

INDIGENOUS PEOPLES TEACHERS' CLASSROOM MANAGEMENT SKILLS AND TEACHING EFFECTIVENESS

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ABSTRACT

The study sought to examine the level of classroom management skills and teaching effectiveness of indigenous peoples teachers. Classroom management skills were limited to self-discipline approach, instructional approach and desist approach. Teaching effectiveness included instructional delivery, teaching strategy and pedagogical content knowledge. It also ascertained the relationship and influence of the level of classroom management skills on teaching effectiveness. Elementary indigenous peoples teachers of Kidapawan City Division for School Year 2020-2021 were the respondents of the study. The study made use of the quantitative design, particularly descriptive-correlational. Descriptive method was used to describe the level of teachers' classroom management skills and teaching effectiveness. The correlational method was used to determine the relationship and influence of the level of classroom management skills and teaching effectiveness. Findings showed that indigenous peoples teachers' classroom management skills in terms of self-discipline approach, instructional approach, desist approach were managed. Indigenous peoples teachers were effective in terms of instructional delivery, teaching strategy and pedagogical content knowledge. Teachers' classroom management skills had significant relationship with teaching effectiveness. Classroom management skills in terms of self-discipline approach had significant relationship with teaching strategy and pedagogical content knowledge, while classroom management skills in terms of instructional approach had significant influence with instructional delivery. Teachers' classroom management skills significantly influenced teaching effectiveness. Classroom management skills in terms of instructional approach had significant influence on instructional delivery; while self-discipline was a significant predictor of teaching strategy and pedagogical content knowledge.

Keyword : *Indigenous Peoples, teachers' classroom management skills, teaching effectiveness.*

1. INTRODUCTION

Poor school performance in the Philippines impairs learners' prospects of entering higher education institutions and jeopardizes job placement opportunities, reducing the active role of individuals in national development in most situations. The prosperity of a school, like any other institution, depends on excellent teachers.

Learning is one of the abilities that teachers require for effective education. Classroom management is an ongoing process in which teachers have to decide on various situations such as where and with whom students should sit, which teaching methods should be followed, how motivating and participating students can be ensured, which materials to use, how misbehaviors, etc. should be handled [1].

The effectiveness of teachers in classroom management depends on their educational backgrounds and their abilities and experiences in classroom management. The research stated that, most teachers spend a lot of time on teaching, are incompetent and require training [2].

Service training is done to enhance teacher's skills in the classroom management. Stated in Turkish literature the study of teachers' attitudes, abilities and experiences on administration of the classrooms was

connected to their capabilities [3]. However, in their study, Ravkin [4] discovered that education credentials of teachers are not substantially linked to the management abilities and efficiency of teachers in instructing class.

Successful classroom management is usually thought to be strongly associated with effective education. Because the management of the classroom is a common word that is impacted by many variables, the efficiency of the classroom environment depends on how teachers deal with these issues and offer a good and welcoming atmosphere to their pupils [5]. A comprehensive study of the facts affecting effective management of the classroom and appropriate teacher training on how to handle them would allow unmanageable classroom to be managed, resulting in an effective learning and teaching process instantly [6].

Thus, the researcher examined whether there existed a relationship and influence of indigenous peoples teachers' classroom management skills on their teaching effectiveness.

2. METHODOLOGY

This study was conducted at all IP elementary schools in Kidapawan City Division for School Year 2020-2021. Kidapawan City Division consisted of Five Districts which are District I, District II, District III, District IV, and District V. The respondents in this study were the IP teachers and school heads from all elementary schools in Kidapawan City Division. A quantitative research design, particularly descriptive-correlational, was utilized in this study. The correlational method was used to determine the relationship and influence of the level of classroom management skills and teachers' teaching effectiveness.

The respondents included in the study were teachers and school heads that are members of the Indigenous People. This study used a self-made survey questionnaire which was subjected to validation in order to determine the validity and reliability of each indicator. Using the Cronbach Alpha test, it generated a result of 0.824 which means that the indicators in the questionnaire were reliable. The survey instrument was composed of two (2) parts. Part I was used to gather data on the level of classroom management skills in terms of self-discipline approach, instructional approach and desist approach. Part II was used to gather data on the level of teachers' teaching effectiveness in terms of instructional delivery, teaching strategy and pedagogical content knowledge.

The data gathered were tabulated, analyzed and interpreted using the various statistical treatments. Mean and Weighted Mean were used to determine the level of classroom management skills and teachers' teaching effectiveness. Pearson Product Moment of Correlation was used to determine the significant relationship between the level of classroom management skills and teachers' teaching effectiveness. Multiple Regression was used to determine the significant influence of teachers' level of classroom management skills on teaching effectiveness.

3. RESULTS AND DISCUSSION

Relationship of the Classroom Management Skills and the Teaching Effectiveness

The correlation matrix in Table 1 reveals the relationship of the IP teachers' classroom management skills and their teaching effectiveness. The result revealed that classroom management skills in terms of self-discipline approach had significant relationship with teaching strategy ($r=-0.283^*$ and $p=0.048$) and pedagogical content knowledge ($r=-0.388^*$ and $p=0.015$). Meanwhile, classroom management skills in terms of instructional approach was significantly associated with instructional delivery ($r=-0.249^*$ and $p=0.047$). Since the presented r -values and probability values are lesser than the set 5% level of significance, the stated hypothesis is rejected.

This implies that teachers' self-discipline approach had significant correlation with teaching strategy and pedagogical content knowledge. The more the teacher builds and sets up working teacher-learner relationship and reduces the disruptive behavior using less aggressive approaches, the more effective will be her teaching strategy and pedagogical content knowledge. The teacher will have more mastery of the subject matter, and while doing so, she can detect misconceptions and errors of the learners and immediately corrects them.

This further implies that teachers' instructional approach is significantly related to instructional delivery. If the teacher has a well-planned and well-implemented instruction with learners who are involved and productive at all times, the better will be the instructional delivery. Classroom disruptions are reduced and learners better understand the instructional activities.

However, the negative correlation of self-discipline approach to teaching strategy and pedagogical content knowledge, and instructional approach to instructional delivery means that these classroom management skills are not practiced this time of pandemic as the new modality in teaching has shifted to remote teaching. Teachers do not

have any face-to-face interaction with the learners, thus they cannot fully exercise the classroom management skills in terms of self-discipline and instructional approach.

The findings reveal that the discipline is one of the most severe impediments to fostering efficient teaching. Proper management of the classroom leads to control and a suitable learning environment. Coloroso [7] further points out that, if learners have self-discipline, they become responsible for their actions.

In addition, Black [8] pointed out that the cornerstone of instructional approach for the classroom management is to put an end to most classroom difficulties through well-planned and well-implemented teaching. The assumption is that learners won't interrupt a well-organized lesson.

Table 1 Correlation matrix showing the relationship of the teachers' classroom management skills and the teaching effectiveness.

Classroom management Skills		Instructional delivery	Teaching Strategy	Pedagogical content knowledge
Self – discipline approach	Pearson r	-0.057	-0.283*	-0.388*
	Probability	0.729	0.048	0.015
Instructional approach	Pearson r	-0.249*	-0.020	-0.337
	Probability	0.047	0.905	0.406
Desist approach	Pearson r	-0.011	0.022	-0.057
	Probability	0.946	0.892	0.731

* = Significant at 5% level

Influence of the Classroom Management Skills on the Teaching Effectiveness in terms of Instructional Delivery

Table 2 presents the data on the combined influence of the classroom management skills of IP teachers on their teaching effectiveness. The result shows that classroom management skills had significant influence on teaching effectiveness in terms of instructional delivery (F-value=1.785 and p-value=0.048*). Having a probability value that is less than the set 5% level of significance, the stated hypothesis is rejected.

In fact, 16.6% of the variation of teaching effectiveness in terms of instructional delivery was accounted by the teachers' classroom management skills. The remaining 83.4% was accounted by some indicators not included in the study.

Among the classroom management skills of IP teachers, instructional approach was found to have the significant influence on the teaching effectiveness of the teachers in terms of instructional delivery.

This implies that IP teachers' teaching effectiveness is influenced by their classroom management skills. If teachers have well-planned and well-implemented instruction and are able to promote positive school climate where learners can learn and grow, there will be better delivery of information and activities that will facilitate attainment of specific learning goals. However, the negative correlation as shown by the data implies that the instructional approach can only be an effective predictor for instructional delivery if there is a face-to-face interaction between the teacher and the students. With the remote teaching and learning modality that is being adopted in this pandemic, classroom management skills are difficult to demonstrate or perform.

Research shows that teacher management in classrooms has the biggest effect on instruction in classrooms. Kounin [9] and Jones [10] proved further that teacher who used a classroom management in instructional approach minimize most management issues by active engagement of students in high interest courses that target their interests, needs, and skills. This encourages students to study, participate in constructive activities, and self-regulate their behavior.

Table 2 Influence of the classroom management skills on the teachers' teaching effectiveness in terms of instructional delivery.

Skills	Coef. B	Std. Error	t – value	Probability
(Constants)	5.197	0.923	5.629	0.000
Self – discipline approach	0.023	0.117	0.192	0.848
Instructional approach	-0.204	0.137	-1.491	0.045*
Desist approach	0.017	0.154	0.112	0.912

Multiple R = 0.163 F – Value = 1.785
 Probability = 0.048* * = Significant at 5% level

Influence of the Classroom Management Skills on the Teaching Effectiveness in terms of Teaching Strategy

Table 3 presents the data on the combined influence of the IP classroom management skills on their teaching effectiveness, The result shows that classroom management skills significantly influenced teaching effectiveness in terms of teaching strategy (F-value=1.433 and p-value=0.045*). Having a probability value that is less than the set 5% level of significance, the stated hypothesis is rejected.

In fact, 13.6% of the variation of teaching effectiveness in terms of teaching strategy was accounted by the teachers' classroom management skills. The remaining 86.4% was accounted by some factors not captured in the study.

Among the classroom management skills of IP teachers, self-discipline approach was found to have the significant influence on the teaching effectiveness of the teachers in terms of teaching strategy.

This implies that teaching effectiveness in terms of teaching strategy is influenced by the self-discipline approach of the teachers. If teachers are able to develop and influence the students to have inner discipline and self-confidence, they can have more focus on their teaching strategies because there are no disruptions in the flow of the lesson. However, self-discipline can pose negative influence on teaching strategy. If the teacher does not collaborate with the learners to assess their misconduct, and if disruptive behavior is not reduced, teaching effectiveness will be affected. Classroom management cannot also be fully performed in this time of pandemic.

This is consistent with Spencer and Spencer's [11] assertion that a teacher has total control over his or her classroom using a number of methods and approaches and promotes good student behavior. The technique of efficient classroom management makes your school the perfect learning environment for pupils to study and to work as best they can.

Table 3 Influence of the classroom management skills on the teachers' teaching effectiveness in terms of teaching strategy.

Skills	Coef. B	Std. Error	t - value	Probability
(Constants)	4.972	1.159	4.291	0.000
Self – discipline approach	-0.165	0.147	-1.123	0.049*
Instructional approach	0.046	0.172	0.270	0.789
Desist approach	0.004	0.193	0.023	0.982

Multiple R = 0.136 F – Value = 1.433
 Probability = 0.045* * = Significant at 5% level

Influence of the Classroom Management Skills on the Teaching Effectiveness in terms of Pedagogical Content Knowledge

Table 4 presents the data on the combined influence of the classroom management skills of IP teachers on their teaching effectiveness. The result reveals that classroom management skills had significant influence on teaching effectiveness in terms of pedagogical content knowledge (F-value=2.185 and p-value=0.015*). Since the probability value is less than the set 5% level of significance, the stated hypothesis is rejected.

In fact, 25.8% of the variation of teaching effectiveness in terms of pedagogical content knowledge was accounted by the teachers' classroom management skills. The remaining 74.2% was accounted by some indicators not included in the study.

Among the classroom management skills, self-discipline approach was found to be the best predictor of teaching effectiveness in terms of pedagogical content knowledge.

This implies that teachers' teaching effectiveness is influenced by classroom management skills. The reduction of disruptive behavior using less aggressive approaches and setting up of functional teacher-learner relationship can lead to improved teachers' pedagogical content knowledge. Teachers will have better conceptual and procedural knowledge in an environment where learners are taught to have self-discipline and confidence.

However, self-discipline approach has negatively influenced the pedagogical content knowledge of the teachers. Because in today's educational situation, learners are not involved in the assessment, then their disruptive behavior can adversely affect the teaching effectiveness of the teacher. Conversely, assessing the misconduct of learners in this time of remote education is not feasible.

Duckworth and Seligman [12] believe that self-discipline affects the academic achievement of learners. One of the reasons is the fact that self-disciplined learners do well on their time. They will also invest more time and effort learning and practicing, because they are aware of their accomplishment. Further, the achievement of teachers and pupils are related to stress experienced by the teachers [13]. However, teachers' instructional competence and students' school engagement are not significantly related [14].

Table 4 Influence of the classroom management skills on the teachers' teaching effectiveness in terms of pedagogical content knowledge.

Skills	Coef. B	Std. Error	t - value	Probability
(Constants)	6.106	0.938	6.509	0.000
Self – discipline approach	-0.284	0.119	-2.388	0.022*
Instructional approach	0.007	0.139	0.048	0.962
Desist approach	-0.084	0.156	-0.540	0.593

Multiple R = 0.258

Probability = 0.015*

F – Value = 2.185

* = Significant at 5% level

4. CONCLUSIONS

Classroom management skills of indigenous peoples teachers in terms of self-discipline approach, instructional approach, desist approach were managed.

Indigenous peoples teachers were effective in terms of instructional delivery, teaching strategy and pedagogical content knowledge.

Teachers' classroom management skills in terms of self-discipline approach had significant relationship with teaching effectiveness in terms of teaching strategy and pedagogical content knowledge; while instructional approach had relationship with instructional delivery.

Teaches' classroom management skills in terms of instructional approach significantly influenced teaching effectiveness in terms of instructional delivery; while self-discipline had significant influence on teaching strategy and pedagogical content knowledge.

In conclusion, classroom management skills can increase student participation and teaching effectiveness. Using classroom management skills are of great importance for teachers to manage the class, students' behavior and their learning.

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