CLASSROOM MANAGEMENT: UNSAY EPEKTO SA PAMATASAN SA ESTUDYANTE?

Glosylle G. Membrano[1]

[1]Researcher, Rizal Memorial Colleges, Inc.

ABSTRACT

The purpose of this study was to bring awareness to the use of highly effective classroom management strategies amongst secondary education learners (grades 7 to 10). In this study, qualitative research was conducted by interviewing a variety of teachers in one public national high school in Tibungco, Davao City. More specifically, the study in F. Bustamante National High School asked for their personal opinions and experiences on specific classroom management approaches they use to manage student behavior. The sample consisted of twelve (12) teachers; three teachers for every grade level. Data was analyzed using a thematic content analysis method. The following are the strategies used by teachers affecting learners' behavior: establish clear expectations and consequences along with establishing clear learning goals, possibly use of a well-designed rubric, etc.; the importance of creating a temperament-based classroom management environment; social emotional learning approach; the use of research-based practices as strategies to classroom management; and the ability to control a high number of students by being strict or demanding certain behavior. The effects of classroom management are on/off task behavior, reinforcements and rewards, rules and expectations, and a unified set of school-wide expectations. Overall, use of classroom management strategies in junior high school classrooms do have a positive and lasting impact on learners' behavior.

Keywords: Classroom management, learners' behavior, teachers, effect, academic performance

1. INTRODUCTION

In the global perspective classroom behavior of learners is one of the relevant concerns that teachers face today. The behaviors of learners oftentimes result in the creation of a classroom environment not conducive to learning. Teachers face the challenges of managing their learners' behavior while teaching the prescribed curriculum not only in the Philippines but internationally. They also face many conflicting situations about how to manage them. The way learners behave inside the classroom plays a vital role in influencing the academic performance of learners.

The behavior of learners in the classroom nowadays is characterized by varied manifestations depending on the social and cultural context where the schools are situated. This is due to the different exposures that the learners have in their lives. Some learners are observed to be very active, others are meek, and aloof, while still others are silent, yet they perform differently in their academic endeavors. These are classroom behaviors that the learners in the public schools' manifest.

In the school where majority of the learners come from the far flung barrios, it is observed that learners have difficulty adjusting to the classroom environment or the classroom management approaches of the teachers. They find it difficult to cope with the pressures brought about by the rules and standard behavior expected of them. Some are experiencing unfavorable conditions in their respective family brought about by the absence of their parents due to their type of jobs. This has affected their manner of relating with their classmates.

This is confirmed in the study of Rosenberg and Egbert (2020) who found that children from rural communities often began school with an educational disadvantage. This is true in Bustamante National High School in Tibungco, Davao City. This is particularly in areas of language and literacy, which they carried through their education. They are prone to stay longer in school.

It is observed that learners misbehavior in class disrupt the smooth flow of the lesson, resulting to the teachers reprimanding the learners. When learners misbehave during class time, teachers can no longer proceed with the lesson because they have to settle the problem. Some teachers even spend the whole morning or afternoon in reprimanding the whole class even if only few learners are the culprit.

Teachers are expected to manage an appreciable behavior that arises in their classrooms. Aggressive behavior such as stealing or destroying is obviously harmful to the children involved. This could temporarily disrupt the on-going educational program in the classroom because this requires the time and attention of the teachers. Teachers must guide and help learners in ways they can.

It is important to identify the classroom behavior of learners that are commonly and prevalently exhibited. Recognizing the problems early will allow teachers to come up with appropriate solutions to these problems. Thus, the existence of classroom behavior and its relationship to the academic performance of public elementary school learners motivated the researcher to conduct this study. Sorongon (2019) mentioned that the learning output of learners is important and this is measured in terms of the extent of their academic performance.

Academic performance is the basis for improving the teaching-learning process. Evaluation of the performance of the learners is also an indicator of the quality of teaching. The Department of Education monitors learners' academic performance to find out if learners have reached the required level of competency. Evaluation is either done monthly, semestrally or yearly. Evaluation of the pupil's performance of learners is a very important process in attending quality education. It includes project, quizzes, class participation, and periodical test based on the grading system of DepED Order No. 26, s. 2005.

Academic performance is the end result of the learning activities achieved by a learner in the teaching-learning process both in the formal and non-formal education. This is a concern of both the teachers and the learners. On the part of the learners, academic performance is the basis for academic excellence and a basis to go up the educational ladder. On the part of the teacher, the academic performance of the learners could reveal how the teacher has imparted the lessons. The academic performance is one of the criteria in the assessment of the teachers' teaching performance (Salvan, 2019).

The academic performance of learners is higher when learners perform well in their curricular activities. It is higher when they are attentive, and interested in their lessons and well- behaved inside the classroom. Classroom behavior is could be one factor that can hinder the success of a pupil in school especially in his academic performance.

The classroom behaviors of the learners could be contributing to low academic performance of the learners. This could lead to learners' inability to understand the lesson and apply these lessons in the real life. It is in this context that the researcher wanted to pursue a study on classroom behavior and academic performance of public elementary school learners, so that teachers could be guided on how to handle classroom behavior of learners that are interfering with their academic performance.

The classroom behaviors of the learners brought by the kind of classroom management of teachers could be contributing to low academic performance of the learners. This could lead to learners' inability to understand the lesson and apply these lessons in the real life.

It is in this context that the researcher wanted to pursue a study on classroom behavior, classroom management, and academic performance of public elementary school learners, so that teachers could be guided on how to handle classroom behavior of learners that are interfering with their academic performance. The researcher chose a qualitative approach knowing that the experiences and observed approaches in classroom management is vital to the academic performance of students.

The study focuses on Bustamante National High School in Tibungco, Davao City. Through interviews, classroom management of teachers, its effect on students' behavior, and insights of teachers about classroom management will be gathered.

The purpose of this study is to bring awareness to the use of highly effective classroom management strategies among public school students in Bustamante National High School and the effects it has on student behavior. This study will determine the importance of implementing evidence-based practices to help decrease problem behaviors and contribute positively to academic success.

The study is guided by the following questions:

1. What are the classroom management strategies of teachers that affect learners' behavior?

2. What are the effects of classroom management strategies to learners' behavior?

3. What are the insights of teachers about classroom management and how they affect learners' behavior?

Classroom management is one of the most important and necessary components of teaching that tends to be easily overlooked and underestimated. The key to mastering classroom management and unwanted behavior in the classroom is prevention.

In addition, consistency is the underlying focus of implementing highly effective classroom management strategies and preventing unwanted behavior. The complexity of the task actually requires a great deal of intentionality along with an routine of daily efforts. In order to be a highly effective teacher, one must strive for prevention by considering an individualized approach or evidence-based practice with structures in place, that is fit to reach individualized students' needs, and paired with the approach to social emotional learning.

Moreover, keeping in mind "anybody can tell students what to do. It may even be easier to do nothing and hope that students learn from a rich environment. But teaching is a purposeful endeavor." (Cooper & Scott, 2019). In hopes to provide a well-rounded approach to classroom management, the themes constructed in this literature review include research based practices and strategies, structures and models, and the approach to social and emotional learning as a form of classroom management.

As one of the focus strategies, the use of teacher emotions and the influence it has on classroom management is trending among the effective approaches to management styles. That being, and in support of the trend, typically the

realm of classroom management includes the flow of events, including transitions, and the actions that the teacher takes for any problems that could interfere with students' learning (Emmer, 2020). This particular strategy focuses on the teachers' use of self-presentation including the use of body language, facial expressions, and motivation to hook the students into learning.

The second strategy highlights the importance of creating a temperament-based classroom management environment. This style is an individualized approach that match's students' temperament and creates a learning environment that is welcoming to their emotional and academic development (McClowry, 2019). The effectiveness of this classroom management strategy is on the research of temperament being a biologically-based reaction for the students. For context reference, "Classroom management defined as a complex construct that is socially defined and context specific." (Schafer, 2014). This study on temperament supports, "3 R's: "Recognize, Reframe, Respond", 2 S's: "Scaffold and Stretch", and "2 C's: Gaining Compliance and Fostering Competencies." (McClowry, 2019). In order for it to work, teachers will learn to identify the temperament of that individual student, to then understand just how powerful it could be within the classroom and then use appropriate statements to manage the situation instead of making the learning environment worse for all students involved. Nonetheless, the number of approaches to classroom management are unique to each classroom and individual needs of the students within.

In addition to the business meeting model, the Good Behavior Game is a long recognized effective strategy for classroom management and improving behavior among students (Lannie & McCurdy, 2019). The Good Behavior Game (GBG) requires initial steps to set up and implement within the classroom. Those include, initial and prior to instruction planning, continued planning throughout, and assessing and reflecting at the end of instruction. The big picture of the model is to motivate the students by using a game model to then reward or "earn points" for appropriate and behavior that follows expectations. "The GBG is an intervention that incorporates evidence based practices. While implementing the GBG, teacher should self-assess their delivery of intervention procedures and use self-regulation to improve delivery and modify the intervention to meet the needs of their students." (Flower, Mckenna, Bunuan, Muething & Vega, 2019).

Becoming a socially and emotionally aware teacher has the ability to dictate the way a classroom is managed along with how the students respond to academics and important life lessons that are taught inside the classroom. A social and emotionally aware approach to teaching comes with the notion of praise. "Praise is considered a form of reinforcement, intended to increase the probability or frequency of the behavior it follows (Brophy, 2019; Cameron & Pierce, 2019; Maag, 2019). In relation to the topic of praise as a form of classroom management, the method, Positive Behavior Support (PBS) can be used to increase the social and emotional aspect of teaching by using intervention based approaches to students in need of additional support.

In addition, classroom management is not only about having the ability to control a high number of students by being strict or demanding certain behaviors. "Part of the teacher's role is to give students the tools they need to interact with and meet the demands of the social and instructional environment of school." (Jones, Bailey, Jacobs, 2019). By using this topic area to not only focus on the students' social and emotional correspondence with classroom management, teachers should also use their own social and emotional awareness to establish high quality relationships and efforts towards positive behaviors (Jones, Bailey, Jacobs, 2019). By intentionally placing and implementing age-appropriate classroom expectations along with social, emotional, and self-regularity practices, students will have a better opportunity to respond successfully in not only the classroom, but in life as well.

Structural features of a classroom are viewed as the condition in which the students process, observe and adopt their experiences (Peixoto, Cadima, Kuger & Leal, T. 2019). "Specifically, the critical role of classroom interactions on improving children's achievement has been pointed out in a number of studies, which results in indicating that high-quality teacher-child interactions are associated with improvements in both academic and socio-emotional skills." (Curby, 2019). Furthermore, to build that high-quality relationship and proper interaction, an alternative approach could be providing a multi-age classroom setting that contributes to the child's social and emotional learning. In multi-age environments, students have shown academic success when offered rich opportunities for the development of empathy and social understanding in the classroom environment (Anderson, 2019).

Looking at classroom management as a whole, the idea of managing a room full of students and maximizing instructional lesson time boils down to much more. Becoming a mindful teacher that obtains strong social and emotional competencies is better able to recognize negative emotional expressions, empathize with their feelings, regulate their feelings, and seek an appropriate corrective response to the unwanted behavior (Curby, 2019). "Although direct social and emotional instruction through curriculum can be effective, teachers should not limit their instruction to the prescribed lessons or feel confined by the curriculum." (Zinsser, 2019). Effective classroom management provided by a socially and emotionally competent teacher seeks love, joy, high-quality relationships, and

encouragement within their students. It is in the hands of the teacher to support and encourage their students' social and emotional well-being by providing an environment conducive to love, emotional support, and high-quality relationships.

Regarding the behavior activity of learners in some related class works particularly in homework and assignment, Bateriza (2019) said assignment are pursuit of supplementary activities enhancing understanding and learning of lessons. It motivates learners to learn since he has to organize his materials, practice some exercises in order to master expected skills. Thorndike's law of necessity supports this conditioning that behavior which is exerted or performed often and directly following related tasks has increase chances of being retained and in corporate in individuals' milieu.

Dano (2021) stated that children themselves are sources of many kinds of classroom behavior. There are children with problems in most classrooms and they are usually a source of trouble. They often upset the otherwise successful atmosphere of the learning situation. Here, the teacher should employ strategies and tactics that show learners meanings in the classroom and in the community.

According to him, rules and procedures for general classroom behavior deal with the broad areas of respect and courtesy as well as more specific issues, such as listening to the teacher or to classmates who are speaking, and being in the assigned seat when class begins. In some classrooms teachers involve learners in establishing overall class rules for conduct. Involving learners helps to build their responsibilities for the overall environment of the classroom.

School and classroom order is a critical element for the functioning of an education system. There should be a behavioral order among the learners which is a combination of all guiding actions that enable them to exhibit at a specific school or classroom level (Stewart, 2019). Person's attitude and behavior generally has a vital role in effecting one's academic performance. Incidentally, if the learners have cultivated desirable attitude and behavior then it follows that good academic performance is exhibited by them. Classroom behavior of learners greatly affects the smooth flow of the lesson. The harmony in the classroom depends on the kind of relationship that pupil's exhibit in the classroom. The most commonly reported classroom behavior problems includes; misbehavior, inattention, calling out, and disturbing. This could be "…any behavior that significantly interferes with the learners own learning, other learners learning or responses, or the teacher's ability to operate effectively" (Wheldall, 2019).

Dano (2021) described behavior towards work/activities as those manifested in the reaction of the learners when given the assigned tasks to perform or accomplish. In this aspect, they reveal certain degree of resistance or willingness to do the tasks given to them to comply with. The behavior they show in this regard is influenced by how they are trained or exposed to perform certain work assignment given to them. It can also be shown on how they evade the situation so that they will not be able to do their work/ activities in the class.

Delgado (2021) revealed that in most classrooms, the majority of learners' misbehavior are interruptions, off-task behavior, and disruptive physical movements. The most common disruptive behaviors are verbal interruptions (talking, humming, laughing, calling out, whispering, etc.), off-task behaviors (daydreaming, sleeping, playing with something, doodling, physical sitting on the desk or on two legs of chair, throwing paper, etc.) and disrespect toward teachers and learners (arguing, teasing, and talking back).

The so-called surface behaviors are present in every classroom in every school almost every day. He added that no matter how much time and energy the teacher spent in the prevention of these behaviors, they cannot totally disappear, and to some extent are an ever-present, continuing fact of life for all teachers. Managing classroom behavior is of prime importance to affect learning.

Some physical conditions like the unattractiveness of school building, unhygienic room condition and lack of organization of classroom routines should not be disregarded as one influential factor to pupil's behavior (Wales, 2019). The learners will not develop a natural respect for unattractive classroom. On the other hand a cheerful, welcoming and conducive atmosphere arouse the learners' spirits and to stimulate in them a desire to achieve. Poorly ventilated rooms are likely to make learners restless or depressed. The attractiveness is important because it affects the learners, behavior (Bateriza, 2019).

The classroom behavior of learners which is frequently shown in the classroom and school are those manifested to their classmates and peers, class works and activities and most of all in their dealing with the teachers and other people in with authority. A pupil faces so many changes physically and psychologically. These psychological changes can be the cause of their unpredictable behavior in many situations. This is the period where they run off into a number of tribulations. The school administrators and teachers must use the highest level of persuasion and patience. They must act accordingly to maintain order and discipline within the class or school system.

Adolescence period is particularly hard time for children. They are experiencing all kinds of new changes in their bodies and in their feelings. They often feel misunderstood as they are struggling to leave behind their childhood and

moved to adulthood. Adolescence is commonly characterized by issues such as rebellious behavior, lying, cheating, school performance problems, negative, attitudes, disobedience and disrespect, sibling rivalry, drug and alcohol abuse, pressures from peers, depression and issues of sexuality. It is the period where many risk behaviors are at peak (Arnett, 2020).

With regards to the behavior activity of learners in some related class works, particularly in homework and assignments, Bateriza (2019) expressed that assignments are pursuit of supplementary activities enhancing understanding and learning of lessons. These motivate learners to learn since they have to organize materials and practice some exercises in order to smarter expected skills. Thorndike's law of conditioning increased chances of being retained and incorporated in individual's mind.

Likewise, some misbehavior from learners who used to be disciplined and controlled include unnecessary writings on the walls of buildings, desks and destroying school properties. They are also liars, truants and have serious misbehavior problems.

Many learners nowadays do not always know how to manage their behavior. They become problems in the classroom. Some of these problems are the following: learners do not listen to their teachers. They do not respect their teachers and schoolmates. They bully in school and lack of interest. She claimed that teachers and parents are frustrated by the lack of ability of the learners to manage their own behavior (Jones, Jones, & Vermette, 2019).

Classroom behavior of learners preferred were: marked over activity, unnecessary tardiness, temper outburst and disinterest in schoolwork unpopular with children, family financial status affects learners' academic performance. Teachers should monitor the behavior of learners in school. According to Escobar (2019), they should observe the daily undertaking of learners in school. They should be aware and watchful of the occurrence of classroom behavior problems so that they could provide appropriate disciplinary actions to hinder misbehavior of learners in school.

The main concern of the Department of Education is to improve the academic performance of the learners. Evaluation is a part of educational program. Achievement tests are used to find what has been learned, that is, what knowledge and skills have been developed after a period of study or exposure (Jones, et al., 2019).

Academic performance of learners is evaluated by the teacher since this is an integral part of the teaching-learning process. It is imperative for the teacher to develop competence among their learners (Espiritu, 2019). Academic performance is assessed in many ways, as quizzes, long examinations both oral and written. This would require the expertise of the teachers in pepping good assessment materials that would synchronized with the learning objectives.

Moreover, Burke and Herron (2019) expressed that the academic problems of learners include the difficulty in getting their homework done, failure to pass assignments on time, skipping classes, not attending class regularly and preparing for tests and examinations. The social and economic status of the family affects the child's attitude toward school work. Learners belonging to poor families do not aspire for higher educational attainment since their parents cannot afford to send them to college or even to high school. There is not much motivation for them to exert more effort. He further stressed that socioeconomic indicator is the strongest determinant of the academic performance of the students.

Academic performance to some extent is affected by physical condition like visual and hearing problems. Weak vision could create problems on the part of the learners. They would have difficulty to read what is written on the board. Problems on hearing would disallow students to hear what is discussed by the teacher. This is especially in reading subject. Problem on the income of parents would cause deprivation of basic physiological needs as food, clothing and shelter. The performance of children in school would be affected when parents cannot afford to buy or photocopy books for references; to pay tuition fees, and other academic requirements of the child. A child who lives far from school will have an attendance problem. Walking far distance to school could become a behavior problem on tardiness or absenteeism (Geroy, 2019).

Another problem that occurs in teaching is the adjustment to schoolwork. Learners come to school late is one of them. Teacher's techniques, strategies, and motivation towards learners classroom behavior would be valuable and a great help.

Academic performance of students could be influenced by teachers' competence. According to Aquino (2018) teacher's competence could led to learners' competence, too. When teachers are knowledgeable on what they are teaching, they could easily transfer knowledge and skills to their learners. Learners are generally inspired and motivated if their teachers are creative in presenting their lessons. Creativity on the part of the teacher is a sign of their competence.

Further, academic performance is affected by how the classroom is managed. A well-managed classroom includes good lighting, discipline and order, is conducive to mental growth and development. In fact, learning is more enjoyable under favorable conditions around him according to (Lardizabal, 2019).

Academic performance of the child could be influenced by the guidance of the teacher. The teacher could provide opportunity to help the learners discover their strengths and weakness. Learners could improve their study habits, develop proper attitudes, and develop habits of leadership.

Academic performance of secondary learners are visibly seen in their Form 138 or commonly referred to as their report cards. Their academic standing in each academic area is rated by their teachers in numerical forms. The unstable home condition like financial difficulties, poor housing, parental stripes, and separation cause poor school performance. These can be considered as factors that contribute to the pupil's poor performance in school. Parents should provide the needs of learners and bring them up properly with good values and right conduct.

Parents must insist that learners go to school and attend class each day. Parental monitoring of school attendance and teachers' notification on learners' absences is necessary to ensure that all learners could attain success in their academic endeavors. Teaches assistance and guidance, encouragement and development of good attitude among the learners could minimize behavior problems.

This study is anchored on the concept of Viljoen (2019) who stated that the behavior of students either positive of negative in nature could affect their academic performances. The concept states that when students display desirable behavior practices in the classroom setting, they will definitely obtain good academic standing. When the classroom behavior manifested is undesirable, unfortunately, this could result into poor academic outcome.

The learners classroom behavior which could be desirable and undesirable influence academic performance. Some cited classroom behavior of public elementary school learners includes: not having a good relationship with their peers and friends, cannot work together during activities and show disrespect to others' belongings, disobedience to teachers and irresponsible learners.

Accordingly, the behavior developed the concept of individual's personal dispositions as influences to his responses to stimuli (Allport, 1996). These personal dispositions could occur on occasions such as habits, interest and preferences. These are characteristics which justify his behaviors and personality traits that influence almost everything he does. The pupil's performance takes place when stimulus situation affects the content of memory. The learners are affected in such a way that their performances were change from time to time.

2. METHODOLOGY

This study used the qualitative-descriptive method of research. Descriptive study for it describes the participants who take part in the research process. It collects the necessary information that demonstrated relationships of the respondent profile and classroom management practices. The participants of the study are the teachers of the selected junior high school in Bustamante National High School, Division of Davao City.

This research study collected and analyzed personal experiences and reflections on the different types of classroom management strategies implemented in junior high school classrooms. This study is 100% voluntary in which the participants chose to participate or not. If the teachers agree and volunteer to participate in this study, they are asked to fill out a consent form stating that they understand the study and will or will not participate. If they choose to participate, the teachers contacted by the researcher to set up an interview time. If the interviews are unable to be conducted in person, the researcher set up a Zoom meeting to interview virtually. The researcher conducted the interviews and ask the teachers a variety of questions that capture classroom management strategies and its effects on student behavior.

This study made used of the universal- purposive sampling technique. The purposive sampling was utilized considering that only one school in the district is chosen as the respondent school and universal sampling because all the teachers from junior high school are considered the participants of the study, except the researcher. Three (3) teachers each from grade 7 to 10 are involved as participants making a total of 12 teachers.

The population of this study re the selected teachers of the junior high school of Bustamante National High School. The participants in this study represent a range of grade levels that come from divergent backgrounds and shared experiences and knowledge that contributed to the study. In addition, the population makes up a variety of teachers that have implemented and practiced or have been exposed to numerous classroom management strategies and shared its effects they have witnessed on student behavior, both currently and overtime. The student per teacher ratio is 56:1.

In order to recruit participants for the study, the researcher contacted the teachers who showed willingness to participate. Out of the teachers for the junior high school, the researcher ended up with 12 in-person interviews. The teachers were interviewed over a week time span during allotted planning time.

The interviews consisted of five open ended questions. The open ended questions allowed the teachers to share their classroom management strategies and how they specifically affect their students' behavior. The researcher recorded each interview individually and then transcribed each recording into a text document. Looking at the documents collectively, the researcher was able to come up with global themes that related to the research questions and local

themes that occurred throughout all of the interviews. Lastly, the researcher used the themes to help answer and support the research questions.

The interviews will collect data in order to compare teaching styles, structures, routines, and other functionalities amongst the classroom. Qualitatively, since classroom management's main focus is to optimize instructional time while managing the classroom with daily routines and expectations, data will be collected through a one-on-one interview that asks the teachers to share their strategies and experiences on behavior in relation to their classroom management implementations. Since poor classroom management can lead to increased defiance and behavior problems, data will analyzed to find themes throughout the varying interview.

Qualitative data from this study is analyzed by gathering the interview responses and transcriptions and identifying/categorizing each interview by grade level.

Then, the data is examined and interpreted. In this stage, any patterns, reoccurring themes or commonly used methods will be flagged. From there, while keeping the research questions in mind, the researcher will determine if the study calls for additional data collection or not.

The findings from the data will be organized that will display the themes and provide evidence to be able to answer the research questions.

After data was collected, the researcher converted the media recordings into transcripts to look for and identify global and local themes throughout. Then, the researcher carefully reviewed the themes using a thematic analysis. Given the themes, the researcher looked for ways that they connect or correlate similarly to be able to adequately answer and provide support for the research questions.

Thematic analysis describes a process as to how to go from messy data to a map of the most important themes in the data. The process contains six steps: familiarize yourself with your data; assign preliminary codes to your data in order to describe the content; search for patterns or themes in your codes across the different interviews; review themes; define and name themes; and produce your report.

Thematic analysis is used in many different research fields, but the steps are always the same, and the detailed description of the steps is from the famous article by qualitative researchers Virginia Braun and Victoria Clarke, called "Using thematic analysis in psychology".

3. RESULT

Classroom management strategies of teachers that affect learners' behavior

The following are the strategies used by teachers affecting learners' behavior: establish clear expectations and consequences along with establishing clear learning goals, possibly use of a well-designed rubric, etc.; the importance of creating a temperament-based classroom management environment; social emotional learning approach; the use of Research Based Practices as Strategies to Classroom Management; and the ability to control a high number of students by being strict or demanding certain behavior.

Effects of classroom management strategies to learners' behavior

When the effects of classroom management strategies on behavior were analyzed, on/off-task behavior locally occurred as a theme. The interview questions used to address this global theme were, "Do you believe your current classroom management procedures allow you to attend to disruptions quickly and firmly?" and "What does the behavior look like in your classroom when students are not explicitly following your classroom management procedures?" The effects to the learners' behavior are as follows: Teachers believe their current classroom management procedures allow for them (teachers) to attend to disruptions quickly and firmly; and use of reinforcements and rewards.

Insights of teachers about classroom management affecting learners' behavior

Teachers shared their discussions about insights on classroom management, to wit: Teachers Need Proactive Classroom Management Strategies; teachers feel disrespected when students question their directions, and the challenges create power struggles between the teachers and students; teachers feel helpless when students question them, and they resort to outsourcing the solution to an administrator as a punishment; teachers Want Clear Directions on School Classroom Management Expectations; teachers believe the school's classroom management policies do not adequately address undesirable student behavior; teachers believe the school's classroom management policy is complicated and confusing, and they believe teachers need to be provided with training for consistent implementation; teachers think administrators could provide greater leadership and support for how to deal with disruptive students; teachers Need Classroom Management Organization Approaches; and teachers believe that collegial collaboration regarding classroom management strategies could enhance their own practices.

Analysis

Educators have the potential to be catalysts for social change. Each day through their interactions with learners, teachers have a chance to help mold the attitude, thinking, or views of other people or the world. Through their instruction or their treatment of their learners, educators can choose to be a part of social change that will reshape the world we live in. School should not be judged based on how they are organized any more than they should be measured by student achievement; they should be judged by how teachers and learners interrelate (Yadav, 2019).

My study has shown evidence of how teachers need additional proactive classroom management strategies that can eliminate teacher-student confrontations and confrontations between learners and any other groups. My study has also shown evidence that administrators impact teachers understanding of how classrooms should be conducted. These findings led me to create a professional development that will assist teachers with acquiring those additional proactive strategies and a better understanding of what administrators expect from them in terms of classroom management.

By improving how teachers proactively approach the management of their classroom, teachers can potentially reduce the number of referrals that lead to suspensions and expulsions. In addition, classrooms that are managed more effectively could create classroom environments that improve student performance and reduce the number of teachers that decide to leave the teaching profession. This reduction in suspensions and improved learning environments can lead to better academic achievement and fewer dropouts. High school dropouts have a negative effect on individuals and society (Mckee & Caldarella, 2019).

High school dropouts can be connected to poverty, social exclusion, bad health, and crime. When learners graduate and perform successfully in school, learners have greater opportunities to attend college and earn better salaries. By earning more money, families are more stable and have a more positive effect on our society. This could mean less crime, an improved economy, and a society that treats each other civilly.

4. DISCUSSION

This study could have a positive impact on the local stakeholders. Teachers on all grade levels in this school could benefit from this professional development on proactive classroom strategies by developing a clear understanding of classroom management expectations and by improving the organization of classroom environments. This professional development could provide teachers with the opportunity to gain additional proactive strategies, organize more effective classrooms, and have a better understanding of what is expected of them in terms of classroom management.

I could contact and set up a meeting with interested principals and their academic coaches to map out a plan to conduct my experiences at their earliest convenience. This experiences could apply to whole schools, new teachers, or even teachers whose administrators have identified them as having difficulty managing a classroom.

This experiences have the potential to impact a new teacher induction program, teacher remediation plans, or school-wide effectiveness. Kleinert, Silva, Codding, Feinberg, and James (2019) have identified the impact of classroom management. They stated that it is vital for teachers to receive sufficient support in managing a classroom because it is so critical to establish a positive learning environment. Experiences that concentrates on improving classroom management through discussions, informative presentations, reflective activities, and collaborations could become a huge asset. My experiences could be shared with every school as teacher pre-planning workshop or ongoing professional development as new participants supplement the current offerings with their experiences and additional strategies.

With added content, additional research, and minor adjustments, this study could become a standard program for teacher in-service, presented as a conference workshop to add to a professional organization's in-house conference session or expand to a preservice training program for learners preparing to become teachers. Additional research could bolster this professional development program. The resulting program might lead to a regular component of a teacher preparation program or a classroom management class for teachers in training.

Ultimately, I would like to continue adding to the presentation with a proactive strategy list and additional methods for organizing a classroom. As my experiences improves and gains more girth, I would consider sharing the information with neighboring schools.

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