

# Classroom Management Practices and Teachers' Performances

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## Abstract

Effective learning does not happen by accident but requires a well-managed classroom, which makes learning more effective as it creates a good learning atmosphere. This study aimed to find out the level of classroom management practices in terms of time, discipline, physical environment and establishing routine; to know the level of the teachers' performance in their IPCR rating for School Year 2021-2022; to determine the significant relationship in the level of classroom management practices and their performance; and to determine which of the independent variables singly or in combination predicts teachers' performance. This study was limited to the investigation of classroom management practices among the elementary teachers in Villanueva North District for the School Year 2021-2022. This study used descriptive correlational and causal designs. Mean, Standard Deviation, Pearson Product Moment of Correlation, and Multiple Linear Regression were used to answer the specific questions of the study. Results revealed that all classroom management practices were Highly Practiced, and the teaching performance ranged from very satisfactory to outstanding. All the areas of classroom management were not statistically associated with the teaching performance but classroom discipline best predicts teaching performance. The teachers may continue or even employ other classroom management practices which they think may enhance their teaching performance, especially those who are at a very satisfactory level to make it at the outstanding performance.

**Keywords:** discipline, time, routine, environment, teaching performance

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## 1. Introduction

On the most basic level, classroom management is any skillfulness that teachers use to alleviate instruction making sure that students are learning most effectively in a smooth classroom environment. Having a structured system in which expectations are set for student behavior in the classroom can help deliver the goods re the class activities most effectively, ensuring that students are being held accountable for their actions and behaviors.

In the field of education, the primary level is one of the most challenging and crucial stages and classroom management is truly a big issue with regards to this matter. Having said that, it is believed that teachers need to be extra-careful in a delicate stage of the child because it could make or break his attitude and perspective towards schooling and even in the interpersonal relationships within the class. These and more reasons make classroom management as one of the most interesting topics that educators must take into consideration. It is where the teachers' knowledge on this matter reflects the way they handle their classes as well as students' performance in the class.

It is classroom management that is a critical prerequisite for encouraging pupils to learn and perform better. Classroom management is also referred to as the administration or direction with particular attention to issues like discipline, democratic methods, use and up keep of supplies and reference materials, the physical characteristics of the classroom, general housekeeping, and the social interactions of pupils (Corpuz, 2019). Classroom managers at the elementary level shall manage the resources to facilitate learning. These resources include the 3M's: the first is moment, which is the time that learners are accountable for their learning; second are materials, which are the instructional materials to be used by the teachers themselves and should be the best instructional materials inside the classroom; and the third is man, the learners themselves

that serve as the key participants in the learning process. Moreover, classroom management practices which may include activities in the classroom like seating arrangements, attendance, day-to-day classroom courtesies, and the choice of instructional materials to use are also very necessary that teachers should know (Corpuz, 2019).

Classroom management skills, on the one hand, manifest themselves in planning for lessons, organizing pupils' seating arrangements, organizing learning resources, organizing pupils' records, and in the management of pupils' discipline and classroom time (Dewsbury, 2019). Effective learning does not happen by accident but requires a well-managed classroom, which makes learning more effective as it creates a good learning atmosphere. As such, all the components of good classroom management, including discipline, seating arrangement, organization of learning resources, time management, and management of pupils' records, are considered.

One of the biggest challenges for all teachers, specifically in primary level, is how to handle a class that is mostly composed of young individuals with innocent, curious, and receptive minds. Positive attitude seems like a simple concept, but some teachers may find it a hassle approaching their pupils with a positive attitude on a day-to-day basis. Teachers sometimes missed to display the warm welcoming attitude which gives the good impression to their pupils on the first day of school. The one they provided as wonderful experience to the pupils so they would be excited to go back to school the following days. Developing a good rapport with pupils is extremely important to build an individual relationship. Getting pupils to believe that their best interests are a priority can be very helpful for their development in both academic and non-academic activities. On the brighter side, a teacher who teaches with a positive attitude will more likely have pupils who will develop positive attitudes as well.

The researcher was interested in investigating the classroom management practices of elementary teachers in Villanueva District to find out what best practices are observed by the majority of the teachers. Thus, this study was conducted.

This study was anchored on Glasser's Choice Theory (2016) also known as the Control Theory which is beneficial to solve classroom management problems. The theory is based on the five basic principles of human needs identified as survival, belonging, freedom, power, and fun which are also considered as the driving force behind displaying desirable or undesirable behavior in the classroom. The basic idea of this theory is that teachers cannot control the behavior of their pupils just by telling them what to do but can play a critical role in helping them to make a choice that leads to positive behavioral changes. The need for survival includes food, shelter, physical comfort, etc. are basis for human functioning. If the survival need is unsatisfactory then the learners in the classroom may not feel safe and secure.

Gabriel and Matthews (2017) pointed out that teachers must make sure that learners eat well, are healthy, get adequate sleep, etc. Teachers should understand that not all pupils come from a safe and sound environment. Glasser (2016) believes that for managing the class better, a teacher must arrange lighting, seats, air circulation, etc. which in turn will be conducive to classroom learning. The need for love and belonging is another important need to be satisfied in a student. Glasser (2016) argues that it is the responsibility of the teacher to make sure that pupils are loved and cared for. The way to fulfill these needs is by allowing the pupils to share their knowledge among their friends and the pupils must feel that they are accepted and respected by classmates and adults (Frey & Wilhite, 2016).

The Department of Education (DepEd) underscored the importance of the Results-Based Performance Management System (RPMS) that is aligned with the Philippine Professional Standards for Teachers (PPST) in ensuring the delivery of quality, accessible, relevant, and liberating basic education in the country. The RPMS is being implemented in consonance with the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). It follows the four-phase cycle of SPMS prescribed in CSC Memorandum Circular No. 6, s. 2012 and aims to ensure that both teaching and non-teaching personnel focus work efforts toward achieving the Department's vision, mission, values, and strategic priorities. RPMS is a systemic mechanism to manage, monitor and measure performance, and identify human resource and

organizational development needs to enable continuous work improvement and individual growth.

## 2. Methodology

This study used correlation and causal research design. May and Wood (2017), refer correlation to a statistical relationship between two or more variables, where a change in one variable is associated with a change in another variable. For example, there may be a positive correlation between the amount of time a pupil spends studying and their academic performance, meaning that as study time increases, academic performance tends to increase as well. However, correlation does not necessarily imply causation - just because two variables are related does not mean that one causes the other. There may be other factors that influence the relationship between the variables.

Causation refers to a relationship between variables in which one variable (the cause) produces an effect on another variable (the effect). To establish causation, researchers must demonstrate that there is a relationship between the variables, that the cause precedes the effect in time, and that there is no plausible alternative explanation for the relationship. For example, a study might show that providing students with more individual attention from teachers causes improvements in academic performance. Documentary analysis is a research method that involves analyzing written or audio-visual material to gain insight into a particular phenomenon or issue. This might involve analyzing historical documents, news articles, or film and television programs, among other sources. Documentary analysis can be used to explore correlations or causations between variables, as well as other types of relationships.

In summary, correlation and causation are two different types of relationships between variables in research, and documentary analysis is a method that can be used to explore these relationships and gain insight into various phenomena or issues.

To obtain data about classroom management practices mean and standard deviation were used for Problem 1. Frequency count, percentage were used to analyze the problem 2 which is the level of teachers' performance in their IPCRF rating for SY 2021-2022. For problem 3, the Pearson Product Coefficient of Correlation was used. The Pearson product-moment correlation coefficient, often abbreviated as Pearson Product Moment Correlation Coefficient or simply Pearson's  $r$ , is a statistical measure that quantifies the strength and direction of the linear relationship between two variables. For problem 4, Multiple Linear Regression was applied. Multiple Linear regression was a statistical method used to incorporate two or more independent variables to predict the value of the dependent variable.

## 3. Results and Discussion

**Problem 1.** What is the level of classroom management practices in terms of:

- 1.1 Time,
- 1.2 Discipline,
- 1.3 Physical Environment, and
- 1.4 Routine?

Table 1 reveals the level of time management practices of the teachers. It has an Overall Mean of 4.61 with  $SD=0.67$  which is described as Always Practiced and interpreted as Very High. It can be discerned from the table that the teachers had a very high level of time management. This entails that the teachers are being conscious of the amount of time spent on specific activities. Moreover, teachers have good time management skills, everyday teaching schedules, examinations, maintaining records, conducting extracurricular activities, and other activities are done as scheduled. Kauchak and Eggen (2019) explained classroom management in terms of time management that the goal of classroom management is not only to maintain order but to optimize pupils' learning. They divide class time into four overlapping categories;

namely, allocated time, instructional time, engaged time, and academic learning time.

**Table 1**  
Time Management Practices

	Indicators	Mean	SD	Description	Interpretation
1.	I remain involve with the students during the entire class period allowing for	4.66	.66	Always Practiced	Very High
2.	I follow a consistent schedule standard set by the Department of Education.	4.64	.68	Always Practiced	Very High
3.	I maintain the procedures in establishing school routines in the beginning of the	4.81	.61	Always Practiced	Very High
4.	I start work on one thing at a time.	4.63	.67	Always Practiced	Very High
5.	I limit disruptions and interruptions through appropriate behavioral	4.56	.68	Always Practiced	Very High
6.	I use a common place to keep materials such as scissors, school supplies.	4.76	.63	Always Practiced	Very High
7.	I handle administrative task quickly and	4.41	.68	Always Practiced	Very High
8.	I finish my paperwork at home or after class hours so there will be no disruption	4.40	.82	Always Practiced	Very High
9.	I break task down into manageable steps	4.56	.70	Always Practiced	Very High
10.	I organized the day priorities.	4.63	.58	Always Practiced	Very High
<b>Overall Mean</b>		<b>4.61</b>	<b>.67</b>	Always Practiced	<b>Very High</b>

**Note:** 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Moreover, Indicator number 3, I maintain the procedures in establishing school routines in the beginning of the school, obtained the highest mean rating of 4.81 with  $SD=0.61$  described as Always Practiced and interpreted as Very High. This means that the teachers are systematic in terms of managing their time. At the onset of the school year, they already set their schedules and other routines to make things in order. Time management skills are a must for teachers as the amount of work they do with the responsibility of hundreds of tasks to cover. In addition, with effective time management skills, a teacher can increase his productivity and provide better education to their learners (Anand, 2022).

On the other hand, indicator 8, I finish my paperwork at home or after class hours so there will be no disruption of my classes, got the lowest mean of 4.40 with  $SD=.82$  which is described as Always Practiced and interpreted as Very High. It means that teachers are not bringing paper works in the class. They only work after class hours at their faculty room. A study by Bowers and Flinders (2018) found that interruptions during class instruction had a negative impact on student performance, and another study by Choi and Johnson (2018) found that interruptions during reading instruction led to lower levels of student engagement.

Therefore, it is important for teachers to find ways to manage administrative tasks and paperwork to minimize disruptions to their classroom instruction. This result could mean that there are still teachers who could not do their assigned tasks or responsibilities in their respective homes or in school even if they do not have classes anymore. This implies that they may still need more extra time for their paper works.

Table 2, on the next page, shows the level of classroom discipline practices. It has an overall Mean of 4.58 with  $SD=0.74$  which is described as Always Practiced and interpreted as Very High. It can be deduced from the table that the teachers have a very high extent of practice of all the indicators of classroom discipline. This means that teachers are very particular in establishing a classroom atmosphere that is conducive for learning. Furthermore, it could be gleaned that they are equipped with the competencies to control the misbehaviors of their learners that will not take place in the classroom and not to distract from the learning

process. Moreover, the teachers imposed positive discipline and a systematic approach to managing children's behavior; those discipline practices help adults to be empathic and understanding (Yussif, 2021).

**Table 2**  
**Classroom Discipline Practices**

	Indicators	Mean	SD	Description	Interpretation
1.	I have adequate knowledge and skills in handling occurrences of misbehavior likewise contribute to a trouble-prone setting.	4.51	.71	Always Practiced	Very High
2.	I consider the students' varied background such as family background, physical and mental capacities, emotional traits among others.	4.77	.63	Always Practiced	Very High
3.	I am sensitive to possible misdirection of efforts and interactions are fast to switch from one technique to another as the need arises.	4.54	.63	Always Practiced	Very High
4.	I consider the student abilities and interests in implementing group-oriented methodologies such as cooperative learning approach, team learning, peer tutoring and group projects and collections.	4.62	.68	Always Practiced	Very High
5.	I am calm in the midst an untoward behavior can ensure an acceptable solution for all.	4.44	.71	Always Practiced	Very High
6.	I am careful not to embarrass a student in front of his peers unnecessarily.	4.62	.68	Always Practiced	Very High
7.	I create a class culture that encourages appropriate behavior and discourages disruption.	4.68	.67	Always Practiced	Very High
8.	I document disruptive behaviors.	4.25	.75	Always Practiced	Very High
9.	I always impose discipline to avoid bullying.	4.79	.62	Always Practiced	Very High
10.	I know school guidelines for discipline and procedure.	4.57	.72	Always Practiced	Very High
<b>Overall Mean</b>		<b>4.58</b>	<b>.74</b>	Always Practiced	<b>Very High</b>

**Note:** 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Table 2 also shows that all the ten indicators have a description of Always Practiced interpreted as Very High level. As displayed in the table, the indicator number 9, I always impose discipline to avoid bullying, obtained highest Mean of 4.79 with SD=0.62 described as Always Practiced interpreted as Very High. This implies that the teachers would not really want their learners to experience being bullied by their peers in the classroom. This statement suggests that the respondents always enforce discipline in the classroom in order to prevent bullying from occurring. The respondents believe that by establishing and enforcing rules and consequences, they can create a safe and a respectful learning environment for all students. Bradshaw et al. (2017) highlights the importance of clear and consistent discipline in promoting positive behavior in the classroom and reducing bullying and other negative behaviors. The authors note that effective discipline strategies should be proactive, clear, and focused on positive behavior, rather than solely punitive or reactive. Overall, the respondents seem to prioritize discipline as a means of promoting a positive and a safe learning environment. Thus, imposing discipline to the pupils may be sound good.

On the other hand, the indicator number 8, I document disruptive behaviors, obtained the lowest

Mean of 4.25 with  $SD=0.75$  described as Always Practiced and interpreted as Very High. This suggests that the surveyed teachers may not prioritize documenting disruptive behaviors in their classroom management practices as highly as other practices such as considering student backgrounds or implementing group-oriented methodologies.

However, it is important to note that even though this statement obtained a lower mean, it is still considered to be highly practiced based on the rating scale provided (Always Practiced, Very High). Documenting disruptive behaviors can be an important tool for teachers to maintain a safe and positive learning environment and can also provide valuable information for future interventions or discussions with parents or administrators. Evertson et al. (2018) found that documenting disruptive behavior was an important part of a comprehensive classroom management plan.

This goes to show that the teachers use anecdotal record when the pupils manifest undesirable behaviors in the classroom. Teachers use paper and pen for the documentation. Teachers talk with the student in a calm, respectful and non-threatening manner and tell them to refrain from such behavior, because it impedes your ability to teach and their classmates' ability to learn. Anecdotal records inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays (The National Center on Quality Teaching and Learning, 2022).

Table 3 displays the level of physical environment practices in the classroom. It has an Overall Mean of 4.75 with  $SD=0.64$  which is described as Always Practiced and interpreted as Very High level. It can be inferred from the table that teachers always practice all the indicators of physical environment in the classroom. A good classroom must have a stimulating and a welcoming atmosphere, one that can make learners feel more comfortable and more secure. This does not only come from desirable physical surroundings and healthful condition but must also emanate from social relationships and emotional attitudes of the teachers (Acero, 2018).

In the same table, indicators 4 and 9, I consider the physical environment a safe place where curious, overactive, and energetic children are always on the go and I maintain a safe physical environment of high-quality, foster positive attitudes and motivations related to students' ability, academic achievement, and prosocial behavior, obtained the highest Mean of 4.85 with  $SD= 0.59$  described as Always Practiced and interpreted as High Level. This means that teachers observe a safe classroom not only the physical features but also the atmosphere or the totality of the classroom which include the attitudes, motivations and behaviors. This study is similar to the concept of Corpuz (2019). The focus of the model is the conceptualization and the manner in which the physical features in classroom must be located in areas where the contents could be viewed well and be made available for use. Well-arranged classrooms, makes the room looks spacious and orderly.

These results mean that the teachers ascertained a classroom atmosphere where the pupils are safe, secured, and can maximize their learning which conforms to Domain 2 of the Philippine Professional Standard for Teachers (2017) on learning environment. This domain emphasizes that teachers must have the competencies to provide learning environments that are safe, secure, fair, and supportive in order to promote learners' responsibility and achievement. This further emphasizes on creating an environment that is learning-focused on which teachers efficiently manage learners' behavior in a physical and virtual space. It highlights the need for teachers to utilize a range of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions geared towards the attainment of high standards of learning. Overall, physical environment practices are an important aspect of effective teaching and learning, as they can help to create a positive and supportive learning environment that promotes student engagement and academic achievement.

On the contrary, indicator number 6, I use instruments and devices and must be returned to their proper places, obtained the lowest Mean of 4.67 with  $SD=0.71$  still described as Always Practiced and interpreted as Very High level. This statement suggests that the practice of using instruments and devices in the classroom and ensuring that they are returned to their proper places after use received a low rating from



the respondents. This may imply that the practice was not consistently followed, or that it was not perceived as particularly important or effective by those surveyed. It could also suggest that there were issues with the physical organization of the classroom that made it difficult to properly store and retrieve instruments and devices. Ultimately, more information would be needed to fully understand the reasons behind the low mean rating for this statement. The reason why this statement obtained the lowest mean in the data presented may be due to its perceived lack of relevance to the management of classroom behavior and discipline.

**Table 3**  
Physical Environment Practices in the Classroom

	Indicators	Mean	SD	Description	Interpretation
1.	I arrange well the furniture such as chairs and tables for demonstrations.	4.75	.64	Always Practiced	Very High
2.	I maintain clean, well-lighted, well ventilated, noise free and fresh classroom.	4.76	.63	Always Practiced	Very High
3.	I choose the right size of the chair that would depend on the students' size if they kept on a large desk or a smaller one, they would feel uncomfortable, and their movements will be affected.	4.65	.71	Always Practiced	Very High
4.	I consider the physical environment a safe place where curious, overactive, and energetic children are always on the go.	4.85	.59	Always Practiced	Very High
5.	During class hours I observe proper lighting and ventilation must be provided and maintain for	4.84	.59	Always Practiced	Very High
6.	I use instruments and devices and must be returned to their proper places.	4.67	.71	Always Practiced	Very High
7.	Classroom displays must be positioned appropriately, to make the room look spacious and orderly.	4.74	.66	Always Practiced	Very High
8.	I design my classroom by organizing its spaces, furnishings, and materials to maximize the learning opportunities and the engagement of every child.	.71	.67	Always Practiced	Very High
9.	I maintain a safe physical environment of high-quality, foster positive attitudes and motivations related to students' ability, academic achievement, and prosocial behavior.	4.85	.59	Always Practiced	Very High
10.	I create a well-arranged environment should enhance children's development through learning and play.	4.74	.67	Always Practiced	Very High
<b>Overall Mean</b>		<b>4.75</b>	<b>.64</b>	<b>Always Practiced</b>	<b>Very High</b>

**Note:** 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

It is important to note, however, that the value of using instruments and devices in instruction should not be dismissed. The results of the survey simply suggest that this practice may be viewed as less critical in the context of classroom management compared to other practices such as documenting disruptive behaviors or creating a positive class culture. Wong (2019), who emphasized the importance of establishing classroom procedures and routines to create a positive and structured learning environment. This includes establishing procedures for the use and storage of classroom materials.

This conveys that teachers occasionally use some instruments in their classes and perhaps may not be able to put them back in place. This is why they rated this low among the ten indicators of this construct of classroom management practices.

Table 4 demonstrates the classroom routine practices of the teachers. It can be reasoned out from the table that the teachers Always Practice the indicators of classroom routine as revealed in the Overall Mean of 4.76 with SD=0.70 described as Always Practiced and interpreted as Very High. This implies that the teachers consider establishing classroom routines and procedures to ensure a positive and productive classroom atmosphere. According to Roush (2021) routines are important to establish norms, set expectations, and otherwise build positive relationships in the classroom environment. With routine and procedures in place there will be a smooth flow of classroom activities that will lead to better learning outcomes.

**Table 4**  
Classroom Routine Practices

	<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>	<b>Interpretation</b>
1.	I begin and end the class day or period on time.	4.70	.57	Always Practiced	Very High
2.	I prepare myself for some interruptions such as; announcements, meetings, and visitors.	4.56	.72	Always Practiced	Very High
3.	I make clear rules and procedures on the distributions and collections of materials, storage of common materials, my desk and storage areas, student's desk and storage areas, the use of the pencil sharpener.	4.73	.65	Always Practiced	Very High
4.	I allow time to shift to the next activity, to create a routine for the last five minutes of the day.	4.59	.64	Always Practiced	Very High
5.	I delegate administrative task to students when possible.	4.13	.97	Often Practiced	High
6.	Set clear classroom routines and expectations.	4.72	.65	Always Practiced	Very High
7.	Determine how I will reward positive behavior.	4.70	.65	Always Practiced	Very High
8.	I make class time more enjoyable and productive.	4.62	.68	Always Practiced	Very High
9.	I practice reward system inside my classroom	4.27	.80	Always Practiced	Very High
10.	I taught carefully to my student the classroom routines and procedures.	4.75	.64	Always Practiced	Very High
	<b>Overall Mean</b>	<b>4.76</b>	<b>.70</b>	<b>Always Practiced</b>	<b>Very High</b>

**Note:** 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

The table also reflects the indicator rated high by the teachers. Indicator number 10, I taught carefully to my student the classroom routines and procedure, received the highest Mean of 4.75 with SD=0.64 described as Always Practiced and interpreted as Very High level. It means that the teacher recognizes the importance of establishing clear classroom routines and procedures and effectively communicated them to the students. Establishing classroom routines and procedures is an essential component of effective classroom management Jones and Jones (2017), found that teaching and implementing classroom routines and procedures had a positive impact on students' academic achievement. It provides structure and organization to the learning environment. It creates a sense of predictability and consistency, and helps to



prevent disruptive behavior. When teachers carefully teach these routines and procedures to their students, it sets clear expectations and provides students with a sense of ownership and responsibility for their learning environment. Additionally, it ensures that students can use classroom materials and resources effectively and safely. Overall, teaching classroom routines and procedures is an important aspect of effective classroom management and can contribute to a positive and productive learning environment.

On the other hand, indicator number 5, I delegate administrative task to students when possible, got the lowest Mean of 4.13 with SD=0.97 described as Often Practiced interpreted as High level. This suggests that the participants did not perceive this practice as being very effective in classroom management. Delegating administrative tasks to students can have some benefits in terms of building student responsibility and ownership of the classroom environment. It can also help the teachers focus on instruction and other tasks that require their expertise. William Glasser - Glasser's Choice theory (2017) emphasizes the importance of giving students control over their own learning. By delegating tasks to students, teachers can help them develop important skills like responsibility and leadership. However, if not managed properly, it can lead to confusion and disruptions in the classroom.

One possible reason why this practice received a low rating in the given data set could be due to concerns about the effectiveness of student delegation, the level of student maturity and responsibility, or the time it takes to train students to perform these tasks properly. It is important for teachers to carefully consider the potential benefits and drawbacks of delegating administrative tasks to students before implementing this practice in their own classroom. This suggests that the teachers seldom or do not delegate administrative tasks to pupils considering that administrative tasks are very delicate. More so, the pupils are still at their developmental levels and are not yet capable of doing these tasks.

**Table 5**

Summary Table of Classroom Management Practices

Classroom Management Practices	Mean	SD	Description	Interpretation
Time Management	4.61	.67	Always Practiced	Very High
Classroom Discipline	4.58	.74	Always Practiced	Very High
Physical Environment Practices	4.75	.64	Always Practiced	Very High
Establishing Routines	4.76	.70	Always Practiced	Very High
<b>Total</b>	<b>4.68</b>	<b>.69</b>	<b>Always Practiced</b>	<b>Very High</b>

Note: 4.21-5.0 Very High; 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Data in Table 5 on the next page, present the summary table of the classroom management practices of teachers. All the four constructs of classroom management practices are described as Always Practiced and interpreted as Very High with an Overall Mean of 4.68 with SD=0.69. Establishing Routines got the highest mean rating of 4.76 with SD=0.70 described as Always Practice and interpreted as Very High. This means that establishing routines is a classroom management practice that is almost always practiced among the teachers surveyed and is rated very highly on average. Establishing routines refers to the practice of creating regular and predictable procedures or protocols that guide student behavior and actions in the classroom. It includes how to enter and exit the classroom, how to line up for lunch or recess, or how to transition between subjects or activities. By establishing routines, teachers create a sense of structure and order in the classroom, which can help students feel more secure and confident in their learning environment.

Kauffman, et al. (2017) study provides an evidence-based guide for establishing routines in the classroom to support positive behavior. The authors reviewed the research literature on establishing routines and identified several key strategies that have been shown to be effective, including begin the school year with clear expectations and routines, and teach routines explicitly and reinforce them consistently.

Classroom Discipline obtained the lowest Mean rating of 4.58 with SD=0.74. It is a classroom

management practice that is almost Always Practiced among the teachers surveyed, but it received a slightly lower rating compared to the other practices. Classroom discipline refers to the methods and strategies that teachers use to promote and maintain positive student behavior and minimize disruptive or negative behavior. This can include a variety of practices, such as setting clear expectations for behavior, using positive reinforcement, providing consequences for negative behavior, and building positive relationships with students.

Additionally, other factors, such as the school and classroom culture, student demographics, and teacher experience and training, may also influence how classroom discipline is practiced and perceived. The findings suggest that all the four constructs of classroom management practices are all done, practiced, and implemented by the teachers to create a classroom atmosphere conducive for learning where everyone feels secured, safe, and have the opportunity to participate and engage in all classroom activities. More importantly, the teachers must have really based their classroom management practices from the Philippine Professional Standards for Teachers.

Overall, these results imply that the teachers in this context are consistently implementing strong classroom management practices, specifically in the areas of time management, classroom discipline, physical environment practices, and establishing routines. These practices are likely contributing to a well-organized and structured learning environment that is conducive to student success.

**Problem 2.** What is the level of teachers' performance based on their IPCRF rating for SY 2021-2022?

**Table 6**

*Teachers' Performance in their IPCRF*

Categories	Frequenc y	Percentage	Mean	SD	Interpretation
Outstanding	79	73.15	4.45	.18	Outstanding
Very Satisfactory	29	26.85			
Satisfactory	-	-			
Unsatisfactory Poor/Needs Improvement					

Table 6 discloses the teachers' performance in their IPCRF for School Year 2021-2022. It can be gleaned from the table that 79 or 73.15 percent obtained an Outstanding performance; 29 or 26.85 got a Very Satisfactory performance; nobody got a Satisfactory performance. This confirms that the teachers are doing better in their roles and their responsibilities as molders of the young minds based on their performance ranging from Very satisfactory to Outstanding. This conforms to the study conducted by (Kadtong et al., 2017) pointing out that teachers performed Very Satisfactorily. Teachers exhibit a high level of performance on related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas of teaching performance as indicated in the seven domains of competency-based appraisal system for teachers.

Ronfeldt et al. (2017) discuss the importance of using multiple measures of teacher performance and considering contextual factors (e.g., school and classroom culture, student demographics) when evaluating teacher performance. They conclude that teacher performance measurement is a complex and multifaceted issue, and that ongoing research is needed to develop and refine effective methods for evaluating teacher performance.

**Problem 3.** Is there a significant relationship between the classroom management practices and teachers' performance?

**Table 7**

Correlation Analysis between Classroom Management: Practices and Performance

Variables	R-value	P-value	Decision on Ho	Interpretation
Management of Time	.091	.348	Not Significant	Accept
Classroom Discipline	.039	.690	Not Significant	Accept
Management of Physical Environment	.144	.138	Not Significant	Accept
Establishing Routines	.124	.202	Not Significant	Accept

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

Table 7 presents the correlation analysis between classroom management practices and the performance of the teachers. It can be generalized from the Table that the classroom management practices of the teachers are not statistically related to their performance as evident of the p-values of the four constructs of classroom management namely management of time with r-value= .091 and p-value of .348 >0.05; classroom discipline with r-value= .039 and p-value of .690 >.05; management of physical environment with r-value=.144 and p-value=.138 >.05; and establishing routines with r-value=.124 and p-value=.202 >.05. This means that the classroom management practices of the teachers are not significantly associated with their performance. Therefore, the null hypothesis is accepted on this basis. The findings find support to the study conducted by Llanos (2020) which revealed that classroom management and the teaching performance of teachers their tasks and responsibilities are not related.

Allen, (2017) proactive approach to classroom management involves establishing clear expectations, rules, and consequences; building positive relationships with students; using instructional strategies that keep students engaged and motivated; and maintaining a safe and supportive learning environment. Correlation analysis between classroom management practices and performance is a statistical method that examines the relationship between two or more variables. In this case, the analysis is focused on the correlation between the various classroom management practices employed by a teacher and their impact on student performance. The analysis seeks to establish whether there is a positive or negative correlation between classroom management practices and academic performance.

However, it is important to note that just because the relationships were not statistically significant does not mean that there is no relationship at all. It may be that other factors, such as teacher experience or student characteristics, are more important in predicting teacher performance than these specific aspects of classroom management practices. It may also be that the study was limited by its sample size, methodology, or other factors that could have influenced the results.

**Problem 4.** Which among of the independent variable/s singly or in combination predict/s teachers' performance?

Table 8 displays the regression analysis between classroom management practices and the performance of the teachers in their IPCRF rating during the School Year 2021-2022. It can be inferred from the Table that only classroom discipline with  $\beta = -.188$ ,  $t = -2.101$ ,  $p < .05$  is the best predictor of the performance of the teachers. It can be observed in the same Table that the negative  $\beta$  weight of the measured variable, classroom discipline is inversely related to teaching performance. This means that the lower is the occurrence of undesirable behavior of the pupils in the classroom the lower is the practice of classroom discipline.

Further, it implies that the lower is the practice of classroom discipline the higher is the teaching

performance. Here are some evidences to suggest that effective classroom management practices, including the establishment of clear rules and routines, can lead to lower rates of disruptive behavior among students (Emmer & Stough, 2017). This, in turn, may create a more positive learning environment and improve teacher performance by allowing more time for instruction and reducing stress and frustration for both the teacher and the students.

**Table 8***Regression Analysis Between Classroom Management Practices and Teacher's Performance*

Predictors	Unstandardized Coefficients		Standard Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	4.283	.144		29.860	.000
Management of Time	.020	.098	.063	.204	.839
Classroom Discipline	-.188	.089	-.596	-2.101	.038
Management of Physical Environment	.134	.076	.442	1.770	.080
Establishing Routines	.065	.074	.204	.874	.384
R = .267	R <sup>2</sup> = .071	F = 1.980	Sig. = .000		

a. Dependent Variable: IPCRF Rating

However, it is also important to note that the relationship between classroom discipline and teacher performance is likely more complex than a simple inverse relationship. For example, some research has suggested that overly strict or punitive discipline practices may have negative effects on student behavior and academic achievement (Skiba et al., 2017).

More precisely, the predicted score for value of the independent variable is indicated by the beta weights ( $\beta$ ) which means that each additional score/unit accounted by this measure variable would imply an increase of teaching performance. On the other hand, management of time with  $\beta=.020$ ,  $t=.204$ ,  $p>.05$ ; management of physical environment with  $\beta=.134$ ,  $t=1.770$ ,  $p>.05$ ; and establishing routines with  $\beta=.065$ ,  $t=.874$ ,  $p>.05$  are not predictors of teaching performance.

Moreover,  $r^2$  value explains the amount of influence of the whole set of independent variables taken as one on the teaching performance. The measure of the total variation of the dependent variable consisted of .071 which reflects the amount of variance explained by classroom discipline. Which is 7.1% while 92.9% that best predicts teaching performance can be attributed to other factors not included in this study. From the foregoing analysis, however, the equation useful in predicting what independent variable/s significantly predict teaching performance (Y) as indicated by the F-value (1.980) with its corresponding probability value (.000) is significant at ( $p<.01$ ).

This Model is illustrated:

$$Y = -.188X_1 + 4.283$$

Where: 4.283 = constant

Y = Classroom Management Practice

$X_1$  = Classroom Discipline

#### 4. Conclusions and Recommendations

Based on the significant findings the following conclusions were drawn:

1. All the areas of classroom management identified in this study were highly practiced by the

teachers. Teachers used these areas of classroom management to a high extent to establish a classroom atmosphere conducive for learning.

2. The teaching performance of the respondents ranged from very satisfactory to outstanding. More so, they display a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas of work performance.

3. Time Management, Classroom Discipline, Physical Environment, and Establishing Routines classroom practices were not significantly associated with teaching performance. Therefore, the null hypothesis is accepted.

4. Classroom discipline management practice best predicts teaching performance.

Based on the findings of this study, the researcher come up with the following recommendations:

1. The teacher may continue to use the areas of classroom management identified in this study to maintain or even enhance the atmosphere of the classroom.

2. The teachers may continue or even employ other classroom management practices which they think may enhance their teaching performance especially those who are at the Very Satisfactory level to make it at Outstanding performance.

3. Teachers may look into the area of physical environment practices since it may be closely associated with their performance. They can enhance their classroom management in this area to enhance their performance as well as of their learners.

4. Since classroom discipline is the best predictor of teaching performance, the teachers can focus on this area on how to avoid misbehavior to occur in the classroom. More so, teachers can be proactive to prevent pupils in manifesting misbehavior.

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