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Assessment on Classroom Management among Tawi-Tawi Regional Agricultural College Junior High School Students

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Abstract

Aim: This study aimed to assess the classroom management of Tawi-Tawi Regional Agricultural College teachers based on the assessment of junior high school students.

Methodology: This research employed the quantitative descriptive survey method.

Results: The results of this study indicated that classroom management could effectively predict student learning motivation and that learning atmosphere exerted the most influence among the variables.

Conclusion: Effective approaches to managing the classroom environment are necessary to establish environments that support student behavior and the learning process as well as to reduce teacher stress and burnout. Teachers who use effective classroom management can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur.

Keywords: Management, Engagement, Performance, Environment

INTRODUCTION

Classroom management is defined as a collection of classroom procedures implemented by teachers in classroom settings with all students for the purposes of supporting pro-social behavior and preventing and reducing inappropriate behavior. These procedures are considered universal because they are implemented with the entire class rather than an individual or subgroup requiring additional behavioral support.

Classroom management is one of the neglected areas in the schools despite the fact that the success or failure of any teaching and learning process depends on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school especially in terms of sound academic performance of the school. When this happens, other negative consequences follow such as the depletion of the student population of the school because parents/guardians prefer to enroll their children and ward in schools that are performing well academically.

Discipline is one of the key variables of classroom management. Discipline is a function of the interaction between teacher and student that brings about self-control and respect for authority. It entails creating and keeping rules based on reciprocal understanding limits that must not be breached. What is common in the present time are students breaching the limits turning violent in classroom and exhibiting extreme unruly behavior. The result is a class full of arrogance and unruly student resulting in a noisy and chaotic classroom that does not support effective teaching and learning.

This situation agrees no-less with the observation of Martin and Sass (2020), that over the years, classroom management has been observed to be an issue for teachers. The study continued that students' performance has been affected in schools where discipline and behavior issues are not properly handled. It also expresses similar worry stating that the importance of students feeling safe at school is linked to students' learning. The study furthered that without this feeling of safety, students will develop anxiety and become uneasy in the classroom. Safety and orderly environment protect students from physical and psychological harm and maintain order so learning can take place.



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Communication is also vital to a well-managed school classroom. This means communication between the teacher, student, and parents. Every classroom is unique because every learner in that space is unique. A teacher may teach in the same room for 20 years, but each of those years will be a completely different experience. Each class has a character of its own. Part of this open communication is understanding that as a class, they work together. In regard to relationships with parents, regular communication can be established via telephone, e-mail, notes sent home or even a "communication journal" where parents and teachers can leave each other messages in a notebook. Both tuning parents into student behavior and even establishing a system of consequences to be administered at home are signs of effective communication with parents and therefore good classroom management.

Classroom management is crucial to any school classroom. A poorly managed classroom cannot run smoothly which results in an environment that prevents students from having the opportunity to learn to their highest potential. A school classroom should have a positive and enjoyable atmosphere while also functioning as an active learning environment. The reasons why classroom management is mandatory for any effective school classroom will be demonstrated.

Poor classroom management may influence the academic performance of students negatively. It is therefore important that teachers learn to effectively manage their classrooms for a greater output. The academic performance of students these days have given many people serious concern. Our secondary school graduates cannot defend their certificates. This could be as a result of indiscipline exhibited by students in classroom such as lateness to classroom noise making and so on. Hence the need for classroom management that encompasses teachers' efforts to oversee the activities of the classroom including student's behavior, interaction and learning.

According to Wong, et al. (2019), effective teachers manage their classrooms. Ineffective teachers discipline their classrooms. The teacher is responsible for organizing a well-managed classroom where students can learn in a task-oriented environment. One of the most crucial components of effective classroom management is being in control of one's classroom to avoid disorder. In such an environment, students would not have the opportunity to learn to their fullest potential. But sometimes a teacher can become too concerned with being in control. Teachers often turn to a chart or list of rules that must be followed and can result in both positive and negative consequences. This is only showing students that they must follow the rules simply because there is a consequence if they break or follow them and does not help them grow as individuals. It is necessary to teach children the reasoning behind appropriate behavior. These are life lessons and values. A set of rules simply cannot teach children the deeper meaning behind their actions. It is in the best interest of the students to learn and practice these moral and ethical values.

Classrooms should be a sheltered and inviting spot that gives the essential scholastic and in addition social and passionate backings all students need. The way classrooms are managed affects the students' goal achievements. Classrooms structures, their management and facilities provided enhance different patterns of motivations (Waters, Marzano & McNulty, 2023). Since there are many theories about classroom management (Wong, et al., 2019; Tauber, 2021), teachers are still concerned about classroom management and student achievement (Brannon, 2020). Classroom management refers to the general daily maintenance of the classroom which comprises of classroom rules for student input during instructional time and the types of reward systems used (Martin & Sass, 2020). Some teachers may manage classroom that have a positive impact on the students' achievement, but some methods may affect students' achievement negatively. However, little is known regarding how classroom management impact student outcomes by teacher classroom management style. Therefore, this study focused on the classroom management as perceived by the students.

Objectives

This study aimed to assess the classroom management of Tawi-Tawi Regional Agricultural College teachers based on the assessment of junior high school students.

Specifically, it sought answers to the following questions:

1. What are the demographic profiles of the respondents in terms of age, gender and year level?
2. What is the level of perceptions on the classroom management of the respondents?
3. What are the common problems that affect classroom management?



METHODS

Research Design

This research used the quantitative descriptive survey method in assessing the classroom management of Tawi-Tawi Regional Agricultural College teachers based on the assessment of junior high school students.

Research Locale

This research study was conducted at Tawi-Tawi Regional Agricultural College (TRAC) Junior High School Department, Municipality of Bongao, Province of Tawi-Tawi, School Year 2021-2022.

Research Respondents

The respondents of this research study were the 30 students from Tawi-Tawi Regional Agricultural College, Junior High School Department, Bongao, Tawi-Tawi for School Year 2021-2022.

Table 1
Distribution of the Research Respondents by Variables

VARIABLES	CLASSIFICATIONS	FREQUENCY	PERCENTAGE
Gender	Male	10	33.33
	Female	20	66.67
	TOTAL	30	100
Age	CLASSIFICATIONS	FREQUENCY	PERCENTAGE
	15-Below	5	16.67
	16-20 years old	20	66.66
	21-Above	5	16.67
	TOTAL	30	100
Year Level	CLASSIFICATIONS	FREQUENCY	PERCENTAGE
	Grade 7	7	23.33
	Grade 8	7	23.33
	Grade 9	8	26.67
	Grade10	8	26.67
	TOTAL	30	100

Research Instrument

The instrument – a survey questionnaire - consisted of three parts: the first part dealing with profiles of the respondents, the second part covers the perceptions on the classroom management; and the third part is for problems that affect classroom management.

Statistical Treatment of Data

The gathered data were analyzed using the frequency, percentage distribution, mean scores and standard deviation. To answer the research questions, the researcher applied statistical analysis to the questions and presented a description to answer the questions. The researcher used the following scale to estimate the level of agreement with the items in the questionnaire:

Table 2
Hypothetical Mean Ranges

Weights	Scales	Interpretations
5	4.00-5.00	Strongly Agree
4	3.50-3.99	Agree
3	3.00-3.49	Undecided
2	2.50-2.99	Disagree
1	1.00-2.49	Strongly Disagree



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Ethical Consideration

The researcher adhered to all research protocols to protect the rights and privacy of all people involved in the study, ensuring all ethical considerations were followed.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The presentation, analysis and interpretation of the data of the study are discussed in this section. The data are presented in tables, figures and texts as the results of the statistical software used to analyze the gathered information to answer the research problems and the hypothesis.

Research Question Number 1: What is the demographic profile of the respondents in terms of gender, age, and year level?

Table 3
Distribution of the Research Respondents by Variables

VARIABLES	CLASSIFICATIONS	FREQUENCY	PERCENTAGE
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	Grade 8	7	23.33
	Grade 9	8	26.67
	Grade 10	8	26.67
	TOTAL	30	100

Table 3 displays the demographic information of the respondents according to variables. It can be seen that the female respondents dominated the participants with 66.67% while male respondents obtained 33.33%. As to their age, respondents' age ranged from 16 to 20 years old ranked the distribution with 66.66%. Age ranged from 21 and above years old has the same percentage with age ranged from 15 and below with 16.67% respectively.

The table also displays the year level of the respondents. Respondents from grade 7 and grade 8 have the same mean percentage with 23.33% respectively while grade 9 and grade 10 have also the same number of participants with 8 students from year level constitute of 26.67% respectively.

Research Question Number 2: What is the level of perceptions on the classroom management of the respondents?

Table 4
Mean Score Distributions and Interpretations on the Level of Perceptions on the Classroom Management of the Respondents

STATEMENTS	Mean Scores	Interpretations
1. My teachers manage class in the way which creates encouraging environment in the classroom for productive learning.	4.15	Strongly Agree
2. My teachers motivate learners in the class for learning.	4.10	Strongly Agree
3. My teachers encourage equal participation of all learners in classroom.	3.95	Agree



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4. My teachers lead disciplined and organized class that enhances learner learning positively.	4.25	Strongly Agree
5. My teachers equipped classroom well that motivate learners to learn.	4.12	Strongly Agree
6. My teachers try to eliminate gender bias amongst the learners that lead to a positive change in the attitude of the learners towards studies.	3.63	Agree
7. My teachers give the amount of work to learners that do not motivate them.	3.55	Agree
8. My teachers make proper seating arrangement in classroom for effective learning.	4.25	Strongly Agree
9. My teachers make sure that board is visible to all learners in the classroom.	4.32	Strongly Agree
10. My teachers keep notice of appropriate lighting in classroom.	3.50	Agree
11. My teachers use AV aids in class room to facilitate the learners' learning.	3.65	Agree
12. My teachers use understandable language in class which positively influences the academic achievement of the learners.	4.25	Strongly Agree
13. My teachers have friendly and approachable behavior in classroom for learners' better learning.	3.89	Agree
14. My teachers relate the topic with real life through different examples.	3.65	Agree
15. My teachers reward to learners for good behavior in the classroom.	3.54	Agree
16. My teachers engage learners in active discussion about issues related to topic.	3.52	Agree
17. My teachers use teaching approaches that encourage interaction among learners.	3.95	Agree
18. My teachers give learners opportunities to ask questions in the classroom.	3.45	Undecided
19. My teachers closely monitor off task behavior during class.	3.47	Undecided
20. My teachers define the class rules and regulations meaningfully.	3.95	Agree
21. My teachers do not tolerate indiscipline behavior from learners in class.	3.86	Agree
22. My teachers become strict when it comes to learners compliance in classroom.	3.89	Agree
23. My teachers insist that learners in classroom follow the rules always.	4.15	Strongly Agree
24. My teachers check assignments of learners on time in the classroom.	3.86	Agree
25. My teachers appreciate with good words when learners perform well in the class.	4.35	Strongly Agree
26. My teachers give individual attention to problematic learners and give them proper feedback.	3.96	Agree
27. My teachers conduct tests in classroom which promotes the learners' academic achievements.	4.25	Strongly Agree
28. My teachers give immediate feedback to the learners when they answer their questions.	3.95	Agree
GRAND MEAN	3.91	Agree



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Table 4 presented the mean distribution scores and verbal interpretations of each statement. The respondents strongly agreed on the following statements; Statement 25 refers to my teachers appreciate with good words, when learners perform well in the class with a mean of 4.35 got the first spot. Second rank is statement 9. My teachers make sure that board is visible to all learners in the classroom with a mean of 4.32.

Third spot in the distribution were statements; 8. My teachers make proper seating arrangement in classroom for effective learning with a mean of 4.25 and statement 4. My teachers lead disciplined and organized class that enhances learner learning positively with a mean of 4.25. Statement 12. My teachers use understandable language in class which positively influences the academic achievement of the learners with a mean of 4.25. Statement 27. My teachers conduct tests in classroom which promotes the learners' academic achievements with a mean of 4.25. Statement 1. My teachers manage class in the way which creates encouraging environment in the classroom for productive learning with a mean 4.15. Statement 23. My teachers insist that learners in classroom follow the rules always with a mean of 4.15. Statement 5. My teachers equipped classroom well that motivate learners to learn with a mean of 4.12 and Statement 2. My teachers motivate learners in the class for learning with a mean of 4.10.

The distributions also showed that the respondents were agreed on the following statements to wit; Statement 26. My teachers give individual attention to problematic learners and give them proper feedback with a mean of 3.96. Statement 3. My teachers encourage equal participation of all learners in classroom with a mean of 3.95. Statement 28. My teachers give immediate feedback to the learners when they answer their questions with a mean of 3.95. Statement 17. My teachers use teaching approaches that encourage interaction among learners with a mean of 3.95. Statement 20. My teachers define the class rules and regulations meaningfully with a mean of 3.95. Statement 13. My teachers have friendly and approachable behavior in classroom for learners' better learning with a mean of 3.89. Statement 22. My teachers become strict when it comes to learner's compliance in classroom with a mean of 3.89. Statement 21. My teachers do not tolerate indiscipline behavior from learners in class with a mean score of 3.86. Statement 24. My teachers check assignments of learners on time in the classroom with a mean of 3.86. Statement 11. My teachers use AV aids in class room to facilitate the learners' learning with a mean of 3.65. Statement 14. My teachers relate the topic with real life through different examples with a mean score of 3.65. Statement 6. My teachers try to eliminate gender bias amongst the learners that lead to a positive change in the attitude of the learners towards studies with a mean score of 3.63. Statement 7. My teachers give the amount of work to learners that do not motivate them with a mean score of 3.55. Statement 15. My teachers reward to learners for good behavior in the classroom with a mean score of 3.54. Statement 16. My teachers engage learners in active discussion about issues related to topic with a mean score of 3.52.

Statement 10. My teachers keep notice of appropriate lighting in classroom with a mean score of 3.50.

The statement 18 refers to my teachers give learners opportunities to ask questions in the classroom obtained a mean of 3.45 and statement 19 refers to my teachers closely monitor off task behavior during class has a mean score of 3.47. These statements have both a verbal interpretation of undecided which means that the respondents experienced the situations that their teachers may sometimes execute the classroom activities like these. The overall mean score obtained from the distribution of the data is 3.91 which has a verbal interpretation of agree. This implies that the teachers may do well on their classroom management as assessed by their learners. This could affect the teaching process and learning development of their learners. They need further enhancement training on the classroom management in order to achieve the desired outcomes of the teaching and learning process.

Research Question Number 3: What are common problems that affect classroom management?

Table 5
The Mean Ranking of the Common Problems That Affect Classroom Management

PROBLEMS	RANK
A. Lack of physical facilities	2
B. Lack of time management	7
C. Lack of latest technologies	1
D. Internet unavailability	3
E. Electricity problem	4
F. Lack of faculty members	5
G. Lack of learners' interest	9



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H.	Personal conflict / favoritism	10
I.	No orientation seminars to encourage learners	6
J.	Classroom not effective	8

Table 5 shows the ranking of the common problems that affect classroom management. It is found out that among the given problems, the respondents ranked first item C- lack of latest technologies. This signifies that a great number of the schools still do not have latest technologies despite of being in the hi-tech era. Second in rank is item A- lack of physical facilities. Third in rank is item D-Internet unavailability. Fourth spot is item E-electricity problem. Fifth rank is item F-lack of faculty members. Sixth rank is item I-no orientation seminars to encourage learners. Seventh spot goes to item B-lack of time management. Eight spot is item J-classroom not effective. Ninth rank is item G-lack of learners' interest and the last rank is item H-personal conflict/favoritism. This tells all that classroom management may be affected by the existing common problems in the schools and in order to address the issues the school administrators and its constituents should help and work hand in hand in the name of the educational development of the young generations to come.

Conclusion

Classroom management creates encouraging environment in the classroom for productive learning. Moreover, motivation pupils in the class for learning immediate feedback to the pupils when they answer their questions and feedback to the pupils in classroom with constructive criticism, promotes the pupils' academic achievements and impact of classroom management on pupils' academic achievements. The classrooms should be provided with necessary physical facilities. Latest technologies should be in classrooms to facilitate the learners. Teachers need to ensure and check pupils' daily attendance that will be supportive for better academic achievement and teachers may use activity-based teaching for productive learning.

Recommendations

In the light of the findings and conclusions of this study, the researcher has made the following recommendations:

1. It is recommended that classrooms are provided with necessary physical facilities.
2. Latest technologies should be in classrooms to facilitate the learners.
3. Teachers need to ensure and check pupils' daily attendance.
4. Teachers may use activity-based teaching for productive learning.
5. There should be proper check and balance about learning performance of students.

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