

## CLASSROOM MANAGEMENT PRACTICES AND ITS DEGREE OF IMPLEMENTATION

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### ABSTRACT

This descriptive-correlational study was conducted to determine the classroom management practices employed by faculty members at Aklan State University, Banga campus for the school year 2014-2015. Specifically, the study sought to find out the classroom management practices of the teachers and the degree of implementation. A survey questionnaire and data mining or documentary analyses were used in this study. The respondents of the study were the 1,590 students who serve as raters for the 53 teachers in Banga Campus holding permanent position. The study made use of the descriptive statistics such as frequency, percentage and weighted mean while gamma test was used to determine the relationship between two variables being studied. Results revealed that classroom management practices indicators that were moderately implemented by the teachers are as follows: building responsibility and provision of opportunities to students, effective instructional delivery, development of caring and supportive environment, classroom engagement, and classroom structure and predictability. On the other hand, strategies for appropriate behavior, classroom expectation, strategies for inappropriate behavior, instructional evaluation and positive interaction were slightly implemented by the faculty.

*Keywords: classroom management, commitment, instructional effectiveness, implication, teachers*

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## I. Introduction

The teacher is a key factor in the teaching-learning process. It is believed that the ability of teachers to organize classrooms and manage the behavior of their students is very important to attaining positive educational outcomes. Although sound behavioral management does not affirm effective instruction, it establishes an environmental condition that makes good instruction possible. Inversely, highly effective instruction reduces, but does not eliminate classroom behavior problems (Emmer & Stough, in Oliver and Reschly, 2007).

Teachers who have problems with behavior management and classroom discipline are believed to be ineffective in the classroom resulting to teaching ineffectiveness. The teachers' performance is a significant variable in the classroom for without this attribute, an individual is unlikely to be a good teacher (Cooper, 1989). Moreover, a significant body of research justify with reality that classroom organization and instructional competencies of teachers have significant influence in the persistence of new teachers in teaching careers. Meanwhile, disruptive classroom behavior is a significant reason why teachers leave teaching as their profession (Ingersoll & Smith, 2003).

Education being an on-going process and a dynamic activity demands the never ending search for better methods of teaching and learning. The quality of the teacher's interaction with the students determines to a large extent how successful or unsuccessful the outcomes of his efforts are. How he has performed well is of utmost importance for a classroom teacher, thus, teacher's classroom management and instructional competence should be continually strengthened and directed. Relationship between classroom management practices and instructional competence should be verified or evaluated so that teachers can optimize the use of available resources and minimize the "hit and miss" method. Evaluating classroom management and performance of teachers promotes growth and development not only for teachers but also for the students.

Assessment, therefore, helps the teacher discover and understand his strengths and weaknesses so that he can utilize his assets to a great extent and likewise check and improve his defects so as to perform his task toward achieving academic excellence. Thus, students' rating is an appropriate approach. Although self-rating serves the purpose of measuring performance, it is sometimes biased, but with the students evaluating the performance of the teacher it will become

more objective. This observation is supported by the result of the study of Manares (2014) where rating of students was more accurate and truthful when compared to the ratings of three other groups of raters peer, self and supervisor.

At the Aklan State University, teaching effectiveness is measured periodically using an evaluation instrument prepared by a joint committee composed of the Commission of Higher Education (CHED), the Philippine Association of State Colleges and Universities (PASUC) and Technical Education and Skills Development Authority (TESDA). The same instrument is used by all State Universities and Colleges (SUC's) in the Philippines. The instrument measures the teaching effectiveness of individual teacher based on the evaluation made by four groups of raters: self, peer, supervisor and students. It is a common belief that the higher the score in the evaluation the more effective is the teacher.

In this study, teachers were evaluated by the students in terms of their classroom management practices and instructional effectiveness to determine whether the kind of classroom environment or condition as a result of classroom management used by the teacher has bearing on the teaching effectiveness of the teacher. Thus, this study was conducted in order to determine the classroom management practices and the teaching effectiveness of teachers. The result of the study can be used in the adoption of a possible classroom management program at Aklan State University, Banga Campus to enhance the management skills and teaching performance of the teachers.

### **Theoretical Framework**

The study is based on the theory of Doyle (1985), which advocates that a successful classroom management relies on the skills of the teacher in recognizing and understanding as well as interpreting events with in a diverse classroom situation. He further explained that, in order to solve complex situation in the classroom the teacher must be able to cope with what is happening in the classroom to be able to handle with ease and with understanding to sustain group focus and attention to keep the activity moving smoothly.

Making use of this theory, all factors that may affect the performance of an individual teacher were taken into consideration. A conceptual framework (Fig.1) focuses on classroom management practices and its relationship to teaching effectiveness of teachers as perceived by the students.

Moreover, another idea in which this study can be anchored is the ideas of Budkley and Cooper (in Baes, 2000), which advocates that individual teacher are concerned with improving teaching effectiveness thus, one must observe and analyze the behavior of students in classroom setting. The teacher should not limit his abilities and skills to instruction but must have a variety of management skills to understand the complex behavior of students.

With the above theory, concepts and ideas as bases, the study was conducted to determine whether classroom management practices used by the teacher has bearing on the teaching effectiveness of teachers in terms of their commitment, knowledge of the subject matter, teaching for independent learning and management of learning.

The result of the relationship between these variables will serve as basis for a proposed classroom management program as shown in Figure 1.

### Statement of the Problem

The main purpose of the study is to determine the classroom management practices and instructional effectiveness of teachers' at Aklan State University, Banga campus for the school year 2014-2015. The findings of the study will serve as basis for the formulation of a classroom management program to enhance the teaching effectiveness of teachers in the university.

Specifically, the study sought to answer the following questions:

1. What are the classroom management practices of the teachers and the degree of implementation of these practices?
2. What classroom management program can be proposed based on the result of the study?

### Significance of the Study

The result of this study would provide information to Aklan State University (ASU) administrators in terms of skills in classroom management and the teaching effectiveness of the teachers. Further, the result can serve as basis for the formulation or adoption of a management program which will enhance the teaching effectiveness of the university faculty.

Similarly, the teachers will have the idea on what indicator in the instrument where they given high and low ratings by the students, thus, providing them the opportunity to check, improve and make necessary adjustments/improvements on some areas that need help for the betterment of their teaching activity. Moreover, knowledge of their performance will encourage

or challenge them to strive more to deliver the necessary management and teaching skills expected from them.

On the part of the students, being the immediate clients of the teaching learning process, it would be beneficial to them as change in teaching performance will bring about improvement in the way students are handled and classes are conducted. Thus, the students would surely get the best education if their teachers are competent to face and meet challenges in the field of teaching. Along with this, students would be motivated to learn if they feel that their teachers are working hard to facilitate learning.

To the researcher, it would give her concrete idea of the management practices of teachers, thereby results would served as basis to proposed program to improved management and teaching skills of teachers.

Lastly, the result of this study will be useful to other researchers who will conduct studies on classroom management practices and teaching effectiveness. respectively, for the responses Never Implemented, Slightly Implemented, Moderately Implemented and Strongly Implemented.

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies to further enrich and support the needed justification or information of the study.

### **Classroom Structure and predictability**

Jones (2001) a noted classroom management expert, explains: “A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.” Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage.

Meanwhile, Bernardino (2000) mentioned that most of the problems affecting our educational system boil down to insufficient classroom space, inadequate equipment and teaching aids. Gines, et.al. (1998) on the other hand, opine that classroom physical conditions like poor ventilation and room temperature may cause disruption. There must be enough chairs

for the students. All of these may contribute to the ability of the students to concentrate on educational contents.

Moreover, Corneja (2001) emphasized that physical facilities are a component of the school plant. The primary function of the school plant is to provide proper physical environment that is conducive to teaching and learning. It must accommodate the process, activities and services necessary for effective teacher and students' performance. Furthermore, Morphet and Reller (in Cerbus, 2005), believed that the school plant has a mental bearing on the part of the learner because the limited the space of the school hinders student activity, thus limiting their opportunity to do and learn. The room must be an attractive laboratory containing functional bulletin boards, equipment for flexible seating arrangement and organized work areas.

It is therefore important to recognize that the physical environment can influence the way teachers and students feel, think, and behave. Careful planning of this environment within the constraints of daily schedule is an integral part of good classroom management. Moreover, creating a comfortable, functional classroom is one way of showing your students that you care about them (Weinstein, 2007).

### **Classroom Expectation**

According to Scarborough and Parker (2003) in order for students to succeed, it is essential that teacher's maintained and communicate high and positive expectations. Research has repeatedly demonstrated what we know from common sense: low expectations predict low achievement. Teacher vision of student achievement and performance has an immeasurable impact on students. Implementing some of the following suggestions can help maintain a positive attitude toward your students: take care of yourself, maintain a positive and realistic vision of student success, be reflective about your plan, don't take it personally, make an overt effort to interact positively with student and consult colleagues. Furthermore, to implement an effective classroom management plan successfully, you must possess and communicate high expectations for every student's success.

Doyle (1985) made mentioned that discipline in the classroom can be attained by maintaining cooperation among students with the teacher. This statement is being reinforced by Gellor (1986), that a democratic approach to discipline is crucial in establishing classroom organization in which students helps formulate and enforce the rules and regulations.

According to Hayden (2012) in the real world, students come from all walks of life. They all have problems, and some do not deal well with stress or conflict. The number one reason they come to school is to learn, so order must be kept in the classroom. Of course, students know the classroom rules and school rules. The boundaries are set before work begins but, not all strategies work with every student.

### III. RESEARCH METHODOLOGY AND PROCEDURES

This chapter presents the discussion of the methods and procedure that were used in the study. The discussion includes: research method, locale/environment of the study, the respondents, data gathering instrument and procedure, and the statistical tools that were used to interpret the data are included in this chapter.

#### Method

The descriptive-correlational research design was used in this study. This research design is appropriate for studies which aim to find out what prevails in the future conditions (Ardales, 2009). Correlational research design according to David (2009), attempts to determine whether and to what extent is the degree of a relationship that exist between two or more quantifiable variables. The purpose of correlational research is to establish relationship or to use relationship in making predictions. Relationship investigation typically studies a number of variables believed to be related to major and complex variables.

Likewise, Calderon and Gonzales (1993) defined descriptive research as a purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, process, trends and cause-effect relationship and then making adequate and accurate interpretation about such data with or without the use of statistical methods.

This method is believed as the most appropriate since this study seeks to determine the relationship between classroom management practices and instructional effectiveness of teachers.

## Environment

The Aklan State University (ASU) Banga campus is the research locale of this study. ASU is considered as one of the oldest institutions of learning in Western Visayas. It started as the Banga Intermediate School in 1917 and in June 1918 became Capiz Farm School (Aklan being a part of Capiz then).

In 1928 due to a significant increase in enrollment, the school was converted into Banga Rural High School and in 1963 it was converted to Aklan Agricultural College (AAC). A two-year technical course was first offered, and in May 19, 1966, the college offered Bachelor of Science in Agriculture (BSA) program major in Agronomy and Animal Husbandry.

In the seventies, in order to provide for the needs of professionals in the area who wanted to seek for higher learning and career advancement, the College expands its higher education services by offering other baccalaureate courses and graduate programs.

On April 10, 1992 by virtue of Republic Act No. 7371, AAC was converted into Aklan State College of Agriculture. Then, on April 4, 2001, R.A. 9055 entitled "An Act Converting the Aklan State College of Agriculture in the Municipality of Banga, Province of Aklan into a State University to be known as the Aklan State University.

Today, ASU is the only University in Aklan having five campuses. One of these is the Banga campus which is the main campus of the university, where this study is conducted. In the Banga campus there are four schools and colleges, namely: College of Agriculture Fisheries and Marine Sciences, College of Teacher Education, School of Arts and Sciences/School of Management Sciences and Doctor of Veterinary Medicine. The ASU still holds on to its commitment to soar high to reach its vision to be the Academic Pillar of Excellence (APEX).

## Respondents

The respondents of the study were the students who serve as raters and the subjects were the teachers in Banga Campus having a permanent position.

In this study, the respondents who were asked to rate their teacher on classroom management practices were the same group of students who rated the teacher for instructional effectiveness for the first semester SY 2014-2015. The number of respondents per faculty was thirty (30) students.



The subjects of the study were the 53 or 50% plus 1 of randomly selected teachers out of the 104 total populations of teachers in ASU Banga Campus SY 2014-2015. The sample size from each school and college was identified using the stratified proportionate random sampling to ensure that every school and college was properly represented in the sample.

Then, from each school, subjects (faculty member) were chosen through simple random sampling technique until the desired number of subjects was attained. For each teacher that were chosen there are 30 students that serve as respondents.

### **Instruments**

In this study, a survey questionnaire and data mining or documentary analysis were used in the research.

To measure the classroom management practices of teachers the researcher made use of the standardized questionnaire developed by Sugai and Colvin (2004) and revised by Washburn, S. (2010). The questionnaire was slightly modified by the researcher to suit to the level of the respondents who were rating the teachers. The instrument assesses a variety of classroom management practices such as classroom structure and predictability, classroom expectation, effective instructional delivery, classroom engagement, instructional evaluation, positive interaction, strategies for appropriate behavior, strategies for inappropriate behavior, development of caring and supportive environment and building responsibility and provision of opportunities to students to improve management skills of teachers.

To determine the classroom management practices per area, the points in the ten (10) areas or categories were added. The scale of points, description and interpretation is presented below.

For a nine (9) point rating:

Scale	Description	Interpretation
0	Never Implemented	The teacher has not yet implemented-the element described has not been a part of the management plan.
1-6	Slightly Implemented	The teacher has made some attempts at implementation, but overall the effort has not been strong or sustained.
7-8	Moderately Implemented	The teacher has planned and implemented, but struggled with follow-through or improvements along the way. The initial planning could have been better.
9	Strongly Implemented	YES, the teacher has implemented and followed through, monitoring and improving the use of the strategy as needed.

For a twelve (12) point rating:

Scale	Description	Interpretation
0	Never Implemented	The teacher has not yet implemented-the element described has not been a part of his/her management plan
1-6	Slightly Implemented	The teacher has made some attempts at implementation, but overall his/her effort has not been strong or sustained
7-11	Moderately Implemented	The teacher has planned and implemented, but struggled with follow-through or improvements along the way. The initial planning could have been better.
12	Strongly Implemented	YES, the teacher has implemented and followed through, monitoring and improving the use of the strategy as needed

## Data Gathering Procedures

A written permission to conduct the study was secured from the office of the University President. Upon approval of the request, the researcher personally administers the questionnaire for classroom management practices to the identified respondents. Retrieval of the questionnaire was done afterwards.

For the instructional effectiveness of the faculty, the researcher made use of the documentary and data mining technique to gather data. Thus, a letter request was also given to the respective deans of each schools and college in Banga Campus, requesting a copy of performance evaluation ratings of the faculty for the first semester of SY 2014-2015. This was done to identify the group of students who evaluated the faculty subject for the first semester SY 2014-1015 since they were the same group of students who were asked to rate the faculty for classroom management practices.

## Statistical Analyses

The data gathered were grouped, categorized and entered into data sheets and processing was done using Statistical Package for Social Sciences (SPSS) software.

The statistical tools used in this study to analyze the data were the descriptive statistics such as:

**Frequency** pertains to the number of times a particular event appears per unit time.

**Percentage** refers to the rate or proportion per hundred. In this study, frequency distribution and percentage were used to determine the classroom management and teaching effectiveness of faculty.

**Weighted Mean** refers to the sum of all numbers divided by the number of occurrences.

**Goodman's and Kruskal's Gamma coefficient** is a non-parametric and directional test of relationship between two variables. Gamma coefficient is appropriate for big sample. In this

study this is used to find out the relationship between classroom management practices and instructional effectiveness of faculty.

The degree of relationship was interpreted using the scale below (Punzalan, 1996):

to $\pm 0.20$	–	negligible correlation
$\pm 0.21$	to	$\pm 0.40$ – low correlation
$\pm 0.41$	to	$\pm 0.70$ – substantial or marked correlation
$\pm 0.71$	to	$\pm 1.00$ – high correlation

To determine the significance of relationship, the probability value was set at 0.05 level and is compared to the probability value generated by the computer using Statistical Package for Social Sciences (SPSS). When the p-value is less than or equal to ( $\leq$ ) the p-value set, the relationship is significant. When the p-value is greater than ( $>$ ) the p-value set, relationship is not significant.

### **Ethical Considerations**

Ethical issues were considered by the researcher in conducting the study. These are necessary for the purpose of securing the privacy of the respondents.

## **IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the data gathered from the study, including the corresponding analysis and interpretation of data. The data are presented in tabular and narrative form.

### **Classroom Management Practices of Faculty and the Degree of Implementation**

Table 2 shows the different indicators of classroom management practices of faculty and the degree of implementation.

**Classroom Structure and Predictability.** The data revealed that the faculty actively supervised the classroom ( $x=2.38$ ); established and explicitly teach student classroom procedures ( $x=2.33$ ) and arranged the classroom to avoid meanness and distraction ( $x=2.31$ ). The implementation of classroom structure and predictability by the faculty was rated moderate. This

implies that the faculty has planned and implemented classroom structure and predictability but struggled with follow-through along the way. This result is supported by the statement of Jones (2006) a noted classroom management expert, explains: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free." Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction.

**Table 2**

***Classroom Management Practices of Faculty and the Degree of Implementation***

Indicators	Mean	Descriptive Rating
<b>1. Classroom Structure and Predictability</b>		
a. Establishes and explicitly teach student classroom procedures.	2.33	Moderately Implemented
b. Arrange the classroom to maximize (teacher to-student) proximity and minimize crowding and distraction.	2.31	Moderately Implemented
c. Actively supervise (move, stand, interact, reinforce).	2.38	Moderately Implemented
<b>2. Classroom Expectation</b>		
a. Rules are stated as "do's" instead of "nos" or "don'ts."	2.25	Moderately Implemented
b. Actively involve students in establishing classroom rules.	2.32	Moderately Implemented
c. Explicitly teach and review these expectations or classroom "rules" in the context of routines.	2.31	Moderately Implemented
<b>3. Effective Instructional Delivery</b>		
a. Conducts smooth and efficient transitions between activities	2.28	Moderately Implemented
b. Prepared lessons/activities (filler activities, materials readied, fluent presentation, clear directions)	2.32	Moderately Implemented
c. Provides clear explanation of outcomes/objectives	2.35	Moderately Implemented
d. End lessons/activities with specific feedback.	2.26	Moderately Implemented

#### 4. Classroom Engagement

		Implemented
a. Maximize multiple and varied opportunities for each student to respond during instruction.	2.34	Moderately Implemented
b. Engage students in observable ways during teacher directed instruction.	2.37	Moderately Implemented
c. Frequently check for student understanding.	2.41	Moderately Implemented

**Classroom Expectation.** In terms of classroom expectation, the faculty actively involves the students in establishing classroom rules ( $x=2.32$ ); explicitly teach and review expectations or classroom “rules” in the context of routines ( $x=2.31$ ) and rules are stated as “do’s” instead of “nos” or “don’ts” ( $x=2.25$ ). The students rated the degree of implementation of faculty for classroom expectation as moderate. This shows that teachers had struggled to sustain the planned that has been started. The result affirmed the statement of Doyle (2005) that discipline in the classroom can be properly attained by the cooperation of both the students and teacher.

**Effective Instructional Delivery.** The same table showed that the faculty provides clear explanation of outcomes/objectives ( $x=2.35$ ); prepared lessons/activities (filler activities, materials readied, fluent presentation, clear directions) ( $x=2.32$ ); conducts smooth and efficient transitions between activities (2.28) and end lessons/activities with specific feedback (2.26). The faculty were rated on this indicator of classroom management as moderately implemented. This indicates that students were able to observe that the faculty struggled to continue the implementation of the planned that has been started.

Along with this result, Hayden (2012) enumerated strategies to keep students learn in a calm classroom environment. Among this are: keep the lesson moving by planning different activities to get them up out during the class period, do not lecture for the whole period and let the students actively engaged in a learning activity. Meanwhile, hands-on activities work great for vivacious classrooms.

**Classroom Engagement.** In terms of classroom engagement, results showed that the faculty was rated moderate by the students. The faculty were believed to frequently check for student understanding ( $x=2.41$ ); engage students in observable ways during teacher directed instruction ( $x=2.37$ ) and maximize multiple and varied opportunities for each student to respond

during instruction ( $x=2.34$ ). This implies that the faculty has planned and implemented such indicator but struggled on the improvement along the way of its implementation.

According to Doyle (2005), a successful classroom management relies on the skills of the teacher in recognizing and understanding as well as interpreting events within a diverse classroom situation. He further explained that, in order to solve complex situation in the classroom the teacher must be able to cope with what is happening in the classroom to be able to handle with ease and with understanding to sustain group focus and attention to keep the activity moving smoothly.

**Instructional Evaluation.** The same table illustrates that the faculty considers and note needed improvements (to lesson) for next time ( $x=2.33$ ); knows how many students have met the objective ( $x=2.26$ ) and provide extra time and assistance for students who struggle ( $x=2.25$ ). The students rated the faculty along this area of instructional evaluation as moderate. This means that improvement along the way of its implementation was not properly sustained by the faculty. The result is supported by Sprick,(2006), that motivation to students to achieve academic success can be a difficult job. Certainly, many factors affecting student motivation are outside the control of faculty. You cannot control a student's home life. You cannot make each minute of instruction fascinating for every student in your class. Part of every course is going to be hard work. However, a well-designed grading system can increase students' motivation to behave in ways that will help them engage with the instructional content you design. When an effective grading system is paired with effective instruction, even low performing students are more likely to succeed.

**Positive Interaction.** The data disclosed that the faculties were rated by the students along with its degree of implementation for positive interaction as moderate. The items included were correcting rule violations and use acknowledgement and positive reinforcement for rule following( $x=2.34$ ); positively interact with every student at least 2-3 times per hour on average( $x=2.25$ ) and maintain a ratio of 4:1 positive interactions ( $x=2.17$ ). This means that the faculty has started the planned but struggled along the way to follow-through the implementation of such plan. According to Hayden (2012) teacher should talk to students. If you see them in the hall, in the cafeteria or at the grocery store, ask them how they are. If you see a student in the

local newspaper, congratulate them. If they do something nice, tell them that you appreciate their kindness. This lets them know that you really do care about them. Corollary to this, Franco (2004) stresses that faculty and students are influenced directly and indirectly by their environment—provision of adequate and useful instructional materials and textbook greatly facilitate learning. Likewise, Reeve (1994) claims that quality instruction depends on the teacher's professional performance of one's task, responsibility and ability to serve as a role model and to participate in good interpersonal relationship.

*table 2 continued. . .*

### 5. Instructional Evaluation

a. At the end of the activity, the teacher knows how many students have met the objective	2.26	Moderately Implemented
b. Provide extra time and assistance for students who struggle.	2.25	Moderately Implemented
c. Consider and note needed improvements (to lesson) for next time.	2.33	Moderately Implemented

### 6. Positive Interactions

a. Maintain a ratio of 4:1 positive interactions	2.17	Moderately Implemented
b. Positively interact with every student at least 2-3 times per hour on average.	2.25	Moderately Implemented
c. After correcting rule violations, the teacher use acknowledgement and positive reinforcement for rule following	2.34	Moderately Implemented

### 7. Strategies For Appropriate Behavior

a. Provides specific and immediate contingent acknowledgement for academic and social behaviors (e.g., following expectations).	2.27	Moderately Implemented
b. Uses multiple systems to acknowledge appropriate behavior (teacher reaction, group contingencies, behavior contracts, or token systems).	2.33	Moderately Implemented
c. Uses differential reinforcement strategies to address problem behavior.	2.23	Moderately Implemented



### 8. Strategies For Inappropriate Behavior

- |   |      |                        |
|---|------|------------------------|
| a. Provide specific, contingent, and brief error corrections (stating expected behavior) for academic and social errors.  | 2.27 | Moderately Implemented |
| b. Uses the least restrictive procedure to discourage inappropriate behavior (non-verbal's, proximity, teacher reaction, re-teaching, etc.) and proceed to more restrictive procedures. | 2.21 | Moderately Implemented |
| c. Responds to behavior in a calm, emotionally objective and business-like manner.  | 2.38 | Moderately Implemented |

**Strategies for Appropriate Behavior.** The same table illustrates that the faculty uses multiple systems to acknowledge appropriate behavior (teacher reaction ( $x=2.33$ ); provides specific and immediate contingent acknowledgement for academic and social behaviors ( $x=2.27$ ) and uses differential reinforcement strategies to address problem behavior ( $x=2.31$ ). The students rated the degree of implementation by faculty on this indicator as moderate. This goes to show that students have seen how the implementation of faculty regarding strategies for appropriate behavior. According to Capapas (1994), he believes that discipline is considered important in classroom management. He advocates that classroom teachers should imposed rules and regulations properly to maximize order and discipline in the classroom.

Much research on classroom management has focused on student participation in establishing codes of conduct. It suggests that students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules that are designed to support a concept of consequences for inappropriate behavior rather than punishment Jones (2006).

**Strategies for Inappropriate Behavior.** In terms of strategies for inappropriate behavior the students rated the faculty on this indicator as moderately implemented. The data revealed that the faculty responds to behavior in a calm, emotionally objective and business-like manner ( $x=2.38$ ); provide specific, contingent, and brief error corrections (stating expected behavior) for academic and social errors ( $x=2.27$ ) and uses the least restrictive procedure to discourage inappropriate behavior (non-verbal's, proximity, teacher reaction, re-teaching, etc.)

and proceed to more restrictive procedures ( $x=2.21$ ). This means that faculty has planned and implemented the indicator but struggled to follow-through the improvements of such plan. Brophy(in Gottfredson, 1986) noted that the use of cooperative learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among racial/ethnic groups—all of which are related to reductions in the incidence of misbehavior. The work of other researchers Ornstein & Levine (1981) has also revealed that it is beneficial for teachers to use humor to hold student interest and reduce classroom tensions. Removing distracting materials, such as athletic equipment or art materials may also be effective, especially when implemented in the beginning of the year. Students can learn how to modify their behavior through active planning and negotiating contracts with their teacher. Also, teaching prosocial skills, such as self-awareness and cooperation, will often lead to improved behavior.

**Development of Caring and Supportive Environment.** The data revealed that the faculty speak to students with dignity and respect-even when providing correction ( $x=2.42$ ); uses explicit activities to learn about students ( $x=2.31$ ); communicate with students before school starts and continue frequent contact ( $x=2.29$ ) and learn to use student names by the end of week 2 ( $x=2.15$ ). The degree of implementation for this indicator development of caring and supportive environment was moderate. This implies that the faculty has implemented the plan but along the way the faculty encounters problems for the improvements of such plan. According to Budkley and Cooper (Baes, 2000), advocates that individual teacher are concerned with improving teaching effectiveness thus, one must observe and analyze the behavior of students in classroom setting. The teacher should not limit his abilities and skills to instruction but must have a variety of management skills to understand the complex behavior of students.

**Building Responsibility and Provision of Opportunities to Students.** The same table demonstrates the degree of implementation for building responsibility and provision of opportunities to students. It can be gleaned that a moderate rating was given by the students to the faculty in terms of providing specific activities for students to get to know one another and solve problems collaboratively ( $x=2.39$ ); providing social skills instruction and problem solving strategies ( $x=2.34$ ); using general classroom procedures and student jobs to enhance student responsibility ( $x=2.33$ ) and providing students with self-control and self-monitoring strategies

( $x=2.33$ ). This means that the faculty were able to implement the plan but were not capable to sustain to follow-through along the way for the improvements of the said plan. Berr (in Gasalao, 2000) as cited by (Famocol, 2007), found out that good teachers tend to be more vigorous, more emotionally stable, more pleasant, sympathetic and democratic, possessed a better speaking voice and a keener sense of humor. Furthermore, when teachers are motivated it will also create a highly motivated student. Poor teachers, usually have classroom problems.

*table 2 continued. ..*

### 9. Development Of Caring And Supportive Environment

a. Learn and use student names by the end of week 2.	2.15	Moderately Implemented
b. Uses explicit activities to learn about students.	2.31	Moderately Implemented
c. Communicate with students before school starts and continue frequent contact.	2.29	Moderately Implemented
d. Speak to students with dignity and respect-even when providing correction.	2.42	Moderately Implemented

### 10. Building Responsibility And Provision Of Opportunities To Students

a. Uses general classroom procedures and student jobs to enhance student responsibility.	2.33	Moderately Implemented
b. Provide students with self-control and self-monitoring strategies.	2.33	Moderately Implemented
c. Provide social skills instruction and problem solving strategies.	2.34	Moderately Implemented
d. Provide specific activities for students to get to know one another and solve problems collaboratively.	2.39	Moderately Implemented

**Summary of the Distribution of Classroom Management Practices and the Degree of Implementation**

Table 3 presents the summary of classroom management practices of the faculty of Aklan State University, Banga campus in terms of, classroom structure and predictability, classroom expectation, effective instructional delivery, classroom engagement, instructional evaluation, positive interaction, strategies for appropriate behavior, strategies for inappropriate behavior, development of caring and supportive environment and building responsibility and provision of opportunities to students.

**Table 3**

**Summary of the Distribution of Classroom Management Practices and the Degree of Implementation**

Classroom Management Practices	Frequency (n = 1,590)									
	Strongly Implemented		Moderately Implemented		Slightly Implemented		Never Implemented		Mean	Description
	f	%	f	%	f	%	f	%		
1. Classroom Structure & predictability	495	31.1	509	32.0	586	36.9	-	-	7.02	Moderately Implemented
2. Classroom Expectation	414	26.0	558	35.1	612	38.5	6	0.4	6.89	Slightly Implemented
3. Effective Instructional Delivery	376	23.6	924	58.1	290	18.2	-	-	9.23	Moderately Implemented
4. Classroom Engagement	461	29.0	623	39.2	495	31.1	11	0.7	7.12	Moderately Implemented
5. Instructional Evaluation	370	23.3	647	40.7	542	34.1	31	1.9	6.84	Slightly Implemented

**Classroom Structure & predictability.** Table 3 revealed that of the total number of respondents 586 or 36.9% said that classroom structure & predictability were slightly implemented by the faculty, 509 or 32.0% believed that it was moderately implemented and 495 or 31.1% of them perceived that it was strongly implemented by of the faculty. In general, the

faculty moderately implemented the indicator for classroom structure and predictability with a mean of 7.02. This shows that the faculty has planned and implemented, but struggled with follow-through or improvements along the way. This result can be gleaned on Bernardino (2000) which mentioned that most of the problems affecting our educational system boil down to insufficient classroom space, inadequate equipment and teaching aids. Gines, et.al. (1998) on the other hand, opine that classroom physical conditions like poor ventilation and room temperature may cause disruption. There must be enough chairs for the students. All of these may contribute to the ability of the students to concentrate on educational contents.

**Classroom Expectation.** The same table showed that in terms of classroom expectation, a bigger number 612 or 38.5% of the respondents believed that it was slightly implemented by the faculty, 558 or 35.1% said to be moderately implemented, 414 or 26% mentioned as strongly implemented and only 6 or 0.4% said that it was never implemented. As a whole, classroom expectation was slightly implemented as reflected with a mean of 6.89. This indicates that faculty has made some attempts at implementation, but overall his/her effort has not been strong or sustained. This statement is being reinforced by Gellor (1986), that a democratic approach to discipline is crucial in establishing classroom organization in which students helps formulate and enforce the rules and regulations.

**Effective Instructional Delivery.** Reflected on the same table is the effective instructional delivery indicator as rated by the respondents. Data shows that majority or 924 or 58.1% said that such indicator was moderately implemented while 376 or 23.6% of them said it was strongly implemented and 290 or 18.2% believed to have slightly implemented by the faculty. When taken as a whole, effective instructional delivery was rated moderate with a mean rating of 9.25. This implies that the faculty struggled for the improvements of the plan that has been implemented. According to Hayden (2012), when you have stood by the student, talked to the student and kept them busy with lessons, and they still are disruptive, takes them in the hallway. Ask them, “Are you OK?” It has been my experience that they crumble and tell you that they had a fight with their parents, didn’t get up on time or are having other issues. If they are defiant, send them on to the Guidance office. If they are not actively engaged in the lesson, they will become actively engaged in something else – disruptive behavior.

**Classroom Engagement.** As shown in the same table, classroom engagement was rated moderate by 623 or 39% of the respondents meanwhile, 495 or 31.1% and 461 or 29% believed

that the faculty slightly and strongly implemented respectively, the indicator on classroom engagement. On the other hand, 11 or 0.7% of them believed that it was never implemented by the faculty. The degree of implementation for classroom engagement when taken as a whole was moderate with a mean rating of 7.12. This goes to show that initial planning could have been better for the faculty prior to the implementation of the plan. This result is reinforced with the statement of Doyle (2005) that successful classroom management relies on the skills of the teacher in recognizing and understanding as well as interpreting events within a diverse classroom situation. He further explained that, in order to solve complex situation in the classroom the teacher must be able to cope with what is happening in the classroom to be able to handle with ease and with understanding to sustain group focus and attention to keep the activity moving smoothly.

**Instructional Evaluation.** Presented on the same table is the data on instructional evaluation. Data revealed that 647 or 40.7% of the respondents believed that the faculty moderately implemented such indicator. Meanwhile, 542 or 34.1% said it was slightly implemented, 370 or 23.3% mentioned to have strongly implemented and only 31 or 1.9% perceived that it was never implemented. The obtained mean rating was 6.84% which means instructional evaluation was slightly implemented by the faculty. The result indicates that faculty struggled with follow-through in the improvement of the plan. The result is being supported by the statement of Sprick (2006) that motivation to students to achieve academic success can be a difficult job. Teachers often work with students who have been neglected or abused and may face a lack of parental support. Certainly, many factors affecting student motivation are outside the control of the teacher. You cannot control a student's home life. You cannot make each minute of instruction fascinating for every student in your class. Part of every course is going to be hard work. However, the way you organize instructional content and evaluate student mastery of that content can play a major role in whether student's expectancy of success is high or low.

**Positive Interaction.** In terms of positive interaction, it was noted that a small difference in the number of respondents who rated slightly and moderately implemented with 657 or 41.3% and 582 or 36.6%, respectively. However, 351 or 22.1% of the respondents said that it was strongly implemented. On the other hand, when taken as a whole the rating for positive

interaction was slightly implemented with mean rating of 6.76. This implies that attempts were made by the faculty to implement this indicator but efforts were not strong enough to sustain such attempts. Blum (2002) concluded that making connections with students is more important than organizational variables such as classroom size, rules, and other structural considerations. Furthermore, positive classroom management is believed to be one of the major factors that affected the emotional connection a student had with the school. Positive attitude and personal connection work as two of the foundation stones of classroom management plan of faculty. There by making an effort to build relationships with students, you are demonstrating to students that you, as a teacher, hope to have a positive influence on their lives.

*table 3 continued...*

6. Positive Interaction	351	22.1	582	36.6	657	41.3	-	-	6.76	Slightly Implemented
7. Strategies for Appropriate Behavior	401	25.2	581	36.5	602	37.9	6	0.4	6.93	Slightly Implemented
8. Strategies for Inappropriate Behavior	361	22.7	603	37.9	616	38.7	10	0.6	6.86	Slightly Implemented
9. Development of Caring & Supportive Environment	315	19.8	1046	65.8	213	13.4	16	1.0	9.17	Moderately Implemented
10. Building Responsibility & Provision of Opportunities to Students	399	25.1	1006	63.3	180	11.3	5	0.3	9.38	Moderately Implemented

**Strategies for Appropriate Behavior.** The same table reflected the ratings of the respondents for strategies for appropriate behavior. The results showed that of the total respondents, 602 or 37.6% said that strategies for appropriate behavior were slightly implemented by the faculty and 581 or 36.5% perceived that implementation was moderate. Furthermore, 401 or 25.2% disclosed that it was implemented strongly by the faculty and only 6

or 0.4% said that it was never implemented. In general, the strategies for appropriate behavior were slightly implemented by the faculty as reflected by their mean of 6.93. This indicates that the faculty has made some efforts to implement the indicator but was not strong enough to continue the efforts. Much research on classroom management has focused on student participation in establishing codes of conduct. It suggests that students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules that are designed to support a concept of consequences for inappropriate behavior rather than punishment Jones (2006).

Lalli et al.,(in Sprick, 2006), advocates that when a student frequently behaves irresponsibly, it's likely the student hasn't experienced the benefits of responsible behavior enough, or even at all. It's also likely that this student has learned that irresponsible behavior is a more effective or efficient way of getting his needs met. For example, he gets power, control, and perhaps even admiration from peers.

**Strategies for Inappropriate Behavior.** The same table illustrates the rating made by the respondents for strategies for inappropriate behavior. Data revealed that almost the same number of respondents rated such indicator as slightly and moderately implemented with 616 or 38.7% and 603 or 37.9%, respectively. Furthermore, 361 or 22.7% said that it was strongly implemented and 10 or 0.6% believed that it was never implemented by the faculty. As a whole, the mean rating for strategies for inappropriate behavior was 6.68, meaning it was slightly implemented. The result expresses that efforts made by the faculty to put into practice this indicator were not strongly sustained. Anderson and Prawat (1983) have noted that many students simply do not perceive a connection between their level of effort and the academic or behavioral outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events. Researchers have observed behavioral improvements in settings where students are taught to attribute their success or failure to their personal effort. In these situations, students have learned to check their own behavior and judge its appropriateness, talk them through a task, using detailed, step-by-step instructions and they learn and apply problem-solving steps when confronting classroom issues.

**Development of Caring & Supportive Environment.** Data shows that majority of the respondents with 1,046 or 65.8% perceived that development of caring and supportive environment were implemented moderate by the faculty. While, 315 Or 19.8 % said to have



strongly implemented, 213 or 13.4% stated to have slightly implemented and 16 or 1.0% believed to have never implemented. Taken as a whole, development of caring and supportive environment was moderately implemented as indicated by a mean of 9.17. Result implies that faculty exerted a great effort to follow-through for the improvements of the plan. Contrary to this, Eble (1983) enumerates the deadly classroom teaching behavior of teachers such as arrogance, dullness, rigidity, insensitivity, vanity, self-indulgence and hypocrisy. Eble elucidates that students do their best to avoid teachers who exhibit any of this behaviors. Effective teaching is dependent on one's enthusiasm for one's area of competence and for one's students.

**Building Responsibility and Provision of Opportunities to Students.** Presented in the same table are the ratings for building responsibility and provision of opportunities to students. Data illustrates that majority of the respondents with 1,006 or 63.3% said to have moderately observed the implementation of building responsibility and provision of opportunities to students. Conversely, it was strongly implemented by 399 or 25.1% of the faculty, slightly implemented by 180 or 11.3% and never implemented by only 5 or 0.3% of the faculty. As a whole, the mean rating was 9.38 which means that implementation of faculty was moderate. The result discloses that faculty has implemented the plan but struggled along the way to the realization of the said plan. AAUP (2001)' made mentioned that classroom performance, advising, and informal and formal contacts with students outside of class, a variety of ways are available to gather student opinion, ranging from informal questioning of individual students about details of a specific course to campus wide questionnaires.

**As a whole**, the indicator for classroom management practices wherein it was moderately implemented by the faculty are as follows: building responsibility and provision of opportunities to students ( $x=9.38$ ); effective instructional delivery ( $x=9.23$ ); development of caring and supportive environment ( $x=9.17$ ); classroom engagement ( $x=7.12$ ) and classroom structure and predictability (7.02). Meanwhile, for the indicator where it was slightly implemented by the faculty are the following: strategies for appropriate behavior ( $x=6.93$ ); classroom expectation( $x=6.89$ ); strategies for inappropriate behavior ( $x=6.86$ ); instructional evaluation ( $x=6.84$ ) and positive interaction ( $x=6.76$ ). This indicates that classroom management practices were implemented by faculty but the effort has not been strongly sustained along the way of its

implementation. This can be gleaned to the fact that faculty give more focus on the content learning of students than on dealing with classroom management activity.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, including the findings, conclusions derived from the findings, and recommendations relevant for the improvement of the faculty under study.

#### SUMMARY OF FINDINGS

This descriptive-correlational analysis aimed to determine the classroom management practices and instructional effectiveness of teachers' at Aklan State University, Banga campus for the school year 2014-2015. Specifically, the study sought to find out the classroom management practices of the faculty and the degree of implementation; level of instructional effectiveness of faculty in terms of: commitment, knowledge of the subject matter, teaching for independent learning and management of learning; and relationship between classroom management practices and instructional effectiveness of faculty.

A survey questionnaire and data mining or documentary analyses were used to gather desired. To determine the classroom management practices of faculty, the researcher made use of the standardized questionnaire developed by Sugai and Colvin (2004) and later revised by Washburn, S. (2010). On the other hand, to gather data on the instructional effectiveness of teacher, documentary or data mining analysis was used. The ratings on instructional effectiveness of teachers for the first semester SY 2014-2015 were utilized and these were obtained from the office of the dean from each schools and colleges. The respondents of the study were the 1,590 students who serve as raters for the 53 faculty members in Banga Campus with permanent position. Data analyzes made used of descriptive statistics such as frequency, percentage and weighted mean while Gamma test was used to determine the relationship between two variables being studied.

Based on the statement of the problems and the data gathered through survey and documentary mining, the findings of the study are as follows:

1. In terms of classroom management practices, building responsibility and provision of opportunities to students; effective delivery of instruction; and development of caring and supportive environment were rated moderately implemented.
2. On the other hand, the following classroom management practices were slightly implemented: strategies for appropriate behavior, setting classroom expectation, strategies for inappropriate behavior; instructional evaluation and positive interaction

## CONCLUSIONS

Based on the findings of the study, the following conclusions are forwarded:

The teachers of Aklan State University Banga campus have implemented the various indicators of classroom management practices in terms of building responsibility and provision of opportunities to students, effective delivery of instruction, and development of caring and supportive environment. Nevertheless, they struggled with follow-through or improvements along the way of its implementation in the areas of strategies for appropriate behavior, setting of classroom expectation, strategies for inappropriate behavior, instructional evaluation and positive interaction.

. It is believed that initial planning could have been better prior to implementation of the said plan. Furthermore, there are teachers as perceived by the students who made some attempts to implement the indicators but the effort was not strong enough to sustain the implementation. This can be attributed to the dramatic increase in the number of enrolment as a result of CHED Memo to SUC's to accept students who are a recipient of the 4P's program. Thus, it resulted to lack of classroom and a bigger number of classes per section. Due to this scenario, the teachers were more focus on how to impart learning and not much attention to classroom management.

## RECOMMENDATIONS

With the foregoing conclusions, the researcher offers these recommendations:

1. The University's Office of Academic Affairs must devise mechanisms to make sure appropriate classroom management practices are religiously observed. Regular classroom visitation could be made so that teachers will be conscientious of their roles as a teacher inside the classroom. Setting up of classroom expectation and rules for inappropriate behavior should not just be delivered verbally but must be indicated in the course

syllabus distributed to students as a strategy to make sure the practice of which becomes sustainable.

On the other hand, instructional evaluation should also be part of the course syllabus after each chapter or unit to remind and guide students of what to expect with the class. Positive interaction could be promoted using explorative type of discussion where relevant examples are used.

2. The University must design a classroom management plan to institutionalize classroom management activities for the sustainability of the practice of the latter.
3. Recommended for further study
  - 3.1 Classroom Management Practices and the Performance of Students: It's Relationship
  - 3.2 Teaching Effectiveness and its Relationship to Performance of Students
  - 3.3 Management Practices as Influenced by Administrative and Students
  - 3.4 Classroom Management Practices as Perceived by the Faculty

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