

# Correlational Analysis of Classroom Management Style and Level of Teaching Performance

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## Abstract

The study aimed to investigate how classroom management styles affect the teaching performance of senior high school teacher-advisers of Barobo National High School. The research utilized the quantitative descriptive-correlation research design with 552 student respondents from 18 sections from Grades 11 and 12.

After the analysis and interpretation of data, findings revealed that in classroom management style, 11 teachers are authoritative, and 4 teachers are democratic. In terms of teaching performance based on the Individual Performance and Commitment Review Form (IPCRF), 10 of the teachers performed very satisfactorily, while 2 of them outstandingly. Furthermore, the teaching performance of the teachers as perceived by the students, revealed that learners are satisfied with the quality of their teaching with a rating of 3.18. Demographic profile of respondents as to age, sex, highest educational attainment, teaching experience, and seminars and training has no significant relationship to classroom management styles. Moreover, there is no significant relationship between classroom management style to teachers teaching performance based on IPCRF and quality of teaching. Regardless of the teacher's classroom management styles, it is likely that the teacher may acquire an outstanding, very satisfactory, or satisfactory level of teaching performance.

It is recommended in this study to conduct a seminar workshop on fostering teacher-student rapport, as this area has the lowest rating of 3.07. Monitoring and evaluation will follow to look at the effectiveness of the said activity.

Keywords: classroom management styles, quality teaching, teaching performance

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## Introduction

Classroom management relates to the variety of skills and techniques teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during a class (Education Reform, 2014). Classroom management styles aid the teacher in terms of student discipline and in promoting meaningful student learning work towards achieving an effective teaching performance (Guangco, 2008). Department of Education (DepED) recognizes the importance of effective teachers' performance based on the lifelong learning principle as evidence that good teaching is vital to raising student achievement. Quality learning is dependent upon quality teaching. Hence, enhancing teacher performance becomes of the utmost value for long-term and sustainable nation-building (DO 42 s. 2017).

Education in all its traditional and emerging forms maintains a rich and complex spirit. In a continually changing landscape, teachers endure by adapting, improving, and overcoming challenges, all to encourage and inspire future generations (McGraw Hill, 2018). Using classroom management style to control students' classroom actions is one of the most challenging tasks for teachers. Effective teaching and learning cannot take place in a poorly managed classroom. When chaos becomes the pattern, the teachers and students suffer (Corpuz & Salandanan, 2013).

In classroom settings, classroom management styles minimize the unnecessary actions that impede

learning for individual students and groups of students while maximizing the appropriate ways that facilitate or enhance learning (Education Reform,2014). However, students have a different levels of motivation, attitudes, and responses to specific classroom environments and instructional practices (Teach n' Kids Learn, 2015). According to Ddeubel (2010), classroom management is where most problems arise because the teacher doesn't know who they are and what they are doing. Seconded to Smith (2010), the role of the teacher as a socializing agent has been generally ignored. Wahyuni (2016) stressed that classroom management becomes a critical issue as teachers still disregard organizing or creating a conducive atmosphere in the class. Villena & de Mesa (2015) emphasize that teachers have different management styles and should know what works best for them.

As the process of providing learning environments that are safe, secure, fair, and supportive starts with the teacher (PPST, 2017), classroom management by teachers is an essential and integral aspect of teaching and managing learners (Vallejo 2018). In the context of the researcher, no formal studies in the workplace on teachers' classroom management styles and how they affect their performance. It is therefore vital to understand the different management styles to know ways of managing the class that can contribute in one way or another to its teaching performance.

### **Related Literature**

Classroom management refers to the wide variety of skills and techniques teachers use to ensure that their classroom runs smoothly without disruptive from students (Mulvahill, 2018). How teachers manage their classrooms is vital to achieving an effective learning environment. Educators know that all students learn differently and choosing the right instructional style can mitigate classroom issues and make good instruction possible (Lynch,2016).

There are several management styles that teachers exhibit. According to Baumrind (1971), classroom management styles of teachers can be on both degrees of control and level of involvement that can be classified into authoritative, authoritarian, permissive, and indulgent. The authoritative style is characterized by social principles, high expectations of appropriate actions, clear statements about why certain acts are acceptable and others are not acceptable, and warm student-teacher relationships. The authoritarian style is likely characterized by numerous regulations, is often seen as punitive and restrictive, and students have neither a say in their management nor seem to need explanations; the teacher's character is sometimes perceived as being cold, even punishing. The permissive style is characterized by a lack of participation, the environment is non-punitive, there are few demands on students, and there is more freedom while the indulgent style presents an environment where there are no demands on the student, and students are actively supported in their efforts to seek their ends using any reasonable means.

Classroom management is what a teacher does inside the classroom. As classroom managers, teachers manage the resources to facilitate learning. These resources include management of time, learning materials, and the learners themselves. poorly managed classroom exhibits inappropriate acts made by the student. On the other hand, discipline is controlled actions. If a teacher cannot control how learners should behave, learning will not occur (Corpuz & Salandanan, 2013).

### **Research Questions**

This study aimed to investigate the relationship between teachers' management styles and the Quality of Teaching of Senior High School Teachers in Barobo, Surigao del Sur for the School Year, 2019-2020.

Specifically, it sought answers to the following questions:

1. What is the profile of the senior high school teacher advisers in Barobo National High School in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 highest educational attainment;
  - 1.4 teaching experience;
  - 1.5 seminars and training attended?
2. What are the classroom management styles employed by senior high school teacher advisers as perceived by the students in Barobo National High School in terms of:
  - 2.1 authoritarian style;
  - 2.2 authoritative style;
  - 2.3 democratic style; and
  - 2.4 laissez-faire style?
3. What is the level of teaching performance of senior high school teacher advisers based on the Individual Performance Commitment and Review Form (IPCRF)?
4. What is the level of satisfaction of the students with the quality of teaching of senior high school teacher advisers in Barobo National High School?
5. Is there a significant relationship between the profile of the respondents and the classroom management styles employed by the senior high school teacher advisers in the classroom?
6. Is there a significant relationship between teachers' classroom management style to their teaching performance based on the Individual Performance Commitment and Review Form (IPCRF)?
7. Is there a significant relationship between the teachers' classroom management styles to the level of satisfaction of the students with the quality of teaching of senior high school teacher advisers?
8. Based on the result, what plan can be proposed?

### **Research Methodology**

The research utilized the quantitative descriptive-correlation method. The descriptive correlation is based on observation, of an event or events, from which theories may later be developed to explain the observations. It also measures the relationship between two or more variables and indicates how one variable may predict another. This study determines the degree and relationship between teacher quality of teaching and classroom management styles of senior high school teachers, moreover, it will determine the relationship between the stated variables.

The respondents of the study were five-hundred thirty-two (532) students from Senior High School in Barobo National High School. Sampling employed is convenience sampling with complete enumeration.

### **Discussion of Results and Recommendations**

This chapter presents the data gathered for descriptive and statistical analysis and interpretation of findings.

### **Profile of Teacher-respondents**

The profile of the respondents revealed specific information to the Senior High School Adviser Teachers of BNHS regarding their age, sex, highest educational attainment, teaching experience, and seminars

and training being attended.

As to age, most of the respondents belonged to the bracket 20-30 years old which consisted of 47% of the respondents. Meanwhile, bracket 31-40 years old consists of 33% of the respondents, and bracket 41-50 years old consists of 20% of respondents. No respondents belonged to bracket 51 and above.

Table 1. Profile of Profile of Teachers

Parameters	Indicators	Frequency	Percentage
Age	20-30	7	47%
	31-40	5	33%
	41-50	3	20%
	51 and above	0	0%
	Total	15	100%
Sex	Male	3	20%
	Female	12	80%
	Total	15	100%
Highest Educational Attainment	College Graduate	6	40%
	With MA Units	8	53%
	MA Graduate	0	0%
	With Doctoral Units	1	7%
	Doctoral Graduate	0	0%
Teaching Experience	Total	15	100%
	1-5	13	87%
	6-10	0	0%
	11-15	1	7%
	16-20	0	0%
	21-25	1	7%
	26-30	0	0%
	31-35	0	0%
	36 and above	0	0%
	Total	15	100%
Seminars and Training Attended	1-5	10	67%
	6-10	3	20%
	11-15	1	7%
	15 and above	1	7%
	Total	15	100%

Regarding sex, most of the respondents were female with 80% while the male was only 20%. This implies that dominant employees under the Department of Education (DepEd) were female. It can be deemed that females are more likely to subscribe to teaching as a profession because the nature of work requires supervision of children which could stem from maternal care.

Given the highest educational attainment of respondents, most of them earned Masteral Units with 53%, 40% also were College Graduate, 7% were Doctoral Units earner, and no respondents who graduated from Masteral and Doctoral. The data showed that most of the respondents were enrolled in graduate studies. This implies that they are interested to pursue continuing education for their professional growth.

As to the length of teaching, 87% of the respondents belonged to 1-5 years, 7% of the respondents belonged to 11-15 years and 21-25 years, and no other respondents belonged to other age brackets. The number depicts that most of the respondents belonged to 1-5 years. It implies that most of the respondents

served in DepEd have a minimal experience where years of service are concerned.

In line with the seminars and training, 67% of the respondents had 1-5 attended, 20% of the respondents had 6-10 attended, and 7% of the respondents had attended 11-15 and 15 and above. The number shows that majority of the respondents have only a few seminars and training attended. This is due to most of the respondents being newly hired in DepEd about the mass hiring for Senior High School teaching positions.

#### **Classroom Management Styles Employed by Teachers**

About classroom management styles of the teachers, 73% employed the authoritative approach, 27% employed the Democratic approach and no one belongs to authoritarian and laissez -fair approaches. Numbers provide that the authoritarian approach is commonly used among teachers. This conforms to the study of Guangco (2008) that the authoritative style was most used in classroom management, hence it is a style that finds most effective in the classroom environment where students no longer need rigid discipline.

Table 2. Classroom Management Styles of Teachers

Indicators	Frequency	Percentage
Authoritarian	0	0%
Authoritative	11	73%
Democratic	4	27%
Laissez-Fair	0	0%
Total	15	100%

#### **Level of Teachers' Teaching Performance Based on IPCRF**

In the data provided, 3 teachers were not included since they don't have IPCRF results for 2018-2019. These teachers were newly hired for SY 2019-2020. In the 12 teachers, it was found that 83% of the teachers performed Very Satisfactorily, 17% of the teachers performed Outstandingly, and no teachers performed Satisfactorily and unsatisfactorily.

Table 3. Teachers' Teaching Performance

Indicators	Frequency	Percentage
Outstanding	2	17%
Very Satisfactory	10	83%
Satisfactory	0	0%
Unsatisfactory	0	0%
Total	12	100%

Legend: 4.500-5.000 Outstanding, 3.500-4.999 Very Satisfactory, 2.500-3.499 Satisfactory, 1.500-2.499 Unsatisfactory

#### **Level of Satisfaction of the Students in the Quality of Teaching of Senior High School Teacher Advisers**

The students of BNHS Senior High School were satisfied with the quality of teaching of the Senior High School Teachers with a rating of 3.18. It was found also that 7 teachers were rated high by the students having a descriptive level of very satisfied while 8 of the teachers were rated by the students with a

descriptive level of satisfied.

In the five areas being evaluated, teacher-student rapport has the lowest rating, which is 3.07, followed by Feedback and Teacher-Knowledge with the rating of 3.15 and 3.17 respectively. The area with the highest rating is Academic Rigor with a rating of 3.28 and followed by Teacher Practice having a rating of 3.25.

Table 4. Level of Satisfaction on Teachers' Quality of Teaching

Teacher	Academic Rigor	Feedback	Teacher-Knowledge	Teacher-Practice	Teacher-Student Rapport	Average Total	Descriptive Level
Teacher 1	2.99	3.03	2.73	2.87	2.87	2.90	Satisfied
Teacher 2	3.23	3.48	3.00	3.43	3.31	3.29	Very Satisfied
Teacher 3	3.32	3.20	3.25	3.38	3.24	3.28	Very Satisfied
Teacher 4	3.27	2.86	3.14	3.16	2.84	3.05	Satisfied
Teacher 5	3.21	2.75	2.89	2.59	2.41	2.77	Satisfied
Teacher 6	3.36	3.26	3.19	3.38	3.12	3.26	Very Satisfied
Teacher 7	3.28	3.41	3.21	3.40	3.32	3.33	Very Satisfied
Teacher 8	3.16	3.23	3.13	3.17	3.19	3.18	Satisfied
Teacher 9	3.82	3.52	3.79	3.69	3.46	3.65	Very Satisfied
Teacher 10	3.29	2.95	3.31	3.23	2.88	3.13	Satisfied
Teacher 11	2.85	2.69	2.88	2.71	2.37	2.70	Satisfied
Teacher 12	3.36	3.03	3.29	3.44	3.12	3.25	Satisfied
Teacher 13	3.61	3.35	3.74	3.49	3.42	3.52	Very Satisfied
Teacher 14	3.31	3.45	3.31	3.72	3.63	3.48	Very Satisfied
Teacher 15	3.18	2.99	2.74	3.10	2.86	2.98	Satisfied
	3.28	3.15	3.17	3.25	3.07	3.18	Satisfied

Very Dissatisfied 1.00-1.75, Dissatisfied 1.76-2.50, Satisfied 2.51-3.25, Very Satisfied 3.26-4.00

#### **A Significant Relationship between the Profile of the Respondents to Classroom Management Styles Employed in the Classroom**

The demographic profile of respondents as to age, sex, highest educational attainment, teaching experience, and seminars and training attended has a P-value greater than 0.05 level of significance entails no significant relationship between demographic profile to classroom management styles. Therefore, the result failed to reject the hypothesis.

Table 5. Profile of the Respondents to Classroom Management Styles Employed in the Classroom

Variables Tested	Computed r	P-value	Decision	Conclusion
Age	-0.182	0.515	Failed to Reject Null Hypothesis	Not Significant
Sex	-0.452	0.091	Failed to Reject Null Hypothesis	Not Significant
Highest Educational Attainment	-0.182	0.515	Failed to Reject Null Hypothesis	Not Significant
Teaching Experience	-0.223	0.425	Failed to Reject Null Hypothesis	Not Significant
Seminars and Training Attended	-0.193	0.490	Failed to Reject Null Hypothesis	Not Significant

The study emphasized that regardless of age, sex, highest educational attainment, teaching experience, and seminars and training attended do not affect the classroom management styles of the teachers. This affirms the result of Llego's (2008) study where classroom management of teachers is not affected by their sex, age, position, and length of service. Moreover, Mastul & Hajilan's (2017) study that concludes demographic variables as not influence classroom practices.

#### **A significant relationship between the teachers' classroom management styles the teaching performance.**

There is no significant relationship between Classroom Management Style and teachers' teaching performance based on Individual Performance and Commitment Review Form (IPCRF).

The P-value of 0.237 is less than the 0.05 level of significance; therefore, the hypothesis is rejected. It denotes that classroom management style is not a factor that influences the teaching performance of the teachers. This confirms the study of Guangco (2008) that one's style of classroom management would not alter or change his/her level of teaching performance. Furthermore, regardless of the teacher's classroom management styles, it is likely that teacher may acquire an outstanding, very satisfactory, or satisfactory level of teaching performance.

Table 6. Teachers' Classroom Management Styles to the Teaching Performance

Variables Tested	Computed r	P-value	Decision	Conclusion
Classroom Management Style to Teaching Performance	0.370	0.237	Failed to Reject Null Hypothesis	Not Significant

#### **The significant relationship between the teachers' classroom management styles to the Level of Satisfaction of the Students**

There is no significant relationship between Classroom Management Style and teachers' quality of teaching as perceived by the students.

The P-value of 0.294 is less than the 0.05 level of significance; therefore, the hypothesis is rejected. It denotes that classroom management style is not a factor that influences the quality of teaching performance of the teachers.

Table 7. Teachers' Classroom Management Styles to the Quality of Teaching

Variables Tested	Computed r	P-value	Decision	Conclusion
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Classroom Management Style to Level of Satisfaction on the Quality of Teaching of Senior High School Teacher Advisers	0.290	0.294	Failed to Reject Hypothesis	Not Significant
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### Recommendations

To teaching performance of the teachers as perceived by the students, revealed that learners are satisfied with the quality of their teaching with a rating of 3.18. It is hereby recommended in this study to conduct a seminar-workshop on fostering teacher-student rapport, as this area has the lowest rating of 3.07. Monitoring and evaluation will hereby follow to look at the effectiveness of the said activity.

### Dissemination and Advocacy Plans

The result and proposed activities will be disseminated and organized to all people concerned. The used survey questionnaires will be introduced during orientations, and meetings to be used by other schools in the district for their research.

An Annual Action Plan (AAP) was crafted for the dissemination and recommended activities based on research results. The following table reflects the matrix of activities of the proponent's plan for dissemination and utilization.

Table 8. Annual Implementation Plan

ACTIVITIES	DATE/VENUE	PARTICIPANTS	FOCAL PERSON
Dissemination of the result to the teachers	October 21, 2019, during Faculty and Administrators Meeting	Administrators Teachers	Researcher
Seminar-Workshop on Building a positive Teacher and Student Rapport	October 23-25, 2019 Senior High School Building	Teachers	School Head Teachers Concerned Researcher
Dissemination of the result to the students	November 2019 Senior High School Building	Teachers Students	Researcher
Monitoring the Student-Teacher Rapport on the 2 <sup>nd</sup> Semester	November 2019 to March 2020 Senior High School Building	Teachers Students	Researcher
Evaluation of the Student-Teacher Rapport for the 2 <sup>nd</sup> Semester	to March 2020 Senior High School Building	Teachers Students	Researcher

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