

MODERATION EFFECT OF STAKEHOLDERS’ PARTICIPATION IN CLASSROOM MANAGEMENT STRATEGIES AND BEHAVIOR TO SUPPORTIVE LEARNING ENVIRONMENT

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Abstract

Teachers play an essential role in the learning and development of their students. Also, the relationship between teachers and stakeholders is crucial to creating a more effective and equitable educational environment that benefits all learners. Thus, this study focused on determining the moderation effect of stakeholder’s participation in classroom management strategies and behaviour to supportive learning environment. The study utilized a descriptive-correlational design with the researcher-made online survey questionnaire as primary instrument in gathering the data needed. It was participated by the 10 schools with 110 selected teachers in Fule Almeda District, Division of San Pablo City on S.Y. 2022-2023. The analysis of the data revealed that participation of the stakeholder has a positive significant relationship between the classroom management strategies and supportive learning environment. Specifically, the coefficients for classroom management strategies and stakeholders’ participation are both positive and statistically significant. While the results indicate that both classroom management behaviour and stakeholder participation have positive effects on a supportive learning environment. However, the interaction between classroom management behavior and stakeholder participation is not significant, indicating that stakeholder participation does not moderate the relationship between classroom management behavior and supportive learning environment.

The study suggests that participation of stakeholders and their positive relationship with the teachers may motivate and make students perform better by supporting them in their education. Teachers may figure out the strategies and behavior which motivate the students most in the classroom.

Key Words– Stakeholders Participation, Classroom Management Strategies, Classroom Management Behavior, Supportive Learning Environment

1. Introduction

Education has been seen throughout the world as one of the foundations that, in this regard, will uplift one's life or the status of a country. Hofosha (2012) expressed that it will also encourage people to acquire new quality awareness, attitudes, and skills that train their abilities and realize the country's growth. The change in the time and needs of society has forced education to develop and how it is handled. Having classroom management strategies and behavior with the help of school stakeholders will serve as a weapon for children to achieve quality education.

Mulhavill (2018) asserted that classroom management refers to the broad range of skills and techniques teachers employ to ensure that their classroom goes smoothly without destructive student behavior. It all comes down to providing a system environment for learning with clear guidelines that enhance learning and consequences that significantly reduce behavioral patterns that impede learning. Teachers can utilize various techniques to assist in creating such a setting in the classroom, from activities to strengthen teacher-student relationships to rules to control students' behavior. However, teachers should only use reactive, controlling techniques when management's attempts are unsuccessful. Hence, distinguishing between the two types of classroom management techniques is crucial.

Leustig (2019) expressed that classroom management depends significantly on the subject, age group, and learning materials used. As an illustration, management techniques for an art subject will be dissimilar to those used in a computer subject. For example, learners in an art subject are responsible for maintaining and cleaning the materials. In contrast to computer subjects, where students are expected to be attentive to their gadgets and the subject at hand, the degree of noise anticipated in that class will also differ from those in computer classes. Establishing a strategy for handling the classroom is vital when you teach computer subjects, art, or any other subject. All teachers want to work in an organized, productive, and secure environment. To effectively manage a class, it is preferable first to understand the needs of the students and where they could be more solid. From there, we may base our strategies and techniques, and it will help them learn and shape their good behavior significantly.

Classroom management requires awareness, patience, good timing, boundaries, and intuition. Rabadi and Ray (2017) claimed that it is challenging to guide a large group of impressionable kids with a wide variety of skills and character traits on a relevant academic experience. However, because they describe what is planned, which behaviors will be repeated, and what needs to be taught again if undesirable behavior happens, rules and routines are practical prevention elements of classroom organization and management techniques. Most of the research on classroom management has concentrated on determining specific methods that can be utilized in the classroom that is at least supported by data. Then, these techniques are merged

under the presumption that doing so will make them just as effective as doing so separately, if not better. These presumptions serve as the foundation for creating books and delivering rules and regulations to teachers and staff. The existing body of knowledge still needs to be improved in research aiming at classroom management as a cohesive set of efficient methods. Knowing what makes up the most successful and efficient classroom management system and what outcomes teachers and administrators can anticipate from applying good classroom management tactics are essential; these are benefits of implementing effective classroom management strategies. Now that we are still in the grip of the pandemic, one of the most difficult challenges for teachers is determining what classroom management strategies and behaviors they will employ with students. The assistance and support that stakeholders can provide is extremely beneficial to teachers in achieving all their goals with students.

2. Conceptual Framework

Education is the most important factor in determining a child's future employment opportunities. Because educating children is difficult, especially now that we are confronting covid19, teachers experience difficulties maintaining discipline due to students' many psychological and behavioral situations at school. Teachers will need classroom management in this situation to build and maintain an orderly environment in the classroom. Teachers can generate great and best learners regardless of whether the school in which they operate needs to be improved. Successful classroom management is critical to the achievement of educational goals and the safeguarding of the well-being of students who are the focus of teaching and learning activities. The premise that efficient classroom management promotes learners' inquiry and exploration holds true only if the learning environment is conducive. Planning, managing, supervising, and coordinating student behaviors in teaching-learning (Grieser, 2007). Classroom management is defined by Evertson and Weinstein (2006) as "the measures educators use to foster a climate that fosters students' intellectual and social-emotional growth." They outline five potential measures that can be utilized to develop high-quality classroom management, which is where the notion for this study came from. To begin, pupils should be encouraged to participate in academic duties, which can be accomplished through the use of group activities with rules and regulations. Teachers should also encourage students to develop their social skills and self-regulation so that they can take responsibility for their actions. Finally, teachers should be able to incorporate relevant knowledge into their lessons.

Furthermore, the effect of stakeholders' participation in classroom management techniques and classroom management behavior that appears in the scale designed to assess its effectiveness in classroom management will be included in this study. Managing classroom behavior, specialized teaching techniques, dealing with parents, and planning and assistance are all examples of classroom management practices.

Because they already know what to do, students have little time to misbehave in the classroom. Specific teaching strategies assist pupils in learning and developing future objectives that are attainable. Working with parents has a significant impact on student performance. Teachers can learn more about their students' needs and home environment if they communicate with their parents more frequently. It is backed by the premise that children's development is influenced by factors outside of their control, such as their family and environment (Bronfenbrenner, 1979).

Classroom administration Instructional behavior, socio-emotional behavior, and organizational behavior are all examples of behavior factors. Throughout the teaching process, instructional behavior is used to promote the development of concepts or abilities as well as critical thinking (Croninger & Valli, 2009; Pianta, LaParo, & Hamre, 2008). Socio-emotional conduct can occur at any time, whether or not it is influenced by training. It is distinguished by sincerity and attentiveness in interactions between learners and educators, and it stimulates children to feel at ease and respected in the classroom. Finally, organizational behavior refers to the techniques used by teachers to facilitate and deliver efficient transitions within activities, minimize disruptions, and maximize teaching time. Pianta et al., 2008; Connor et al., 2009).

All stakeholders must connect meaningfully through collaboration to create successful educational systems and learning environments. However, effective teamwork requires both active doing and attentive listening from all parties involved. All sides are seen, heard, and valued due to open, honest communication. In the end, the relationship and empathy developed through those positive connections lead to effective teaching and learning outcomes, (Alomes,2020). Stakeholders' participation in this study will include plan implementation, community development, and student activities.

Encouragement and support from teachers is the key to learners' general well-being. Compared to learners who reported experiencing being unsupported, pupils who feel supported by their teachers are likelier to feel safe and at peace in the classroom. (Furrer & Skinner, 2003). Learners who feel their teachers are supportive generally have a greater chance of adjusting psychologically, have more pleasant emotions and a higher sense of life satisfaction, and experience less consciousness at school. On the other hand, learners that lack support and supervision tend to have poorer self-esteem and a less established sense of oneself. Giving support to students significantly affects their performance in school. Teacher's classroom management is the physical classroom setting where your learners will be educated and learn. It implies that every detail must be utilized for activities and events to encourage more learning. It is crucial to think about how the classroom will be organized to meet the kids' intellectual, interpersonal, and psychological aspects and how the learners will be placed, move around the room, and interact with one another as they learn.

Since Classroom Management as an indicator will be tested as to how it contributes to the supportive learning environment, Supportive Learning Environment for Expertise Development Questionnaire

(SLEED-Q) showed that the questionnaire had a seven-factor structure: (1) Share and compare knowledge (2) Relevance, (3) Self-control and self-reflection, (4) Epistemological understanding, (5) Teaching for understanding, (6) Support learning for understanding and (7) Problem-solving strategies Tynjala, (2008). Understanding that sharing and comparing knowledge helps students connect to others is essential. Alacaci (2004); Nilsson and Pilhammar (2009) suggest that a person's socialization in a group of experts is influenced by the sharing of intangible knowledge between midrange and experts in a field. Relevance can make learners recognize and comprehend the significance of knowledge in every aspect. Self-control and self-regulation are fundamental parts of learning inside the class, which is the key to the teaching-learning process. Support students in their epistemological understanding, enable students to realize how particular concepts are related and similar, and Offer learners the chance to distinguish between different themes while focusing on relevance and teaching for understanding inspired ideas and motivation for learners to practice a supervised learning strategy and techniques. Support learning for understanding deep awareness and knowledge of original perspectives and details required for genuine concern. With ongoing assessment data from problem-solving, teachers can make decisions about their lessons.

3. Methodology

The study employed the descriptive and correlational method of research in determining the relationship between the moderated effect in classroom management strategies and behavior to supportive learning environment of elementary teachers and students in Fule Almeda District.

According to Arikunto (2007), descriptive research is used to collect information on a pattern discovered in the field. In this type of study, there is no administration or control. In addition, the correlation approach is utilized to see if at least two variables are linked. The study used a descriptive and correlational design because it focuses on the current situation, in which occurrences were recorded, reported, evaluated, and compared.

This study was directed in the elementary schools of Fule Almeda District, Division of San Pablo City, province of Laguna. The respondents were one hundred ten (110) which is the sample size of the teachers who are currently associated with the ten (10) public elementary schools in Fule Almeda District. The majority of the respondents are teachers from Bagong Lipunan ES which is 23. While the least number of the respondents are associated with Fule Almeda ES with 5 teachers.

The instrument used in this study was a researcher made questionnaire to gather the needed data. The draft of the question was drawn out based on the researcher readings, previous studies, professional literature,

published and unpublished thesis relevant to the study. The questionnaire was divided into five parts (respondent’s profile, classroom management strategies, classroom management behavior, stakeholder’s participation and supportive learning environment of teachers-respondents). This method was used to simplify data gathering.

Mean and standard Deviation was used to determine the classroom management strategies and behavior of the teacher-respondents in the supportive learning environment. In proving the relationship between the independent variable, dependent variable, and the moderating variable set in the study, Pearson Product Moment Correlation is to be used. Moderation Analysis was employed to determine if stakeholders’ participation significantly moderate the relationship between the assessed classroom management strategies and behavior to supportive learning environment.

4.Result and Discussion

This chapter presents the tabulated data and the results of the study, the corresponding analysis as well as the interpretation of the data as a result of the statistical treatment used.

Table 1. Relationship between classroom management strategies and supportive learning environment.

Classroom Management Strategies	Supportive Learning Environment						
	Sharing and Comparing Knowledge	Relevance	Self-Cont rol and Self-Refle ction	Epistemological Understanding	Teaching for Understanding	Support Learning for Understanding	Problem-Solving Strategies
Managing Classroom Behavior	.502**	.517**	.456**	.473**	.520**	.434**	.468**
Specific Teaching Techniques	.631**	.613**	.599**	.591**	.653**	.584**	.573**
Working with Parents	.553**	.492**	.540**	.597**	.544**	.469**	.543**
Planning and Support	.673**	.588**	.584**	.627**	.642**	.578**	.596**

** . Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from the table 1 that there is a positive significant relationship between classroom management strategies and supportive learning environment. This implies that these factors are very important for promoting a learning environment that is supportive. Also, the use of teaching strategies in the classroom is crucial. Teachers would be haphazardly projecting material that only connects with students or interests them using a technique. Strategies foster engagement, connection, and enthusiasm in content

delivery.

In Addition, specific teaching techniques and planning and support appear to have the strongest correlations with all other factors, suggesting that these may be particularly important for effective classroom management and teaching. Working with parents also appears to be important, although to a slightly lesser degree. Zullig et al (2010) stated that promoting academic success requires an optimal setting for learning. Learners are more likely to be eager to learn and put effort into attaining academic achievement if they feel protected, appreciated, and interested in their learning.

Furthermore, classroom management strategies correlate positively with sharing and comparing knowledge, relevance, and self-control and self-Reflection. This suggests that teachers with better classroom management strategies are more likely to establish a supportive learning environment to help the learners in achieving academic growth. Wu & Wang (2017) expressed that Effective communication among learners and the development of a healthy learning environment depend heavily on classroom management strategies. These techniques, when used correctly, can raise the enthusiasm of learners, their involvement, and general performance in school.

Moreover, classroom management strategies are associated with epistemological understanding, teaching for understanding, support learning for understanding and problem-solving strategies. This indicates that teachers that used more classroom strategies demonstrate positive supportive learning environment. Liu, Li,Sun,& Liu (2019) Teachers can improve these essential learning outcomes by using student-centered strategies, encouraging active learning, providing a supportive environment, and developing learners' problem-solving skills.

Table 2. Relationship between classroom management behavior and supportive learning environment.

Classroom Management Behavior	Supportive Learning Environment						
	Sharing and Comparing Knowledge	Relevance	Self-Cont rol and Self-Refle ction	Epistemological Understanding	Teaching for Understanding	Support Learning for Understanding	Problem-Solving Strategies
Instructional Behavior	.795**	.611**	.621**	.666**	.776**	.748**	.679**
Socio-Emotion al Behavior	.783**	.678**	.645**	.731**	.744**	.691**	.691**
Organizational Behavior	.785**	.629**	.628**	.685**	.786**	.752**	.687**

** . Correlation is significant at the 0.01 level (2-tailed).

As indicated in table 2 there is a positive significant relationship between the classroom management behavior and supportive learning environment. It shows that all seven dimensions of the supportive learning environment are positively and significantly correlated with all three types of classroom management

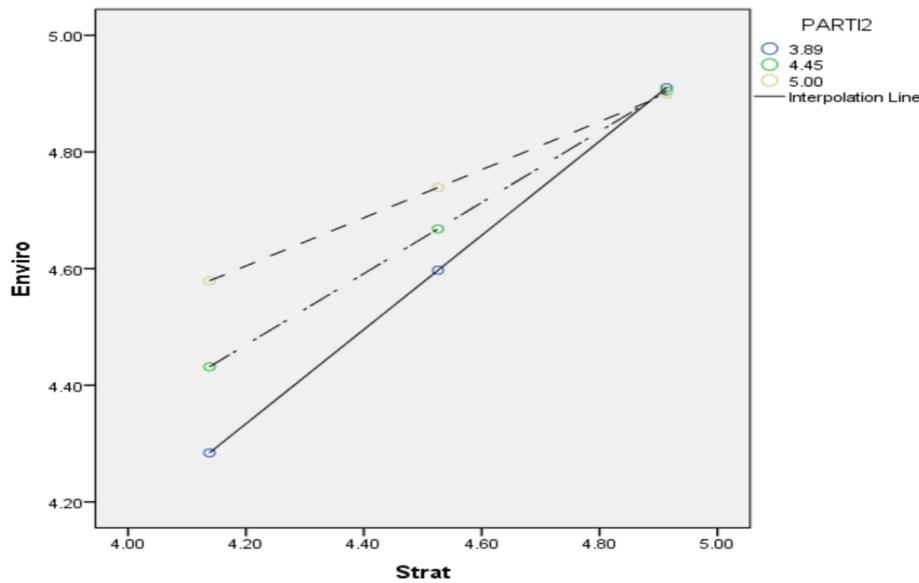
behavior. Zhang & Watt (2019) denotes that teachers can establish a setting that fosters students' learning, development, and well-being by employing appropriate classroom management behavior, fair and consistent disciplinary policies, engaging instructional methodologies, and encouraging student interaction.

The highest correlations are observed between instructional behavior and the dimensions of teaching for understanding and sharing and comparing knowledge, suggesting that effective instructional behavior may be particularly important for promoting these aspects of a supportive learning environment. Instructional behavior shows significant positive correlations with Sharing and Comparing knowledge (.795**),Relevance (.611**),Self-Control and Self-Reflection (.621**),Epistemological Understanding (.666**),Teaching for Understanding (.776**), Support Learning for Understanding (.748**), and Problem-Solving Strategies (.679**).Socio-Emotional Behavior also demonstrates significant positive correlation with supportive learning environment, ranging from .645** to .783**. Organizational behavior revealed that there is significant positive correlation with supportive learning environment variables, including Sharing and Comparing knowledge (.785**),Relevance (.629**),Self-Control and Self-Reflection (.628**),Epistemological Understanding (.685**),Teaching for Understanding (.786**), Support Learning for Understanding (.752**), and Problem-Solving Strategies (.687**).

It is supported by the study of Roorda et al., (2011) which indicates that promoting academic success requires an optimal setting for learning. Learners are more likely to be eager to learn and put effort into attaining academic achievement if they feel protected, appreciated, and interested in their learning.

Table 3: Moderating Effect of Stakeholder’s Participation on the Relationship between classroom management strategies and supportive learning Environment

Model						
	Coeff	Se	t	P	LLCI	ULCI
Constant	-5.8662	2.9577	-1.9834	.0499	-11.7301	-.0023
CM Strategies	2.2013	.6542	3.3650	.0011	.9043	3.4982
S. Participation	1.7489	.6815	2.5661	.0117	.3977	3.1001
Int_1	-.3580	.1491	-2.4010	.0181	-.6536	-.0624
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.7583	.5750	.0665	47.8048	3.0000	106.0000	.0000



NOTE: Based on the result, It is a Moderator.

A moderation analysis was tested to investigate whether the association between classroom management strategies and supportive learning environment depends on the stakeholder’s participation. It appears that both classroom management strategies and stakeholders’ participation are positively associated with supportive learning environment. In the analysis. Classroom management strategies have a coefficient of 2.2013 and Stakeholders Participation coefficient is 1.7489. It indicates that the two variables are positive significantly related.

Specifically, the coefficients for classroom management strategies and stakeholder participation are both positive and statistically significant ($p < .05$), indicating that increases in these factors are associated with increases in a supportive learning environment. The negative coefficient for "Int_1" suggests that there may be some interaction effect between classroom management strategies and stakeholders’ participation. Overall, the model has a moderate to strong fit ($R\text{-sq} = .5750$) and is statistically significant ($p < .001$), suggesting that the predictors explain a significant amount of variance in supportive learning environment. The figure below plots the simple slopes for the interaction.

It is supported by the study of Lee & Choi (2018) entitled "Classroom Management Strategies and Stakeholders' Participation in Fostering a Supportive Learning Environment". The study expressed that teacher who efficiently managed their classes, upheld clear standards, and developed routines and procedures produced a more encouraging learning atmosphere. In addition, a well-run classroom's structure, consistency, and sense of security improved student involvement and learning. Teachers and other stakeholders can support

an atmosphere that fosters students' learning, development, and general well-being by implementing collaborative decision-making, open communication, inclusive practices, and shared goals and responsibilities.

Table 4: Moderating Effect of Stakeholder’s Participation on the Relationship between classroom management behavior and supportive learning Environment

Model						
	Coeff	Se	T	P	LLCI	ULCI
Constant	-.0062	2.4273	-.0025	.9980	-4.8185	4.8061
CM Behavior	.9184	.5092	1.8038	.0741	-.0910	1.9279
S. Participation	.2114	.5914	.3575	.7214	-.9611	1.3839
Int_1	-.0284	.1232	-.2301	.8184	-.2727	.2159
Model Summary						
R	R-sq	MSE	F	df1	df2	P
.8815	.7771	.0349	123.1698	3.0000	106.0000	.0000

A moderation analysis was tested to investigate whether the association between classroom management behavior and supportive learning environment depends on the stakeholder’s participation. The results indicate that both classroom management behavior and stakeholder participation have positive effects on a supportive learning environment. However, the interaction between classroom management behavior and stakeholder participation is not significant, indicating that stakeholder participation does not moderate the relationship between classroom management behavior and supportive learning environment.

The model has a high R-squared value of 0.7771, indicating that the model accounts for a substantial amount of the variance in the supportive learning environment. However, the p-value for the interaction term is not significant ($p = 0.8184$), suggesting that the relationship between classroom management behavior and supportive learning environment is not significantly influenced by stakeholder participation.

Participation of stakeholders in the classroom has a positive effect on classroom management behavior, but they are not significantly related. It helps to create a supportive learning environment when teachers involve students, parents, administrators, and other stakeholders in decision-making, communication, and collaborative efforts. This partnership encourages a sense of ownership, shared responsibility, and active participation, which has a good effect on the learning outcome and well-being of the learners.

It is supported by the study of González & Collazos (2017) about the importance of stakeholder’s participation in shaping positive classroom management behavior. A more supportive and productive learning environment can result from the active participation and collaboration of students, parents, administrators, and community members in the classroom management process.

5. Summary of findings and recommendations

Summary of findings

Based on the gathered data, the researcher had come up with the following findings:

As laid out by the correlation between classroom management strategies to supportive learning environment positive significant relationship was manifested. Same result was obtained between the correlation of classroom management behavior to supportive learning environment. A moderation analysis was conducted with stakeholder participation between classroom management strategies and supportive learning environment. This suggests participation of stakeholder's moderately affects the classroom management strategies and supportive learning environment. Also, a moderation analysis was conducted with the participation of stakeholders between classroom management behavior and supportive learning environment. The moderation analysis revealed that participation of stakeholders does not moderately affect classroom management behavior and supportive learning environment.

CONCLUSIONS

The findings of the study led to the formulation of the following conclusions:

1. All classroom management strategies were significantly related to supportive learning environment. Therefore, the hypothesis is not sustained.
2. All classroom management behavior were significantly related to supportive learning environment. Therefore, the hypothesis is not sustained.
3. Based on the moderation analysis conducted with classroom management strategies, it appears that both classroom management strategies and stakeholders' participation are positively associated with supportive learning environment. Specifically, the coefficients for classroom management strategies and stakeholders' participation are both positive and statistically significant.
4. Based on the moderation analysis conducted with classroom management behavior, the results indicate that both classroom management behavior and stakeholder participation have positive effects on a supportive learning environment. However, the interaction between classroom management behavior and stakeholder participation is not significant, indicating that stakeholder participation does not moderate the relationship between classroom management behavior and supportive learning environment.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are offered:

1. Teachers must be persistent in developing and capacitating themselves as well as in implementing the mandates and prescribed practices to sustain their effective classroom management strategies and behavior.
2. The teachers should lead and manage the class accordingly to increase the level of supportive learning environment.
3. The Department of Education must consistently find ways to make opportunity to develop the classroom management strategies and behavior of teachers through development program.
4. Another study with a larger scope and more variables will be added in relation to teacher's classroom management strategies and behavior.
5. Future researchers may be encouraged to conduct further studies embedded in local setting to justify the idea that the mentioned variables may predict the moderation effect of stakeholders participation to classroom management strategies and classroom management behavior of DepEd teacher's in the district, division level or even in regional level.

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