which must be achieved if ultimate ends are to be reached. In each such situation, choices must be made both to the extent of immediate goal and of the resources to be used to attain it.

Whatever teacher does in the classroom contribute to quality instruction and management, instruction and classroom management should not be viewed as separate entities. When teachers apply their knowledge, training, communication mastery, skills and values and caring, they coalesce and the student cooperatively becomes an active part of the teacher/learning process.

As cited by Binwek (2010), teacher should learn new alternatives to improve instruction that is the teachers should be willing to accept new innovations, make a careful analysis and observations to determine the best classroom management strategies that suits the needs, abilities and learning capacities of the students.

Watanabe-Crockett (2018) suggested the following five (5) effective classroom management strategies that work:

(1) *Write down the Rules.* Many teachers hand out a syllabus at the start of the year detailing what learners are responsible for and when. It specifies tests and quizzes, and tells learners how their grades will be determined.

(2) *Let Learners Help.* Learners are much more apt to follow guidelines they helped create. Rather than hand out the behavior syllabus on the first day of class, spend time discussing these potential rules with the students.

(3) *Encourage Questioning.* Make a crystal clear that learners can, and should, ask questions at any time. As a teacher, you should not be so focused on your lecture that questions aren't encouraged. Ask the

students questions and invite them to ask follow-up questions that steer the discussion in the direction of critical thinking skills development.

(4) *Let Learners Lead*. Ask the learners who is interested in writing a short paper about a subject that is mentioned in the chapter being discuss. You may be surprised how many of them will be take up the challenge.

(5) *Encourage Group Projects*. In every teacher's toolbox for effective classroom management, there should be lessons and tasks for building teamwork and leadership skills. Today's digital learners love working in groups; it's in their nature.

Effective classroom management strategies involve organization, fostering good working relationships, as well as a disciplined yet personable attitude. Deciding which strategies to use can nonetheless be difficult, as every student and class is unique. The following are effective classroom management. (1) Learners thrive on routine. (2) Positivity and Reward (3) Clear Rules and Boundaries (4) Practice what you Preach (5) Learner's voice and (6) Fun and Engaging (www.quizalize.com).

Classroom management is a major concern in schools today. According to Martin and Sass (2010), classroom management entails an "umbrella of definitions that include learning interactions, learning, and the behavior of learners". Walker (2009) stated, "The best teachers do not simply teach content, they teach people".

According to Pickering and Pollack (2011), to effectively teach their learners, teachers need to employ effective behavior management strategies, implement effective instructional strategies, and develop a strong curriculum. In addition to managing the instruction in the classroom, a teacher's most significant challenge is also managing the behavior of learners in the classroom because of how it can affect instruction, learning, and achievement.

Classroom management strategies in the 21st century have changed immensely along with our society. For examples, Corporal punishment and yelling are classroom management approaches of the past, Today's teachers need to be professional and caring. The rituals and routines of the classroom need to be set and should include learner input. Teachers need to have a plethora of interventions at their fingertips. There is also a need for positive teacher-learner relationships (Marzano & Pickering, 2006).

According to the best-selling *How To Be An Effective Teacher: The First Days of School* (Wong & Wong, 2005), an effective classroom management style consists of creating an environment and attitude towards the learners that is task oriented, predictable, and consistent. In a world that is constantly shifting away from a one size fits all approach to education in favor of individualized standards of conduct and performance, we as educators find ourselves faced with the duty of providing consistency in an environment that requires us to teach people with different needs and problems in a multitude of ways.

According to Manzano (2013), "well-managed classrooms provide an environment in which teaching and learning can flourish". He points out; the importance of learners' feeling safe at school is linked to learner learning. Without this feeling of safety, learners will develop anxiety and become uneasy in the classroom. Additionally, he found out that "Safe and orderly environment is protecting learners from physical or psychological harm and maintaining order so learning can take place".

Even though research shows the importance of classroom management, it is unclear which method or strategy is more appropriate to employ in elementary schools (Brannon, 2010). As teachers work through the new mandates and standards developed by the national and state governments and local school boards, classroom management strategies are driven to the end of their list. Even though many people have researched this topic, no one has yet pinpointed which method or strategy works best.

According to Churchward (2009), "There are many experts telling us how to handle discipline problems in our classrooms. Yet these experts do not always agree".

Lardizabal (1999), teaching method is probably more important in elementary grades than in high school or in college where the students are more mature and can study by themselves. The learning of young children must be guided, and method provides this guidance. But the teacher should always include effective classroom management to make the learning effective.

This is commonly developed from casual observations in classrooms, and it is supported by a study by Nash (2006) involving systematic interviewing of the school. Nash found six (6) main themes about their attitudes and expectation concerning teachers (1) keeps order (strict rather than soft, punishes if necessary); (2) teaches you (keeps you busy); (3) explains (can be understood, gives help if you need it) ;(4) interesting (provides variety not boring); (5) fair (consistent, does not play favorites or pick on anyone); (6) friendly (kind and nice, talks gently rather that shouts, can laugh appropriate) learners not only prefer this kind of teachers but expect teachers to be this way and tend not to go along with them or like them if they are not. Learners see themselves as having mostly a passive role in regard to organizing and running the classroom, but they expect teachers to be active in doing so, and they hold it against them if they are not.

A study by Shook (2012) interviewed teachers in an effort to gain insight into what types of classroom management strategies they were using as well as the effects of those strategies. The results found that three types of strategies were used most frequently by the teachers: 1) Talking individually with learners, this seemed to be the most effective, 2) Teachers instructed learners as a group as well as individually on appropriate behavior, 3) Sending the learner who was exhibiting less desirable behaviors out of the classroom. The last strategy was the least effective. Sending learners out of the classroom deprives them of critical learning experiences and exposure to core content.

According to a study held in England, the following are determined as features of a successfully-managed classroom: 1) Classroom environment is appropriate for teacher's activities. Tools and equipment allocation is considered important. 2) Different strategies are used in accordance with the learning needs of the learners and the size of the group. 3) Teaching method: Teaching manner is appropriately chosen in line with the subject and learners' needs.

In valuable research on classroom management strategies conducted by Brophy (2010), he found out that effective class managers were the ones that employed different strategies in accordance with the different characteristics of learners, whereas those ineffective made use of same strategies without paying attention to the varying characteristics of learners. According to Brophy (2010), teachers need to develop their personal and professional skills in order to respond to the varying learners needs.

In a study reviewing 11,000 pieces of research that spanned fifty years, three researchers determined that there are twenty-eight factors that influence student learning and these have been ranked in order. The most important factor governing student learning is classroom management.

In a study held by Margaret Wang, Geneva Haertel and Herbert Wallberg (2005) it is observed that among 228 factors "classroom management strategies" factor is the most important one as a determinant of learner's achievement. Studies show the true beginners tend to cooperate more with the learners while, as teachers get experienced, they prefer authoritarian relations that negatively affect learners.

Cummings (2005) studies on classroom management, teacher's undesired attitude may be the reason for learner's undesired behavior. For example, a threatening and frowning environment hinders effective learning process since hormone excretion as a consequence of stress affects the learning process negatively. Teacher intermediate for disciplinary problems under these conditions: a) forcing learners to learn meaningless subjects; b) being insufficient in managing the development of independent thinking patterns. There may be conditions under which the most undesired tool should be used in classroom management. Punishment is one of these. Punishment here refers to teacher's making the learner confront with an unwanted and unfavorable situation.

The general objective of this study is to find out the classroom management practices utilized by the teachers in public elementary schools in Mangaldan, Pangasinan and effective classroom management practices that could boost the core competency of a learner This is conducted to determine the effective classroom management practices and to make the teachers become skillful in using it..

Drawing from this aspect the present study set its parameters with the paradigm of the study which is illustrated in figure 1.

The variables consists of the profile of the respondents in terms of highest educational attainment, years in the service and related trainings and seminars attended, the classroom management practices utilized in the public school and the factors that affect the classroom management practices.

Research Through Innovation

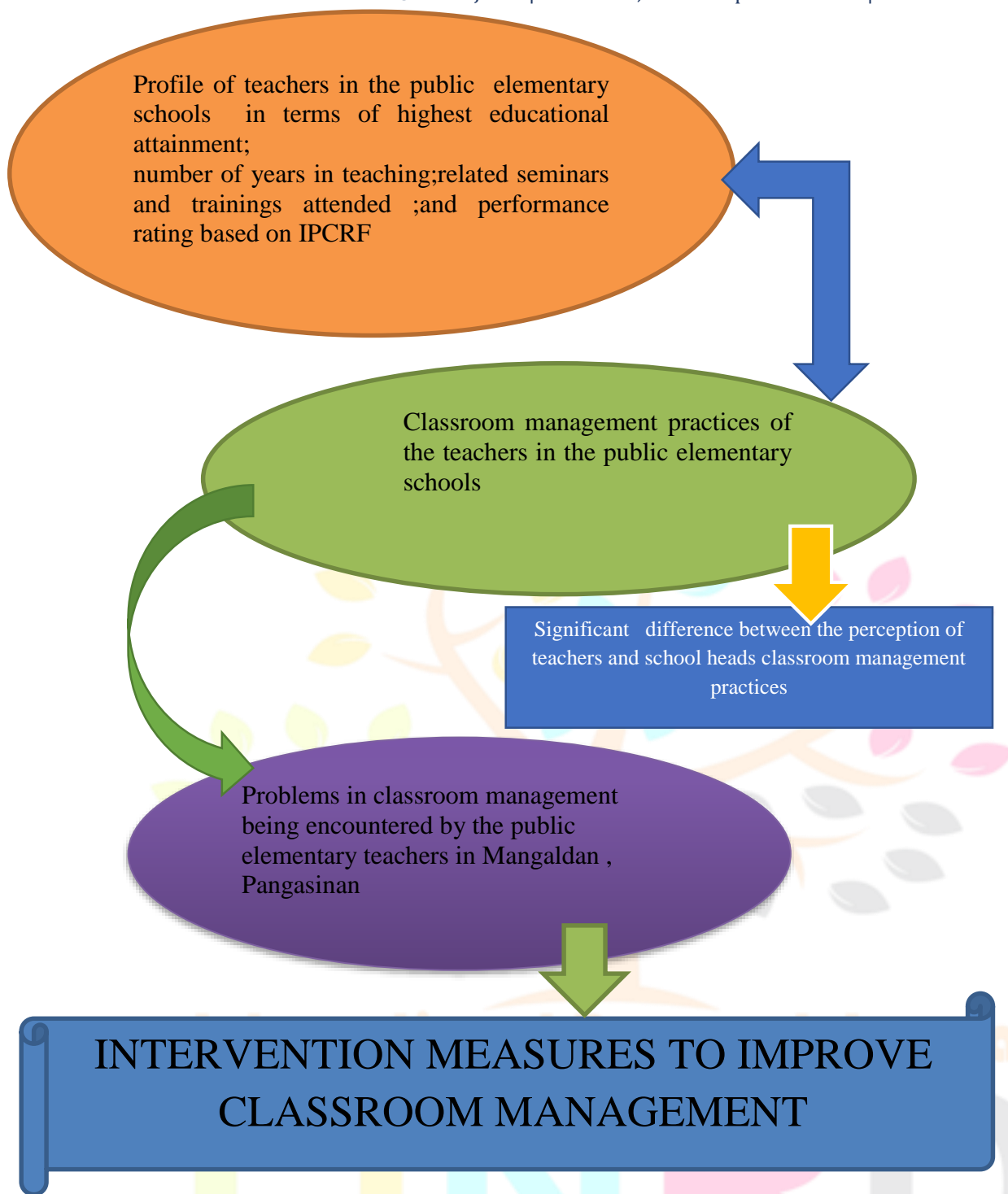


Figure 1. Paradigm of the Study

Statement of the Problem

The purpose of this study is to determine the different classroom management practices used by teachers in the public elementary schools in Mangaldan, Pangasinan.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the public elementary school teachers in terms of::
 - a. highest educational attainment;
 - b. number of years in teaching;
 - c. related seminars and trainings attended; and
 - d. performance rating based on IPCRF?
2. What are the classroom management practices of the teachers in the public elementary schools as perceived by themselves and the school heads along:
 - a. classroom environment;
 - b. dealing with learner behavior; and
 - c. instructional delivery?
3. Is there significant relationship between the classroom management practices of teachers and the profile variables?

4. Is there significant difference between the perception of teachers and school heads?
5. What are the problems in classroom management practices being encountered by the public elementary schools along:
 - a. classroom environment;
 - b. dealing with learner behavior; and
 - c. instructional delivery?
6. Based on the findings, what intervention measures can be proposed to improve the classroom management practices in the public elementary schools?

Null Hypotheses of the Study

1. There is significant relationship between the classroom management practices of the teachers and the profile variables.
2. There is significant difference in the classroom management practices of teachers when grouped according to their profile?

Assumptions of the Study

1. The classroom management practices commonly used by the public elementary teachers at Mangaldan, Pangasinan is Classroom Environment.
2. The problem that affects the practice of the classroom activities is Student behavior.

Significance of the Study

The findings of this study are significant to the following:

The school administrators. The result of this study provides the school administrators the insights needed by the teachers regarding the training needs in classroom management practices. It serves as guide for staff development for the teachers in the public elementary schools.

The teachers. The findings of the study are very beneficial to the teacher in improving their classroom management practices. The information they could acquire from this study could help them elaborate their classroom management practices and to cope with the 21st century classroom management practice to make teaching effective.

The learners. The result of this study could benefit the learners since they are the direct recipient of the learning taught by the teachers also and lead them on the appropriate behavior manifested inside and outside the classroom.

The Parents. The results of this study could provide an eye opener to the parents to support their children in school. They are guided on how to become partners in their children's education and work hand in hand with the teacher.

The researcher herself. The results of this study provide her the benefits of utilizing classroom management practices that could help the teaching and learning become more effective. It guides her to some information concerning on the classroom management activities used by the teacher in public elementary schools at Mangaldan, Pangasinan.

The future researchers. The study will provide them with additional information in conducting studies parallel to this study.

Scope and Limitation of the Study

This study will cover the classroom management practices used by the public-school teachers in Mangaldan, Pangasinan during the S.Y. 2023-2024. It will focus also on the factors that affect the practice of the classroom management in the public elementary schools.

Definition of Terms

To have a more comprehensive and clearer idea on this study, the following terms are hereby defined operationally as it is used in this study.

Classroom Management Strategies. These refer to the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. In this study, it refers states that classroom management involves the effective use of your time in the classroom to be as productive as possible to foster a high-quality learning experience and the implementing a few basic classroom management strategies can help effectively organize the time and use of resources (Reupert, 2012).

Core Content. It refers to a defined domain of knowledge and skill in an academic program; are one method that schools use to organize knowledge, teaching, and academic programming.

Critical Learning Experiences. It has been shown time and again to not only help students learn information but more than that, they understand it. It helps to develop a more intimate knowledge of topic or content.

Enhancement Program. It refers to the program that is designed to supplement the needs and requirements of a teacher in order to be an effective one.

Public Elementary Schools. These refer to the places where we can find the respondents of this study. These are the public elementary schools in Mangaldan, Pangasinan which serves as the schools where the respondents are employed as teachers.

Public Elementary School Teachers. It refers to the teachers who have the responsibility in molding and teaching. It refers to the person who executes the different classroom management practices. In this study, they are the individuals teaching in the public schools.

Chapter 2 RESEARCH DESIGN

This chapter presents the research design of the study. It discusses the research method used, the source of data, and the respondents of the study, data-gathering instrument and procedure and the statistical treatment of the data.

Research Design

This study employed descriptive survey method with the use of a survey questionnaire as a data-gathering tool. Descriptive research was used in this study to find adequate and accurate interpretation and findings and it described the characteristics of a population or phenomenon being studied. As pointed by Sevilla, et al (2000), the descriptive method designs is the method for the investigator to gather information about the existing present conditions. Additionally, the purpose was to determine and describe the nature of the variables by interpreting its parts by means of collecting data on systematic manner, its characteristics, facts and features of the given population. This study utilized the descriptive method to enable the analysis of the profile and the word recognition level of the respondents.

According to Calderon (2003), descriptive method of research is a fact finding study with adequate and accurate interpretations of the findings. It describes what is. It describes with emphasis what actually exist such as current conditions, practices, situations and any phenomena. It is the most appropriate method to be used since the present study dealt primarily on the different classroom management strategies of the teachers.

Sources of Data

To generate the primary data required and information for the study, the survey questionnaire was the main data-gathering tool.

The secondary data came from various references, such as articles, electronic sources, published and unpublished materials and other information relevant to the present study.

Respondents of the Study

The respondents of the study were the teachers in the public elementary schools in the second district of Mangaldan, Pangasinan,

Table 1
Distribution of Respondents
N = 100

Schools	Number of Teachers
A	10
B	10
C	10
D	10
E	10
F	10
G	10
H	10
I	10
J	10

13 schools

Procedure of the Study

The survey questionnaire prepared by the researcher which was used in her previous study was used to determine the profile of the respondents as to highest educational attainment, number of years in the service and the related seminars and training of the respondents. The classroom management practices used by the teachers in the public elementary schools in Mangaldan, Pangasinan covered the areas in classroom environment, dealing with student behavior and instructional delivery. The factors that affect its practice will be categorized into student factor, school factor, teacher factor and family factor.

A questionnaire-checklist was utilized to gather data from the respondents which have three parts.

Part I determined the profile of the respondents. It includes the highest educational attainment, number of years in the service and related seminars and training of the respondents.

Part II comprised the perceptions of teachers and school heads on the classroom management activities being practiced by the respondents.

Part III dealt with the problems in classroom management practices being encountered by the public elementary schools .

The researcher's own questionnaire was already validated in her previous research by: three(3) Teacher III, two (2) Master Teachers. This pool of experts utilized the Content Validity Instrument provided by the researcher The copy of the questionnaire was given to each of them in order to establish the Content Validity. All suggestions and corrections by the validators were incorporated in the final copy of the instruments before they were administered to the respondents. The result of the content validity is 4.6 or Highly Valid .

As to the reliability of the instruments, it was tried out to five (5) teachers in the public elementary school. After establishing the validity and reliability of the instrument and after incorporating the corrections made by validators, the final draft was prepared for the actual administration to the respondents.

The researcher first secured appropriate permit to conduct the study from DepEd Pangasinan II Division. A letter was addressed to the Schools Division Superintendent. Another letter was addressed to the school head, to allow the researcher to administer the survey questionnaire to the teachers. After the requests was approved, the researcher personally administer the questionnaire to the respondents in their respective schools. Before they started to answer the research instrument, the researcher explained fully the directions. All their queries were clarified by the researcher before they commenced. The researcher retrieved 100 % of the questionnaires, and immediately tallied all the data needed. The data was recorded and statistically analyzed.

Tools for Data Analysis

In answering question number 1 regarding profile of the respondents, frequency and percentage distribution was used. The formula is:

$$\text{Where: } P = \frac{f}{n} \times 100$$

P = percentage

n = number of particular groups

f = total number of items

In answering question number 2, on the classroom management practices as perceived by the teachers themselves and the school heads, weighted mean was utilized. The formula is:

Average Weighted Mean (AWM).

$$\delta = \frac{\sum fx}{\sum f}$$

Where:

δ = weighted mean

$\sum fx$ = sum of all the products of f and x where f is the frequency of each score and x, weight of each row

The four-lickert scale and its descriptive equivalent was used to answer sub-problem no.2.

Scale	Point-Range	Descriptive Equivalent
4	3.25-4.00	Always Practiced
3	2.50-3.24	Moderately Practiced

In answering question number 3, on significant relationship between the classroom management practices as perceived by the teachers themselves and the school heads, and the profile variables, Spearman Coefficient Correlation was used.

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N} \quad \text{where: } r_s \text{ - Spearman rho}$$

$\sum D^2$ - Sum of the squared difference between ranks

In answering question number 4, on the significant difference in the classroom management practices of teachers when grouped according to their profile, T-test was used.

In answering question number 5, on the problems in classroom management practices being encountered by the public elementary schools, the average weighted mean and a five-point Likerts scale and the descriptive equivalent was used as shown below.

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Very Serious
4	3.41 - 4.20	Serious
3	2.61 - 3.40	Moderately Serious
2	1.81 – 2.60	Fairly Serious
1	1.00 – 1.80	Not Serious

In answering question number 6, the researcher prepared/developed plan of action to improve classroom management practices of the teachers in public elementary schools

Ethical Consideration

As for data-privacy is concern, all actions pertaining to personal information and identity of all involved in this investigation will be kept confidential. This study investigation assures all will keep all responses concealed. As a result, participants will be advised not to include any personally identifiable information in their questionnaire or test material. Their responses will likewise be kept confidential. To preserve each subject's identity, the researcher will keep their information confidential; all information acquired from the study will be coded. No names or other identifying information will be used while discussing or reporting data. The researcher will securely preserve any files and data gathered. Once the data has been completely analyzed, it will be discarded.

Chapter 3 RESULTS AND DISCUSSIONS

This chapter presents the tabulated data regarding the profile of the public elementary teachers , Classroom management practices of the teachers in the public elementary schools and its significant difference

PROFILE OF TEACHERS

This portion covers a discussion on the presentation, analysis and interpretation of the profile of respondents as shown in Table 2 .

Table 2-A below shows the profile of teachers on the highest educational attainment

Table 2-A
PROFILE OF TEACHERS ON HIGHEST EDUCATIONAL ATTAINMENT
N=100

Highest Educational Attainment:	Frequency	Percentage
Doctoral Degree Graduate	4	4.00
MA/MS Degree with Doctoral Units	4	4.00
Master of Arts in Education /MS graduate	28	28.00
Bachelor's Degree (BEED/BSE/BSIT)with MA/MS Academic Requirements	18	18.00
Bachelor's Degree (BEED/BSE/BSIT)with MA/MS Units	38	38.00
Bachelor's Degree (BEED/BSE/BSIT)	8	8.00
Others	0	0
Total	100	100

It can be seen from table 2-A that there are four (4) or 4% finished Doctoral Degree, four(4) or 4% finished MA/MS with doctoral units, Twenty eight (28) or 28 % from the respondents finished MA/MS while eighteen (18) or 18% finished MA academic requirements., thirty eight(38) or 38% are bachelors degree holder with MA/MS units, 8 or 8 % of the respondents are bachelors degree holder, and nobody finished other course. This indicates that public elementary school teachers pursue higher education. They want to be updated on the new trend of classroom management.

Table 2-B
PROFILE OF TEACHERS ON NO. OF YEARS INTEACHING IN THE ELEMENTARY GRADES
N=10

No. of Years inTeaching Science	Frequency	Percentage
1-3 years	30	30.00
4-6 years	30	30.00
7-10 years	20	20.00
11 yrs. and above	20	20.00
Total	100	100

It can be seen from the table that most of the respondents are new in the service. Three (30) or 30 % from the respondents are in the service teaching for 1-3 years and 4-6 years respectively. Two or 20% from respondents have been in the service teaching for 7-10 years and 11 years and above. Forty percent are experienced already having taught for 7 -11 years and above. This indicates that some are old in te service and not all are new in the service.

Table below reflects the profile of respondents on relevant trainings attended.

Table 2-C
PROFILE OF TEACHERS ON RELEVANT TRAININGS ATTENDED
N=100

Relevant Trainings Attended	Frequency	Percentage
District	100	100.00
Division	90	90.00
Regional	28	28.00
National	12	12.00
International	2	2.00

It can be deduced that teachers teaching in the Elementary grades attended relevant trainings . There are 100 or 100 percent attended the district level, 90 percent attended the division level, 28 or 28% attended the regional level, 12 percent attended the national level of relevant trainings and only two or 2 percent attended the international level training. This shows that respondents update themselves through seminars and trainings.

Table 2-D
PROFILE OF TEACHERS ON PERFORMANCE RATING BASED ON IPCRF
N=100

Performance	Frequency	Percentage
Outstanding	81	81.00
Very Satisfactory	19	19.00
Satisfactory	0	0
Unsatisfactory	0	0
Total	100	100

As seen from the table, eighty-one (81) or 81% of the teachers obtained a rating of Outstanding. Nineteen (19) or 19% of the respondents obtained a rating of very satisfactory and nobody obtained a rating of Satisfactory and unsatisfactory respectively. This indicates that teachers perform well in the delivery of instruction as well as management of classroom.

Table 3-A below reflects the classroom management practices of the teachers in the public elementary schools along classroom environment

Table 3-A
CLASSROOM MANAGEMENT PRACTICES OF THE TEACHERS IN THE PUBLIC
ELEMENTARY SCHOOLS AS PERCEIVED BY THEMSELVES AND SCHOOL HEADS
ALONG CLASSROOM ENVIRONMENT
N=100

INDICATORS	Teachers		School Heads	
	AWM	DE	AWM	DE
Adequate knowledge of likely patterns of behavior and effectively handling situations	3.81	Always Practiced	3.64	Always Practiced
Sufficient awareness of events and control over activities occurring in the classroom	3.84	Always Practiced	3.71	Always Practiced
Always exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers	3.80	Always Practiced	3.70	Always Practiced
Teachers must not play favorites among learners and must not give certain students special favors	3.88	Always Practiced	3.67	Always Practiced
Efficiently manages and organizes learners as they accomplish classroom activities	3.64	Always Practiced	3.64	Always Practiced
Ability to maintain discipline and sincere effort to know and guide the learners	3.71	Always Practiced	3.64	Always Practiced
Adheres to code of ethics for professional teachers	3.70	Always Practiced	3.71	Always Practiced
Teachers have to observe confidentiality on certain information or matter pertaining to the learner.	3.67	Always Practiced	3.70	Always Practiced
Refrain from talking about learner's faults among themselves.	3.64	Always Practiced	3.67	Always Practiced
Maintain the general upkeep of the room and its surroundings free from any hazards	3.71	Always Practiced	3.64	Always Practiced

Total AWM	3.74	Always Practiced	3.67	Always Practiced
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Legend:

Scale	Point-Range	Descriptive Equivalent
4	3.25-4.00	Always Practiced
3	2.50-3.24	Practiced
2	1.75-2.49	Slightly Practiced
1	1.00-1.74	Not Practiced At All

It can be seen from the table that all the indicators on classroom management practices of the teachers in the public elementary schools along classroom environment are always practiced. These indicators are enumerated respectively. Adequate knowledge of likely patterns of behavior and effectively handling situations with an average weighted mean of 3.81; Sufficient awareness of events and control over activities occurring in the classroom with an average weighted mean of 3.84 ; Always exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers with an average weighted mean of 3.80;; Teachers must not play favorites among learners and must not give certain students special favors with an average weighted mean of 3.88; Efficiently manages and organizes learners as they accomplish classroom activities with an average weighted mean of 3.64 ; Ability to maintain discipline and sincere effort to know and guide the learners with an average weighted mean of 3.71 ; Adheres to code of ethics for professional teachers with an average weighted mean of 3.70 ; Teachers have to observe confidentiality on certain information or matter pertaining to the learner. with an average weighted mean of 3.67; Refrain from talking about learner's faults among themselves with an average weighted mean of 3.64 ; and Maintain the general upkeep of the room and its surroundings free from any hazards with an average weighted mean of 3.71

Table 3-B below reflects the classroom management practices of the teachers in the public elementary schools along student behavior.

Table 3-B

CLASSROOM MANAGEMENT PRACTICES OF THE TEACHERS IN THE PUBLIC ELEMENTARY SCHOOLS AS PERCEIVED BY THEMSELVES AND SCHOOL HEADS ALONG DEALING WITH STUDENTS BEHAVIOR

N=100

INDICATORS	Teachers		School Heads	
	AWM	DE	AWM	DE
Place the difficult student (manifesting misbehavior) near the teacher.	3.48	Always Practiced	3.71	Always Practiced
Get parents involved in their child's education. Inform the parents about the misbehavior of the child.	3.72	Always Practiced	3.61	Always Practiced
Find out what is really going on. The learner might need to take a safe seat to re-group.	3.77	Always Practiced	3.67	Always Practiced
Try to reach that learner; the negativity may be a defense for something deeper.	3.79	Always Practiced	2.23	Slightly Practiced
Choose discipline techniques that will encourage positive behavior .	3.93	Always Practiced	2.55	Practiced
Define your expectations and help learners understand there are consequences for unwanted behavior.	3.71	Always Practiced	3.71	Always Practiced
Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom.	3.61	Always Practiced	3.61	Always Practiced
The learners that are behaving get rewarded for that behavior.	3.67	Always Practiced	3.67	Always Practiced
Let the erring learner perform community service as a punishment.	2.23	Slightly Practiced	2.23	Slightly Practiced
Let learner write back to back a promissory note not to do the offence again.	2.55	Practiced	2.55	Practiced
Total AWM	3.45	Always Practiced	3.12	Practiced

Legend:

Scale	Point-Range	Descriptive Equivalent
4	3.25-4.00	Always Practiced
3	2.50-3.24	Practiced

2	1.75-2.49	Slightly Practiced
1	1.00-1.74	Not Practiced At All

As shown from table 3-B above, eight out of ten indicators were always practiced and these indicators are shown respectively. Place the difficult student (manifesting misbehavior) near the teacher with an average weighted mean of 3.48; Get parents involved in their child's education. Inform the parents about the misbehavior of the child with an average weighted mean of 3.72; Find out what is really going on. The learner might need to take a safe seat to re-group with an average weighted mean of 3.77; Try to reach that learner; the negativity may be a defense for something deeper with an average weighted mean of 3.79; Choose discipline techniques that will encourage positive behavior. with an average weighted mean of 3.93; Define your expectations and help learners understand that there are consequences for unwanted behavior. with an average weighted mean of 3.71; Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom. with an average weighted mean of 3.61 and The learners that are behaving get rewarded for that behavior. with an average weighted mean of 3.67

On the other hand, the indicator Let learner write back to back a promissory note not to do the offence again. with an average weighted mean of 2.55 was practiced and Let the erring learner perform community service as a punishment with an average weighted mean of 2.23 was Slightly Practiced

Table 3-C below reflects the classroom management practices of the teachers in the public elementary schools along instructional delivery.

Table 3-C
CLASSROOM MANAGEMENT PRACTICES OF THE TEACHERS IN THE PUBLIC
ELEMENTARY SCHOOLS AS PERCEIVED BY THEMSELVES AND SCHOOL HEADS
ALONG INSTRUCTIONAL DELIVERY
N=100

INDICATORS	Teachers		School Heads	
	AWM	DE	AWM	DE
Encourages interactive decision-making and cooperation amongst learners.	3.76	Always Practiced	3.71	Always Practiced
Orderly flow of activities such as seatwork, lectures, discussions, and group works.	3.76	Always Practiced	3.61	Always Practiced
Concise amount of information imparted to learners for them to clearly grasp the instructions given.	3.88	Always Practiced	3.67	Always Practiced
Exhibits a respectful stature to display a firm and bold approach in delivering instructions.	3.67	Always Practiced	2.23	Slightly Practiced
Entertains questions or inquiries from learners when there are concerns.	3.80	Always Practiced	2.55	Practiced
Observe students' behaviors on how instructions are performed and accomplished.	3.84	Always Practiced	3.71	Always Practiced
Provides feedback to outputs of the learners from their activities for them to learn and improve.	3.85	Always Practiced	3.61	Always Practiced
Understands that problems may arise because of individual differences among learners and various levels of comprehension.	3.72	Always Practiced	3.67	Always Practiced
Provides examples and illustrations for better understanding.	3.88	Always Practiced	2.23	Slightly Practiced
Use differentiated instructions to all types of learners.	3.70	Always Practiced	2.55	Practiced
Total AWM	3.74	Always Practiced	3.15	Practiced

Legend:

Scale	Point-Range	Descriptive Equivalent
4	3.25-4.00	Always Practiced
3	2.50-3.24	Practiced
2	1.75-2.49	Slightly Practiced
1	1.00-1.74	Not Practiced At All

As shown on table 3-C above, all the indicators were always practiced. The indicators were reflected below with their average weighted mean respectively. Encourages interactive decision-making and cooperation amongst learners with an average weighted mean of 3.76; Orderly flow of activities such as seatwork, lectures, discussions, and group works with an average weighted mean of 3.76; Concise amount of information imparted to learners for them to clearly grasp the instructions given. with an average weighted mean of 3.88; Exhibits a respectful stature to display a firm and bold approach in delivering instructions. with

an average weighted mean of 3.67; Entertains questions or inquiries from learners when there are concerns. With an average weighted mean of 3.80; Observe students' behaviors on how instructions are performed and accomplished. with an average weighted mean of 3.84; Provides feedback to outputs of the learners from their activities for them to learn and improve. with an average weighted mean of 3.85; Understands that problems may arise because of individual differences among learners and various levels of comprehension. With an average weighted mean of 3.72; Provides examples and illustrations for better understanding. with an average weighted mean of 3.88; and Use differentiated instructions to all types of learners. With an average weighted mean of 3.70.

TABLE 4
SIGNIFICANT RELATIONSHIP BETWEEN THE CLASSROOM MANAGEMENT PRACTICES OF TEACHERS AND THE PROFILE VARIABLES
N=100

Indicators	Computed Value(rho)	Correlation Value	Descriptive Equivalent
Highest Educational Attainment	0.70	0.41 to 0.70	Moderate Corelation
Number of years in teaching	0.35	0.21 to 0.40	Slight Corelation
Related seminars and trainings attended	0.75	0.71 to 0.90	High Relationship
Performance rating based on IPCRF	0.75	0.71 to 0.90	High Relationship

Table 4 shows the significant relationship between the classroom management practices of teachers and the profile variables It can be seen from the table that the classroom management practices has moderate relationship with the highest educational attainment .with a computed value of 0.70 which is within the range 0.41 to 0.70. The number of years in teaching has slight relationship, with a computed value of 0.35 which is within the range 0.21 to 0.40. Related seminars and trainings attended and the Performance rating based on IPCRF has high relationship with a computed value of 0.75 which is between the range 0.71 to 0.90. This indicates that related seminars attended and the performance has high role in the classroom management in the school.

TABLE 5
SIGNIFICANT DIFFERENCE BETWEEN THE PERCEPTION OF TEACHERS AND SCHOOL HEADS ON CLASSROOM MANAGEMENT PRACTICES
N=100

Indicators	Computed Value	Tabular Value	Interpretation
Classroom Environment	.0133	2.58	Not significant
Dealing with Learner Behavior	..071	2.58	Not significant
Instructional Delivery	.119	2.58	Not significant

.01 level of significance

Table 5 shows the significant difference between the perception of teachers and school heads on classroom management. It can be seen from the table that the computed value is .0133 under classroom environment which is lesser that the tabular value of 2.58 at .01 level of significane. Therefore the null hypothesis is accepted. On dealing with Learner Behavior, the computed value is .071 which is also lesser than the tabular value. The null hypothesis is accepted. On Instructional Delivery, the computed value is.119 which is also lesser than the tabular value. The null hypothesis is also accepted. There is no significant difference between the perception of teachers and the school heads on classroom management practices.

Table 6-A below shows the problems in classroom management practices being encountered by the public elementary schools along classroom environment

Table 6-A
PROBLEMS IN CLASSROOM MANAGEMENT BEING ENCOUNTERED BY THE PUBLIC ELEMENTARY SCHOOLS ALONG CLASSROOM ENVIRONMENT
N=100

INDICATORS	AWM	Descriptive Equivalent
Inadequate knowledge of likely patterns of behavior and effectively handling situations	2.12	Fairly Serious
Insufficient awareness of events and control over activities occurring in the classroom	1.23	Not Serious
Do not exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers	1.40	Not Serious
Teachers are playing favorites among learners and must not give certain students special favors	1.38	Not Serious
Inefficiently manages and organizes learners as they accomplish classroom activities	1.46	Not Serious
Inability to maintain discipline and sincere effort to know and guide the learners	1.51	Not Serious
Do not adhere to code of ethics for professional teachers	1.66	Not Serious
Teachers do not observe confidentiality on certain information or matter pertaining to the learner.	1.63	Not Serious
Teachers talk about learner's faults among themselves.	1.48	Not Serious
Does not maintain the general upkeep of the room and its surroundings free from any hazards	1.52	Not Serious

Legend:	Rating Scale	Point Range	Descriptive Equivalent
	5	4.21 – 5.00	Very Serious
	4	3.41 - 4.20	Serious
	3	2.61 - 3.40	Moderately Serious
	2	1.81 – 2.60	Fairly Serious
	1	1.00 – 1.80	Not Serious

It can be deduced from the table that the indicator Inadequate knowledge of likely patterns of behavior and effectively handling situations is found to be fairly Serious with an average weighted mean of 2.12. All other indicators are found out not serious. These are insufficient awareness of events and control over activities occurring in the classroom ,with an average weighted mean of 1.23; Do not exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers, with an average weighted mean of 1.40;Teachers play favorites among learners and must not give certain students special favors, with an average weighted mean of 1.38;Inefficiently manages and organizes learners as they accomplish classroom activities, with an average weighted mean of 1.46; Inability to maintain discipline and sincere effort to know and guide the learners, with an average weighted mean of 1.51;Do not adhere to code of ethics for professional teachers, with an average weighted mean of 1.66;Teachers do not observe confidentiality on certain information or matter pertaining to the learner. with an average weighted mean of, 1.63;Teachers talk about learner's faults among themselves. with an average weighted mean of 1.48 and does not maintain the general upkeep of the room and its surroundings free from any hazards with an average weighted mean of 1.52.

Table 6-B below shows the problems in classroom management practices being encountered by the public elementary schools along dealing with students' behavior

Table 6-B

PROBLEMS IN CLASSROOM MANAGEMENT PRACTICES BEING ENCOUNTERED BY THE PUBLIC ELEMENTARY SCHOOLS ALONG DEALING WITH STUDENTS' BEHAVIOR

N=100

INDICATORS	AWM	Descriptive Equivalent
Do not Place the difficult student (manifesting misbehavior) near the teacher.	2.06	Fairly Serious
Do not Get parents involved in their child's education. Inform the parents about the misbehavior of the child.	1.53	Not Serious
Do not Find out what is really going on. The learner might need to take a safe seat to re-group.	3.98	Moderately Serious

Do not Try to reach that learner; the negativity may be a defense for something deeper.	3.05	Moderately Serious
Do not Choose discipline techniques that will encourage positive behavior .	1.45	Not Serious
Do not Define expectations and help learners understand there are consequences for unwanted behavior.	1.47	Not Serious
Do not Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom.	1.49	Not Serious
The learners that are behaving do not get rewarded for that behavior.	1.34	Not Serious
Do not Let the erring learner perform community service as a punishment.	3.79	Moderately Serious
Do not Let learner write back to back a promissory note not to do the offence again.	3.47	Moderately Serious

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Very Serious
4	3.41 - 4.20	Serious
3	2.61 - 3.40	Moderately Serious
2	1.81 – 2.60	Fairly Serious
1	1.00 – 1.80	Not Serious

It can be seen from table 4-B above that out of ten (10) indicators, five were found to be not serious. The indicators were as follows. Do not Get parents involved in their child's education. Inform the parents about the misbehavior of the child. with an average weighted mean of 1.53; Do not Choose discipline techniques that will encourage positive behavior with an average weighted mean of 1.45; Do not Define expectations and help learners understand there are consequences for unwanted behavior. with an average weighted mean of 1.47; Do not Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom. with an average weighted mean of 1.49;and The learners that are behaving do not get rewarded for that behavior., with an average weighted mean of 1.34. While the other five indicators enumerated below were found to be moderately serious. Do not place the difficult student (manifesting misbehavior) near the teacher. with an average weighted mean of 1.06; Do not find out what is really going on. the learner might need to take a safe seat to re-group. With an average weighted mean of 3.98 Do ot try to reach that learner; the negativity may be a defense for something deeper. with an average weighted mean of 3.05 Do not let the erring learner perform community service as a punishment with an average weighted mean of 3.79 and do not let learner write back-to-back a promissory note not to do the offence again with an average weighted mean of. 3.47.

Table 6-C below shows the problems in classroom management practices being encountered by the public elementary schools along instructional delivery

Table 6-C

PROBLEMS IN CLASSROOM MANAGEMENT PRACTICES BEING ENCOUNTERED BY THE PUBLIC ELEMENTARY SCHOOLS ALONG INSTRUCTIONAL DELIVERY

N=100

INDICATORS	AWM	Descriptive Equivalent
Do not encourages interactive decision-making and cooperation amongst learners.	1.24	Not Serious
Have no Orderly flow of activities such as seatwork, lectures, discussions, and group works.	3.79	Serious
No Concise amount of information imparted to learners for them to clearly grasp the instructions given.	1.21	Not Serious

Do not exhibits a respectful stature to display a firm and bold approach in delivering instructions.	1.27	Not Serious
Do not entertains questions or inquiries from learners when there are concerns.	1.47	Not Serious
Do not observe students' behaviors on how instructions are performed and accomplished.	1.46	Not Serious
Do not provide feedback to outputs of the learners from their activities for them to learn and improve.	1.48	Not Serious
Do not understands that problems may arise because of individual differences among learners and various levels of comprehension.	1.48	Not Serious
Do not provide examples and illustrations for better understanding.	1.50	Not Serious
Do not use differentiated instructions to all types of learners.	1.43	Not Serious

Legend:	Rating Scale	Point Range	Descriptive Equivalent
	5	4.21 – 5.00	Very Serious
	4	3.41 - 4.20	Serious
	3	2.61 - 3.40	Moderately Serious
	2	1.81 – 2.60	Fairly Serious
	1	1.00 – 1.80	Not Serious

It can be seen from the table above that nine indicators out of ten are found to be not serious and one indicator is found to be serious as enumerated below. Do not Encourages interactive decision-making and cooperation amongst learners .with an average weighted mean of 1.24;Have no concise amount of information imparted to learners for them to clearly grasp the instructions given. with an average weighted mean of 1.21 Do not exhibits a respectful stature to display a firm and bold approach in delivering instructions. with an average weighted mean of 1.27; Do not entertains questions or inquiries from learners when there are concerns. with an average weighted mean of 1.47; Do not observe students' behaviors on how instructions are performed and accomplished. with an average weighted mean of 1.46; r Do not provide feedback to outputs of the learners from their activities for them to learn and improve. with an average weighted mean of 1.48;n Do not understands that problems may arise because of individual differences among learners and various levels of comprehension.with an average weighted mean of 1.48;r Do not provide examples and illustrations for better understanding. with an average weighted mean of 1.50; Do not use differentiated instructions to all types of learners with an average weighted mean of 1.43;while Have no orderly flow of activities such as seatwork, lectures, discussions, and group works.is considered serious with an average weighted mean of 3.79

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions formulated, and the recommendations made resulting from the analysis and interpretation of the gathered data.

SUMMARY

This study was focused on determining the different classroom management practices used by teachers in the public elementary schools in Mangaldan, Pangasinan. This study employed descriptive survey method with the use of a survey questionnaire as a data-gathering tool. Based on the results, it was found out that there are four(4) or 4% finished Doctoral Degree, four(4) or 4% finished MA/MS with doctoral units, Twenty eight (28) or 28 % from the respondents finished MA/MS while eighteen (18) or 18% finished MA academic requirements., thirty eight(38) or 38% are bachelors degree holder with MA/MS units, 8 or 8 % of the respondents are bachelors degree holder, and nobody finished other course. This indicates that public elementary school teachers pursue higher education. They want to be updated on the new trend of classroom management .Most of the respondents are new in the service. Three (30) or 30 % from the respondents are in the service teaching Science for 1-3 years and 4-6

years respectively. Two or 20% from respondents have been in the service teaching for 7-10 years and 11 years and above. Forty percent are experienced already having taught for 7 -11 years and above. Teachers teaching in the Elementary grades attended relevant trainings . There are 100 or 100 percent attended the district level, 90 percent attended the division level, 28 or 28% attended the regional level, 12 percent attended the national level of relevant trainings and only two or 2 percent attended the international level training. This shows that respondents update themselves through seminars and trainings. Eighty one (81) or 81% of the teachers obtained a rating of Outstanding. Nineteen (19) or 19% of the respondents obtained a rating of very satisfactory and nobody obtained a rating of Satisfactory and unsatisfactory respectively. This indicates that teachers perform well in the delivery of instruction as well as management of classroom. .Majority of the teacher respondents always practiced the classroom management along classroom environment;dealing with learner behavior; and instructional delivery..There is significant relationship between the classroom management practices of teachers and the profile variables. classroom management practices has moderate relationship with the highest educational attainment .with a computed value of 0.70 which is within the range 0.41 to 0.70. The number of years in teaching has slight relationship, with a computed value of 0.35 which is within the range 0.21 to 0.40. Related seminars and trainings attended and the Performance rating based on IPCRF has high relationship with a computed value of 0.75 which is between the range 0.71 to 0.90. This indicates that related seminars attended and the performance has high role in the classroom management in the school..There is significant difference between the perception of teachers themselves and the school heads..Some serious problems are encountered on classroom management along classroom environment; dealing with learner behavior; and instructional delivery. .

CONCLUSIONS

Based on the findings, it was concluded that:

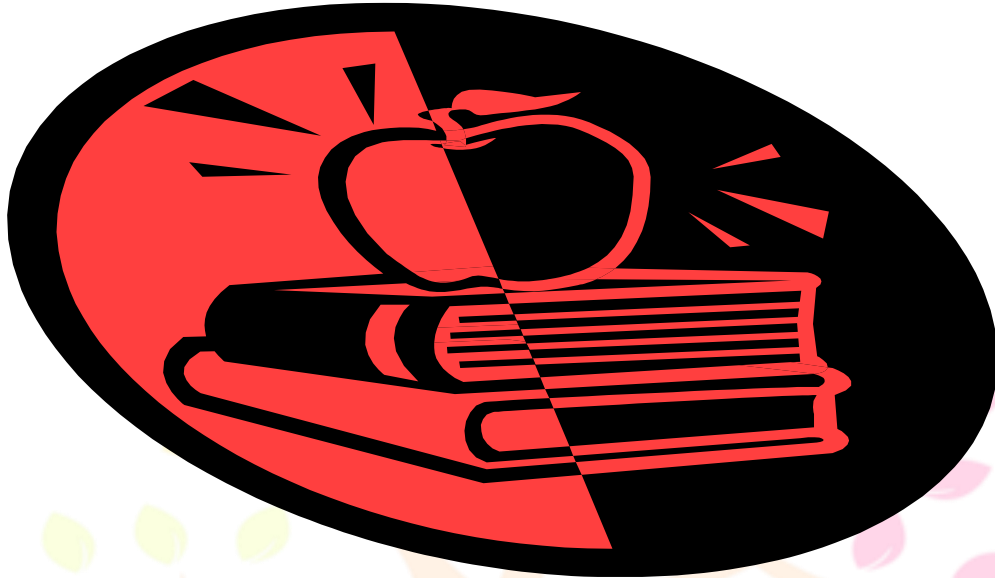
1. All the respondents are educationally qualified to teach in the Elementary Level.
2. The respondents always practiced the classroom management along classroom environment; dealing with learner behavior; and instructional delivery..
3. . There is significant relationship between the classroom management practices of teachers and the profile variables.
4. There is no significant difference between the perception of teachers and school heads on classroom management practices.
5. Majority of the problems encountered on classroom management along classroom environment; dealing with learner behavior; and instructional delivery. were considered not serious.

RECOMMENDATIONS:

Based on the above conclusions, the following recommendations are offered for possible course of action:

1. Teachers who have not finished their graduate degree programs should continue and pursue higher education.
2. Teachers should be recommended for trainings in the national and international level.
3. The Plan of Action prepared should be recommended to higher authorities for implementation.
4. Findings of this study should be used by future researchers as springboard for similar investigations.

INTERVENTION MEASURES TO IMPROVE CLASSROOM MANAGEMENT



by

CHENIELYN A. LORENZO

INTRODUCTION

Classroom management pertains to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. In all that you communicate, no matter how insignificant or innocuous it may seem, it contributes to your status as a teacher and your ability to manage the classroom.

Ginott (2014) states, “that good classroom management, like surgery, requires precision – no random cuts, no rambling comments. Above all, a teacher demonstrates self-discipline and good manners – no tantrums, no insults, no blistering language. The teacher’s management plan is never sadistic and must live by the law of compassion, even when challenged by children to defy it.” A classroom which is disorganized and without routines, expectations makes it difficult for the teacher to do her job. Learners do not know what to do, so they might get off task or cause disruptions. When the teacher is constantly redirecting learners or handling behavior problems, she loses crucial teaching time. Classroom management strategies help to create an organized classroom environment that is conducive to teaching. Learners know the expectations in different types of learning situations. For example, learners would know that when working in small groups, they talk in quiet voices and take turns talking. They might each have a specific job within the group (Torenbeek, 2011).

Jones (2012) affirms that effective teaching and learning cannot take place in poorly managed classrooms. Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-learner relationships

OBJECTIVES:

1. Improve classroom management
2. Upgrade teaching competence of teachers; and
3. Boost the morale of teachers in handling behaviors

Areas of Concern	Problems	Intervention Measures
CLASSROOM ENVIRONMENT	<ol style="list-style-type: none"> 1. Adequate knowledge of likely patterns of behavior and effectively handling situations 2. Sufficient awareness of events and control over activities occurring in the classroom 3. Always exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers 4. Teachers must not play favorites among learners and must not give certain students special favors 5. Efficiently manages and organizes learners as they accomplish classroom activities <p>Ability to maintain discipline and sincere effort to know and guide the learners</p> <ol style="list-style-type: none"> 6. Adheres to code of ethics for professional teachers 7. Teachers have to observe confidentiality on certain information or matter pertaining to the learner. 8. Refrain from talking about learner's faults among themselves 9. Maintain the general upkeep of the room and its surroundings free from any range 	<ol style="list-style-type: none"> 1. Conduct SLAC /training on handling behavior of learners 2. Have a calendar of activities in order to have no conflict of activities in the classroom. 3. Learn to be patient and exercise self-control when dealing with learners and co-teachers. 4. Be fair and firm 5. Always monitor and be around when learners as they accomplish classroom activities 6. Code of Ethics for professional teachers should always be the bible of teachers 7. Observe data privacy always. 8. Keep learners observation reports confidential 9. Always Maintain the general upkeep of the room and its surroundings free from any hazards, enjoin the learners to clean the room.
DEALING WITH LEARNER BEHAVIOR	<ol style="list-style-type: none"> 1. Place the difficult student (manifesting misbehavior) near the teacher. Find out what is really going on. The learner might need to take a safe seat to re-group. 2. Get parents involved in their child's education. Inform the parents about the misbehavior of the child. 3. Try to reach that learner; the negativity may be a defense for something deeper. 4. Define your expectations and help learners understand there are consequences for unwanted behavior. 5. The learners that are behaving get rewarded for that behavior. <p>Let the erring learner perform community service as a punishment.</p> <p>Let learner write back to back a promissory note not to do the offence again.</p>	<ol style="list-style-type: none"> 1. Have a sitting arrangement that will not degrade anybody. 2. Always have frequent communication with parents regarding their children's behavior and accomplishments 3. Conduct regular homeroom guidance and counseling to all learners. Choose discipline techniques that will encourage positive behavior 4. At the start of the class, learners should have been informed of what you expect from them. Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom. 5. Establish a reward system to boost their morale.

INSTRUCTIONAL DELIVERY	1.Encourages interactive decision-making and cooperation amongst learners. 2.Concise amount of information imparted to learners for them to clearly grasp the instructions given. Exhibits a respectful stature to display a firm and bold approach in delivering instructions. 3.Entertains questions or inquiries from learners when there are concerns. 4.Observe students' behaviors on how instructions are performed and accomplished. 5.Understands that problems may arise because of individual differences among learners and various levels of comprehension. 6. Provides examples and illustrations for better understanding.	1.Interactive activities should be done in the classroom Orderly flow of activities such as seatwork, lectures, discussions, and group work. 2.Post on a visible board information and other rules and regulations for the students to follow 3. All concerns of the learners should be given attention. 4. Provide feedback to outputs of the learners from their activities for them to learn and improve. 5 Use differentiated instructions to all types of learners. 6.See to it that examples and illustrations for better understanding are provided.
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SURVEY QUESTIONNAIRE

Part I. PROFILE OF RECONDENTS

Direction: Please supply the necessary information as requested by placing a check (✓) mark on the space provided for each item.

Name (optional): _____

1. Highest Educational Attainment:

- BSE/BEEEd/BSIT
 BSE/BEEEd/BSIT with M.A /MS units
 BSE/BEEEd/BSIT with Academic Requirements
 Full-fledged MA/MS Graduate
 with Doctoral units
 Doctoral Degree
 Others, pls. specify _____

2. No. of years of teaching

- 1 - 3 years _____
 4 – 6 years _____
 7 - 10 years _____
 11 - up years _____

3. No. of Related Seminars/in-service training programs attended

- District _____
 Division _____
 Regional _____
 National _____
 International _____

4. Performance Rating based on IPCRF

- Outstanding _____
 Very Satisfactory _____
 Satisfactory _____
 Unsatisfactory _____

PART II. CLASSROOM MANAGEMENT PRACTICES OF THE TEACHERS IN THE PUBLIC ELEMENTARY SCHOOLS

Directions: Rate the following classroom management activities as to the extent of practice . Please be guided by the scale provided.

Scale	Point-Range	Descriptive Equivalent
4	3.25-4.00	Always Practiced
3	2.50-3.24	Moderately Practiced
2	1.75-2.49	Slightly Practiced
1	1.00-1.74	Not Practiced At All

A. CLASSROOM ENVIRONMENT

Item	INDICATORS	4	3	2	1
1	Adequate knowledge of likely patterns of behavior and effectively handling situations				
2	Sufficient awareness of events and control over activities occurring in the classroom				
3	Always exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers				
4	Teachers must not play favorites among learners and must not give certain students special favors				
5	Efficiently manages and organizes learners as they accomplish classroom activities				
6	Ability to maintain discipline and sincere effort to know and guide the learners				
7	Adheres to code of ethics for professional teachers				
8	Teachers have to observe confidentiality on certain information or matter pertaining to the learner.				
9	Refrain from talking about learner's faults among themselves.				
10	Maintain the general upkeep of the room and its surroundings free from any hazards				

B. DEALING WITH STUDENTS BEHAVIOR

Item	INDICATORS	4	3	2	1
1	Place the difficult student (manifesting misbehavior) near the teacher.				
2	Get parents involved in their child's education. Inform the parents about the misbehavior of the child.				
3	Find out what is really going on. The learner might need to take a safe seat to re-group.				
4	Try to reach that learner; the negativity may be a defense for something deeper.				
5	Choose discipline techniques that will encourage positive behavior .				
6	Define your expectations and help learners understand there are consequences for unwanted behavior.				
7	Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom.				
8	The learners that are behaving get rewarded for that behavior.				
9	Let the erring learner perform community service as a punishment.				
10	Let learner write back to back a promissory note not to do the offence again.				

C.INSTRUCTIONAL DELIVERY

Item	INDICATORS	4	3	2	1
1	Encourages interactive decision-making and cooperation amongst learners.				
2	Orderly flow of activities such as seatwork, lectures, discussions, and group works.				
3	Concise amount of information imparted to learners for them to clearly grasp the instructions given.				
4	Exhibits a respectful stature to display a firm and bold approach in delivering instructions.				
5	Entertains questions or inquiries from learners when there are concerns.				
6	Observe students' behaviors on how instructions are performed and accomplished.				
7	Provides feedback to outputs of the learners from their activities for them to learn and improve.				
8	Understands that problems may arise because of individual differences among learners and various levels of comprehension.				
9	Provides examples and illustrations for better understanding.				
10	Use differentiated instructions to all types of learners.				

PART III. PROBLEMS IN CLASSROOM MANAGEMENT PRACTICES BEING ENCOUNTERED BY THE PUBLIC ELEMENTARY SCHOOLS

Instruction: The items below are the problems in classroom management practices being encountered by the teachers in the public elementary schools. Please answer it by checking on the appropriate box below using the scale given.

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Very Serious
4	3.41 - 4.20	Serious
3	2.61 - 3.40	Moderately Serious
2	1.81 – 2.60	Fairly Serious
1	1.00 – 1.80	Not Serious

A. CLASSROOM ENVIRONMENT

Item	INDICATORS	4	3	2	1
1	Adequate knowledge of likely patterns of behavior and effectively handling situations				
2	Sufficient awareness of events and control over activities occurring in the classroom				
3	Always exercise extraordinary diligence, self-control, and patience when dealing with learners and co-teachers				
4	Teachers must not play favorites among learners and must not give certain students special favors				
5	Efficiently manages and organizes learners as they accomplish classroom activities				

6	Ability to maintain discipline and sincere effort to know and guide the learners				
7	Adheres to code of ethics for professional teachers				
8	Teachers have to observe confidentiality on certain information or matter pertaining to the learner.				
9	Refrain from talking about learner's faults among themselves.				
10	Maintain the general upkeep of the room and its surroundings free from any hazards				

B. DEALING WITH STUDENTS BEHAVIOR

Item	INDICATORS	4	3	2	1
1	Place the difficult student (manifesting misbehavior) near the teacher.				
2	Get parents involved in their child's education. Inform the parents about the misbehavior of the child.				
3	Find out what is really going on. The learner might need to take a safe seat to re-group.				
4	Try to reach that learner; the negativity may be a defense for something deeper.				
5	Choose discipline techniques that will encourage positive behavior .				
6	Define your expectations and help learners understand there are consequences for unwanted behavior.				
7	Clearly write out and define each rules and regulations you have, and post them in a visible spot in the classroom.				
8	The learners that are behaving get rewarded for that behavior.				
9	Let the erring learner perform community service as a punishment.				
10	Let learner write back-to-back a promissory note not to do the offence again.				

C.INSTRUCTIONAL DELIVERY

Item	INDICATORS	4	3	2	1
1	Encourages interactive decision-making and cooperation amongst learners.				
2	Orderly flow of activities such as seatwork, lectures, discussions, and group works.				
3	Concise amount of information imparted to learners for them to clearly grasp the instructions given.				
4	Exhibits a respectful stature to display a firm and bold approach in delivering instructions.				
5	Entertains questions or inquiries from learners when there are concerns.				
6	Observe students' behaviors on how instructions are performed and accomplished.				

7	Provides feedback to outputs of the learners from their activities for them to learn and improve.				
8	Understands that problems may arise because of individual differences among learners and various levels of comprehension.				
9	Provides examples and illustrations for better understanding.				
10	Use differentiated instructions to all types of learners.				



Appendix A

PERMIT TO CONDUCT THE STUDY

Lyceum Northwestern University
Institute of Graduate and Professional Studies
Dagupan City

January 30, 2024

Vivian Luz S. Pagatpatan, CESO VI
Schools Division Superintendent
Pangasinan II Division
Binalonan, Pangasinan

Madam:

I am a graduate student of Lyceum Northwestern University, Institute of Graduate and Professional Studies, Dagupan City. I am conducting a research entitled **CLASSROOM MANAGEMENT PRACTICES OF TEACHERS IN THE PUBLIC ELEMENTARY SCHOOLS OF MANGALDAN, PANGASINAN**

This research is conducted as a requirement of the course Doctor of Education, major in Educational Administration.

In this connection, I would like to request your office permission to conduct such study. Hopefully, the result of this study will be of help to teachers and administrators in improving the performance of learners in Special Education.

Thank you very much your favorable approval on this matter. I am

Very truly yours,

Noted:

Sgd.CHENIELYN A.LORENZO
Researcher

Sgd.PRISCILLA R. CASTRO Ed. D.
Adviser

Approved:

Sgd VIVIAN LUZ S. PAGATPATAN, CESO VI
Schools Division Superintendent

PERMIT TO FLOAT QUESTIONNAIRES

Lyceum Northwestern University
Institute of Graduate and Professional Studies
Dagupan City

January 30, 2024

Vivian Luz S. Pagatpatan, CESO VI
Schools Division Superintendent
Pangasinan II Division
Binalonan, Pangasinan

Madam:

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Researcher

Sgd.PRISCILLA R. CASTRO Ed. D.
Adviser

Approved:

Sgd VIVIAN LUZ S. PAGATPATAN, CESO VI
Schools Division Superintendent

Research Through Innovation