

CLASSROOM MANAGEMENT TECHNIQUES AND TEACHING PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS IN MONTEVISTA, DAVAO DE ORO

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ABSTRACT

The performance of a teacher, particularly during the pandemic when they should be more competent, is one of the several factors that ensure that the learning process operates properly. Despite the fact that professional development has frequently been stressed as a crucial component of teacher training to increase performance, some people blame this subpar performance on the inadequacy and inappropriateness of the outdated techniques of teacher professional development. By publicizing their poor performance and declining efficacy, the public frequently creates an unfavorable perception of teaching and the teachers by evaluating the quality of instruction. The research study utilized quantitative descriptive-survey correlational research design in order to determine the relationship between the classroom management skills and teaching performance of public elementary school teachers in the municipality of Montevista, Davao de Oro. The results of this study revealed that the level of classroom management techniques was high. Specifically, in terms of discipline, teaching and learning, and personal dimension, the results were high. Meanwhile, the overall teaching performance of teachers was also interpreted as very satisfactory. Finally, the result of correlation was not significant between the two variables, which means that any improvement in the classroom management techniques do not affect the teaching performance. Based on these results, the researcher recommends the conduct of seminar-workshops and trainings that can be helpful to sustain the performance of teachers and that would serve as a great opportunity to venture new ways to improve their classroom management skills.

Keyword: - Education, Classroom Management Techniques, Teaching Performance, Descriptive-correlational, Philippines

1. INTRODUCTION

There are numerous things that make the learning process running properly, but the main one is a teacher's performance especially during the time of pandemic when they should be more competent [1]. With this, the public has been scrutinizing the quality of teaching, who frequently foster a negative impression of teaching and teachers by highlighting their poor performance and falling efficacy [2]. Others attribute this poor performance on the inadequacy and inappropriateness of the old methods of teacher professional development, despite the fact that professional development has often been emphasized as a critical component of teacher training to improve performance. Previous studies continue to see a failing educational system, with teachers' instructional performance

being one of the numerous and varied contributing reasons, more so with the challenges of online learning because of the COVID-19 pandemic heavily impacting the teaching ability of the teachers [3].

The absence of face-to-face interaction and the lack of suitable trainings to address the inherent negative effects of the pandemic towards the teachers gravely affected their teaching performance to an extent where the digital divide is already felt. This situation made the researcher want to know the performance of the teachers in class and if classroom management techniques [4] could influence teaching performance of teachers as it is assumed to be part of the teachers' duty affecting students' overall performance [5].

1.1 Classroom Management Techniques

Classroom management methods encompass the various strategies that teachers employ on a daily basis to create a pleasant classroom atmosphere that is structured, engaging, and productive, as well as one that promotes student learning and progress [6] [7]. Teachers utilize classroom management strategies such as rewards and punishment to increase their productivity because they provide a rapidly and easily applied way to react to misbehavior, giving the teacher the feeling of keeping students under control [8]. Classroom management techniques entailed creating and reinforcing norms and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and keeping an acceptable mental frame for management [9]. Hence, the concept of classroom management boils down to the various techniques used by a teacher tapping on discipline, teaching and learning, and personal dimensions [10].

1.2 Teaching Performance

Establishing close relationships with students and constructing learning environments that promote understanding are essential for effective teaching and learning, and a passionate teacher is the one who can offer these opportunities as evidenced in their work performance [11]. Specifically, teachers' work performance is the result and development that a teacher achieves in carrying out their designated tasks and responsibilities based on their teaching abilities, academic credentials, professional experience, resources, perception, personalities, ability to motivate students, sincerity in their instruction, and attitudes towards students [12]. Furthermore, in accordance with teaching performance, which includes knowledge of teaching methods, attitude, and student success, self-confidence, which is directly cultivated by teachers, favorably influences students' work quality and learning objectives with their learning expertise [13].

2. METHODOLOGY

This study utilized a quantitative descriptive-correlational research design. The study was conducted in the municipality of Montevista, Davao de Oro, specifically, in the eleven identified public elementary schools of some barangays randomly picked. There were 147 total number of public elementary school teachers who participated in the survey.

2.1 Instruments

The researchers used two research instruments in this study. To measure the teachers' level of classroom management, the researcher adapted the Inventory of Classroom Management Techniques (ICMT), a 57-item survey questionnaire divided into three dimensions which individually expresses the various techniques a teacher uses in managing a class. On the other hand, the Classroom Observation Tool (COT) from Department of Education (DepEd) was also used to measure the teaching performance of the public-school teachers. It is a 9-item rating sheet that expresses the criteria that should be achieved when teachers are being observed in the class. The rating/ score obtained by the teacher was used as the data for the teaching performance.

A five-point Likert Scale was used to evaluate the classroom management techniques. The range of mean is provided with corresponding descriptive equivalents and interpretation. The teachers' level of classroom management was measured using a five-point Likert Scale ranging from very high to very low.

2.2 Statistical Tools

The mean and Pearson product moment correlation were the statistical tools used in this study.

3. RESULTS

This section presents the results to the first statement of the problem that examines the level of classroom management techniques in terms of discipline, teaching and learning, and personal dimension.

3.1 Classroom Management Techniques

Table 1 presents the level of classroom management techniques of teachers in terms of Discipline. As presented, the item 'I provide positive reinforcement to students for appropriate behavior (e.g., special helper, extra computer time, tangible rewards)' obtained the highest mean level with a value of 4.25 with a descriptive rating of high.

Meanwhile, the item 'I ignore misbehavior that is non-disruptive to class' and 'I send students home for aggressive or disruptive behavior' got a descriptive rating of moderate with mean values of 3.15 and 3.01 respectively. Finally, the item 'I send students to the principal's office for misbehavior' as a form of punishment got the lowest mean level with a value of 2.59 with a descriptive rating of moderate.

The indicator, discipline, got an overall weighted mean of 3.88, with a descriptive rating of high. The result revealed that the public-school teachers' way of doing discipline is oftentimes manifested. This means that the teachers appropriate disciplining methods help the learners learn better which also helps the execution of good classroom management.

Table-1: Classroom Management in terms of Discipline

	Mean	Descriptive Rating
I involve students in establishing rules and procedures.	4.15	High
I share with students the reasons behind the disciplinary approach(es) I use.	4.10	High
I provide positive reinforcement to students for appropriate behavior (e.g., special helper, extra computer time, tangible rewards)	4.25	High
I make students aware of consequences for misbehavior (e.g., loss of breaktime, extra classroom time).	4.08	High
I use class time to reflect on appropriate behavior with students as a group.	4.05	High
I redirect inappropriate behavior on the spot, using loud voice.	4.16	High
I ignore misbehavior that is non-disruptive to class.	3.15	Moderate
I use short verbal cues to stop misbehavior (e.g., say student's name aloud, use "shh" sound).	3.98	High
I use self-assessment forms for students to evaluate their own behavior (e.g., checklists).	3.99	High
I inform parents about classroom expectations.	3.91	High
I send for parents to report inappropriate behavior.	4.16	High
I collaborate with parents on a home- school behavior plan.	4.09	High
I teach parents activities to do with students at home to reinforce good behavior at school.	4.09	High
I inform parents about the policies regarding the use of mobile phones at school.	3.99	High
I inform parents about social networks and their correct use (e.g., "Facebook", "Twitter", "Instagram").	4.16	High
I send students home for aggressive or disruptive behavior.	3.01	Moderate
I send students to the principal's office for misbehavior.	2.59	Moderate
Overall Mean	3.88	High

Table 2 shows the level of classroom management techniques in terms of teaching and learning. As shown in the table, the item 'I prepare students for transitions and interactions (e.g. bathroom rules, moving from one classroom to another) using predictable routines' got the highest mean level with a value of 4.24 described as high.

In contrast, the item that got the lowest mean is 'I monitor students' work spending equal amount of time in all quadrants of the classroom' with a value of 3.97 described as high.

Overall, the indicator 'Teaching and Learning' got an overall weighted mean of 4.09 described as high. The result indicated that the public-school teachers oftentimes exhibit effective teaching and learning skills among the students. Through this, the classroom management techniques are shown to be regarded with high importance by these teachers.

Table-2: Classroom Management in terms of Teaching and Learning

	Mean	Descriptive Rating
I take into account different learning styles when preparing the lesson.	4.05	High
I take into account students' previous knowledge to plan the activities based on their level.	4.09	High
I establish routines for group work when needed.	4.07	High
I start the lesson by giving students an opportunity to set their own learning goals.	4.13	High
I make sure that the learning goals are clearly stated for students to understand them (e.g. displaying them on the board, saying them out loud).	4.17	High
I organize the activities into logical stages to fulfill the objectives of the lesson.	4.07	High
I use different types of seating arrangements depending on the type of activity students are assigned to do.	4.07	High
I prepare students for transitions and interactions (e.g., bathroom rules, moving from one classroom to another) using predictable routines.	4.24	High
I create extra activities for students to work when they have completed their main task.	4.18	High
I assign advanced students as assistants to help weaker learners in the completion of their tasks.	4.07	High
I start the lesson in an unusual manner to catch students' attention (e.g., telling an amusing story or personal anecdote; starting in a very quiet or low voice).	4.05	High
I model the task to demonstrate what students are expected to do (e.g., role playing the task with a student, assigning a student to demonstrate the task).	4.01	High
I use concept check questions to make sure instructions are understood (e.g., "what do you have to do first?", "do you have to work in pairs or in groups?").	4.02	High
I use body language to make instructions understandable.	4.07	High
I keep English simple and clear (e.g., trying to pronounce every word well, using appropriate pacing according to students' English level).	4.00	High
I monitor students' work spending equal amount of time in all quadrants of the classroom.	3.97	High
I respond to students' answers using verbal praising (e.g., "Brilliant!", "Great!", "Nice job!").	4.01	High
I respond to students' incorrect answers validating students' participation (e.g., "that's partly correct", "good effort").	4.05	High
I give students instructions on how to report their completed work.	4.17	High
I finish the class with a reflection activity about the lesson (e.g., written reflection, oral reflection, report on what was learnt).	4.19	High
Overall Mean	4.09	High

Table 3 presents the level of classroom management techniques in terms of the personal dimension. As revealed in the table, the items 'I help students to develop their ability to make decisions by themselves', 'I use problem solving scenarios with students to develop their problem-solving skills', and 'I promote students' responsibility in my classroom practice' attained a descriptive rating of high with the mean values 4.26, 4.23, and 4.20, respectively.

On the other hand, the items 'I talk with students' previous teachers to gather information about students', 'I incorporate students' personal interests into teaching', and 'I help students to become aware of their own thinking' were described as high and got the mean values 4.03, 4.04, and 4.04 respectively.

The indicator, personal dimension, generally obtained a weighted mean value of 4.11 described as high, which means that it is oftentimes manifested. This result means that the public-school teachers practice involvement

Table-3: Classroom Management in terms of Personal Dimension

	Mean	Indicator
I attempt to be “Me” rather than “the Teacher” to make students feel I am approachable.	4.12	High
I learn students’ names to recognize them as individuals.	4.12	High
I interact with students as individuals.	4.10	High
I use eye contact to make students feel I care about what they say and do.	4.12	High
I learn about the different types of students’ personal and social needs (e.g., using ‘getting to know each other activities’, questionnaires).	4.07	High
I incorporate students’ personal interests into teaching.	4.04	High
I encourage creativity and self-expression in students.	4.08	High
I talk with students’ previous teachers to gather information about students.	4.03	High
I praise individual accomplishments and important events in students’ lives.	4.11	High
I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her.	4.06	High
I begin the lesson with activities to reinforce a sense of collaboration among students.	4.14	High
I encourage students to be respectful one another.	4.15	High
I promote positive social values (e.g., helping, sharing, being patient).	4.08	High
I encourage students to reach an agreement through conversations to resolve any issue.	4.09	High
I teach students to work together cooperatively toward academic goals.	4.13	High
I use problem solving scenarios with students to develop their problem-solving skills.	4.23	High
I promote students’ responsibility in my classroom practice.	4.20	High
I promote respect for cultural diversity in the classroom.	4.07	High
I help students to become aware of their own thinking.	4.04	High
I help students to develop their ability to make decisions by themselves.	4.26	High
Overall Mean	4.11	High

3.2 Summary on the Level of Classroom Management Techniques

Presented in Table 4 is the summary on the level of classroom management techniques which garnered an overall mean score of 4.03 interpreted as high which means that teachers’ classroom management techniques are oftentimes manifested. Of all the three dimensions, personal dimension has the highest mean score with 4.11 with a descriptive equivalent of oftentimes while discipline obtained the lowest mean score of 3.88 with a descriptive equivalent of oftentimes.

Table-4: Summary on the Level of Elementary Public School Teachers’ Classroom Management Techniques in terms of the Determined Indicators

	Mean	Interpretation
Discipline	3.88	Oftentimes
Teaching and Learning	4.09	Oftentimes
Personal	4.11	Oftentimes
Overall Mean	4.03	Oftentimes

3.3 Teaching Performance

This section presents the results to the second statement of the problem that examines the level of teachers’ teaching performance of elementary public-school teachers.

Table 5 presents the level of teachers' teaching performance as measured by the classroom observation tool. The table revealed that it has a total mean of 4.09 which means very satisfactory. Moreover, all the items obtained a descriptive rating of very satisfactory, but among them, the item 'manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments' got the highest mean level with a value of 4.32, described as very satisfactory.

Meanwhile, the item 'selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals' obtained the lowest mean level with a value of 3.94, described as very satisfactory.

The result disclosed that the public elementary school teachers manifest a high competence in instructional performance, specifically in managing classroom structure to facilitate learning engagement that foster individuality and interdependence towards discovery of learning. Teachers perform the necessary tasks to properly deliver the instruction to the learners in a learner-appropriate manner.

Table-5: Teachers' Level of Teaching Performance

	Mean	Descriptive Rating
Applies knowledge of content within and across curriculum teaching areas	4.14	Very Satisfactory
Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	4.20	Very Satisfactory
Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills	4.10	Very Satisfactory
Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments	4.32	Very Satisfactory
Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	4.01	Very Satisfactory
Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	3.91	Very Satisfactory
Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts	4.10	Very Satisfactory
Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals	3.94	Very Satisfactory
Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements	4.06	Very Satisfactory
Overall Mean	4.09	Very Satisfactory

3.4 Correlation of Variables

Table 6 presents the relationship between the independent variable, classroom management techniques, and the dependent variable, teachers' teaching performance. The table reveals that the p-value is .320 which is greater than 0.05 as the set level of significance. This means that there is no significant relationship between classroom management techniques and the teachers' teaching performance. Hence, this result connotes that any improvement in the classroom management techniques has no impact to the teaching performance. This further implies that teaching performance is not reliant to classroom management techniques.

Table-6: Correlation between Classroom Management Techniques and Teachers' Teaching Performance

Variables	p-value	Remarks
Classroom Management Technique	.320	Not significant

Teaching Performance		
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4. DISCUSSION

4.1 Classroom Management Techniques in terms of the Determined Indicators

The personal-related techniques for classroom management turned out to be the highest compared to the other indicators. This could be attributed to the idea that feelings and emotion, the ability of teachers to sympathize and encourage among others on a personal level seemed to impact classroom climate resulting to effective classroom management. Discipline, as a classroom management technique, obtained the lowest mean score among the all the indicator which meant that any acts of doing discipline in class is avoided by teachers as much as possible as this can negatively affect learners, unless there is a need for it.

Classroom management methods encompass the various strategies that teachers employ on a daily basis to create a pleasant classroom atmosphere that is structured, engaging, and productive, as well as one that promotes student learning and progress [6] [7]. Establishing expectations, monitoring student behavior, and anticipating and responding to student needs are all examples of these practices [14]. Macías also mentioned that classroom management entailed creating and reinforcing norms and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and keeping an acceptable mental frame for management [9].

4.2 Teaching Performance

Teachers manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments. This implies that teachers religiously put emphasis on the classroom structure to provide equal opportunities for students to be engaged in classroom activities, either individually or by group. This supports the claim of Masaleno [13] that knowledge of teaching methods, attitude, and student success, self-confidence, which is directly cultivated by teachers, favorably influences students' work quality. Further, only passionate teacher can offer these opportunities [11].

4.3 Correlation of Variables

The result reveals that there is no significant relationship between classroom management techniques and the teachers' teaching performance as indicated in the .320 p-value, which is greater than 0.05 as the set level of significance. Hence, this result connotes that any improvement in in the classroom management techniques has no impact to the teaching performance. This further implies that teaching performance is not reliant to classroom management techniques.

This result agrees to the finding that classroom management techniques have no significant impact on the teaching performance of the teachers [15]. This is also in consonance to the findings that there was an insignificant correlation between classroom methodologies and teaching performance that affected the EFL students which uncovers that teachers must take into account other strong factors, such as learners' and learning systems, teaching strategies, and administration processes to achieve successful results and help improve their teaching performance [16].

4. CONCLUSIONS

The findings of this study revealed that the level of classroom management techniques among public elementary teachers in the municipality of Montevista, Davao de Oro are generally high. Moreover, the teaching performance among these teachers are generally very satisfactory. It can also be concluded that there is no significant relationship between the classroom management techniques and the teaching performance of public elementary teachers in the municipality of Montevista, Davao de Oro.

5. RECOMMENDATIONS

The study recommended to:

1. constantly monitor and evaluate the performance of teachers and provide immediate feedback to improve their instruction as this will give insights for future improvements in their teaching ability. Seminar-workshops and

trainings can also be helpful to sustain the already satisfactory performance of teachers and will be a great opportunity to venture new ways to improve their classroom management skills.

2. use the results as premise for future intervention or whatever else is required to address the teachers' performance and their classroom management skills.

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