

**CLASSROOM MANAGEMENT AND ACADEMIC PERFORMANCE
OF GRADE 6 STUDENTS**

A Thesis

Presented to
the Faculty of the College of Graduate Studies
SAMAR COLLEGE
City of Catbalogan


In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
(Educational Management)

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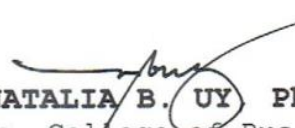
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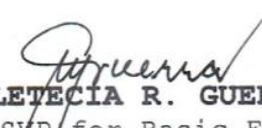
In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled "**CLASSROOM MANAGEMENT AND ACADEMIC PERFORMANCE OF GRADE 6 STUDENTS**" has been prepared and submitted by **LIEZIL JALAYAHAY PAJARITO** who, having passed the comprehensive examination, is hereby recommended for oral examination.



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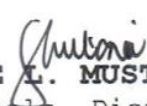
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This piece of work is humbly dedicated to
my **parents** and **siblings**
who served as my inspiration in the making process;
to my **relatives** and **friends**
for the support and encouragement;
and to the **Almighty God**
who is the source of strength, knowledge, and guidance
for, with Him, this book becomes possible.

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Abstract

This study determined the influence of classroom management to the academic performance of Grade 6 students of the District of Gandara II, Schools Division of Samar during the School Year 2019-2020. Specifically, this study sought to answer the following questions: 1) what is the profile of the teacher-respondents in terms of the

following personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF and number of relevant in-service trainings; and 2) what is the profile of the student-respondents in terms of the following personal characteristics, namely: age and sex, nutritional status, obtained grades in class, number of days of attendance in school, preferred activities in school, number of times participated in preferred activities, preferred seats in the classroom, preferred mode of participation in the class, mode of participation, parents' highest educational attainment, parents' occupation, gross monthly family income and perspective of a good teacher.

Likewise, it answered the following: 3) what is the extent of classroom management manifested by the teacher-respondents based on the classroom observation tool (COT); 4) what is the academic performance of the student-respondents based on the mean grade during the first and second quarters; 5) is there a significant relationship between the academic performance of the student-respondents based on the mean grade during the first and second quarters and the classroom management manifested by the teacher-respondents based on the COT; and 6) what

implications may be evolved from the findings of the study?

From the afore-listed specific questions, the following hypothesis was drawn and tested in this study: there is no significant relationship between the academic performance of the student-respondents based on the mean grade during the first and second quarters and the classroom management manifested by the teacher-respondents based on the COT.

The findings revealed that the teacher-respondents appraised the extent of their classroom management as "frequently" practiced by them being shown by the grand weighted mean of 4.36, while the overall academic performance of the student-respondents was calculated at 85.38 with SD of 3.89.

In associating linear relationship between the academic performance of the student-respondents and the extent of classroom management manifested by the teachers, the result was significant.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Education is equated with schooling and a change for the better. As a matter of fact, education is the lifeblood of every country for it is through education that the citizenry is imbued with proper ideals, beliefs, values and aspirations, acquire essential knowledge and understanding, habits and skills so vital to their development.

It is viewed as a process which an individual undergoes in preparation for life (Zulueta, 2002:1) and, usually, it is through education that citizens of the country become better educated. They come to enjoy a better life, characterized by economic and social prosperity.

The 1987 Philippine Constitution, in support to the foregoing statements, provides in Article XIV, Section 1 that "the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all" (Official Gazette). Furthermore, Paragraph 1 continues that "the State shall 1) establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society."

Thus, teaching serves as the gauge in order to achieve

aforementioned purpose. Teaching and learning, then, is a two-way process. Moreover, teaching is effective to the extent that the teacher acts in ways that are favorable to the development of a desirable personality in the learner.

To attain the foregoing objective, efficient educators are needed who have the quest for what is true and relevant and regard this as a never-ending task. Educators should be cognizant to modern practices, welcome changes, and adopt new innovations that could help them become effective and efficient.

There are several dimensions taken together in varying levels of degree that embody the effectiveness of a teacher. But, the most important quality of an effective teacher presents the material to the students for their consideration and reconsiders her earlier considerations as the students express their own (Sandy 2009:55). The effective teacher then is one who extends a cordial invitation to her students to enter into a dialogic relationship with her and the subject matter.

Corollarily, classroom management is crucial because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive

impact on students achieving given learning requirements and goals (Soheili et al., 1989:35). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in classroom management.

Furthermore, the effective teacher must be a leader who can inspire students and a provocateur who probes, prods, asks incessant why questions, poses problems, throws curves, plays as devil's advocate, and stimulates frustration and conflict. Her role is the most vital on earth in the preservation of the sanctity of life and its natural outcome - the elevation of humanity.

Moreover, teaching effectiveness includes verbal ability, content knowledge, continued professional development, teaching experience, and teacher certification (Strong, 2002:3-12). A teacher's verbal ability is essential in communicating a lesson; the teacher's role is to explain a subject or theory. Possessing all the knowledge in the world is of no use to the teacher who does not have the skills with which to impart this knowledge and if it cannot be clearly conveyed.

A teacher should be able to clearly present information and assess an audience in order to best convey a point to differ individuals. Content knowledge plays a

major part in effective teaching. It is to be expected that a teacher knows the content of a subject area. It is vital that they renew their teaching skills, particularly in an ever-changing world of new technologies and methodologies (Zulueta, 2002:10-11).

Furthermore, all these factors are said to impact on teacher effectiveness; however, the personal attributes of the teacher are equally important. A teacher should be motivational, able to adapt to changing circumstances and able to relate their subject to everyday life.

As empirically observed, teaching effectiveness and the efficiency of teachers most particularly, are two vital things in the field of education that are immeasurable. Assessment of the performance of the teachers' classroom management greatly depends on the result of the evaluation done. Administrators, on the other hand, evaluate their teachers through constant monitoring of classes but often foresee the end result of the lesson and its effect to the learners.

In the District of Gandara II, 60 percent of the teachers failed in the evaluation of the school administrators on classroom management. This was reported in the School Monitoring, Evaluation, and Adjustment (SMEA) of the School Year 2018-2019 (District File, 2019). This could be attributed to the teachers' lack of consistent set

of principles from which they make decisions. It could also be attributed to the misbehavior and the problematic aspects of the students' action and teachers think and act based on how student behavior affects their interests.

Individual potential can be tied to one's preferences to learning; thus, Gardner's focus on human potential lies in the fact that people have a unique blend of capabilities, skills and intelligences. Gardner asserts that people who have an affinity toward one of the intelligences do so in concert with other intelligences as they develop skills and solve problems. Instruction which is designed to help students develop their strengths can also trigger their confidence to develop areas in which they are not as strong. Student's multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities and assessments (Soheili et al., 1989:40-42).

Meanwhile, student behavior can be challenging and can require a lot of a teacher's time and attention. All students, whether they have disabilities or are typically developing, are to be held accountable for their academic performance manifested by an assessment. In the PISA result of 2018 where the Philippines ranked dead last in Reading and second last in Mathematics and Science (<https://www.oecd.org/pisa>, 25 January 2020), the teachers are

confronted with the challenge to raise the performance of the students.

From the Mean Percentage Score (MPS) of the students in the past three years, the following information was noted: during the School Year 2016-2017, the MPS registered at 70.19 while during the School Year 2017-2018, it was posted at 71.27 and during the School Year 2018-2019, the MPS was 69.29. These signified that the academic performance of the students during the past three years fell below the required mastery of 75 percent.

With the above-mentioned situations, the researcher was motivated to conduct this study to determine the influence of classroom management to the behavior and academic performance among Grade 6 students of the District of Gandara II, Schools Division of Samar.

Statement of the Problem

This study determined the influence of classroom management to the academic performance of Grade 6 students of the District of Gandara II, Schools Division of Samar during the School Year 2019-2020.

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of the following personal characteristics, namely:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 highest educational attainment;
- 1.4 teaching position;
- 1.5 gross monthly family income;
- 1.6 number of years in teaching;
- 1.7 latest performance rating based on the
IPCRF; and
- 1.8 number of relevant in-service trainings?

2. What is the profile of the student-respondents in terms of the following personal characteristics, namely:

- 2.1 age and sex;
- 2.2 nutritional status;
- 2.3 obtained grades in class;
- 2.4 number of days of attendance in school;
- 2.5 preferred activities in school;
- 2.6 number of times participated in preferred
activities;
- 2.7 preferred seats in the classroom;
- 2.8 preferred mode of participation in the
class;
- 2.9 mode of participation;
- 2.10 parents' highest educational attainment;
- 2.11 parents' occupation;
- 2.12 gross monthly family income; and

2.13 perspective of a good teacher?

3. What is the extent of classroom management manifested by the teacher-respondents based on the Classroom Observation Tool (COT)?

4. What is the academic performance of the student-respondents based on the mean grade during the first and second quarters?

5. Is there a significant relationship between the academic performance of the student-respondents based on the mean grade during the first and second quarters and the classroom management manifested by the teacher-respondents based on the COT?

6. What implications may be evolved from the findings of the study?

Hypothesis

From the afore-listed specific questions, the following hypothesis was drawn and tested in this study:

There is no significant relationship between the academic performance of the student-respondents based on the mean grade during the first and second quarters and the classroom management manifested by the teacher-respondents based on the COT.

Theoretical Framework

The study was anchored on the Social Learning Theory

by Bandura, the Social Development and the Instructional Scaffolding Theory by Vygotsky, the Behaviorism Theory by Watson, and the Reform Theory by Hartford.

The Social Learning Theory propounded by Bandura (Sincero, 2011:7) focuses on the kind of learning that basically occurs within a social context. It proposes that people learn from one another via or through observation, imitation, and modeling. It suggests that teaching, like any other behavior, is mediated by personal beliefs and contextual and external dynamics. Adherents to this theory have similarly argued that individual and organizational belief system influences the ability of organizations and its people to learn (Pajares, 1992:307-332). This implies that by clarifying one's beliefs about something, such as teaching, could directly influence teaching practices. For example, the way teachers believe about their students would influence how they design instruction, teach, react to students' actions, assess students' understanding, and even the way they deal with their professional growth and development.

However, although the need for teachers to critically analyze their beliefs about teaching and learning has been well-exposed, the investigation of whether there is an existence of a strong relationship between teachers' beliefs on the teaching behavior as lesson planning,

classroom practices, assessment tasks, and instructional design is still under thorough examination (Levitt, 2000:1).

Similarly, Bandura (Atkinson et al., 2000:128), further implied that external determinants are integral to the system of interacting influences that undoubtedly affect both behavior and other parts of the system. This notion indicates that the relationship between the identified variables is basically reciprocal, wherein the environment has been observed to affect behavior and behavior, on the other hand, exerts influence on the environment. This shows that through the observation of the behavior of others, which can either be rewarded or punished, people learn how to behave when caught in varied situations.

In addition, this study is also based on the Social Development Theory by Vygotsky (1998:332). In this theory, Vygotsky intoned that social interaction greatly influences the cognitive development of the learners. He opined that teachers and students should collaborate with each other as to the kind of learning the latter should acquire from the former. Instead of the teachers dictating meanings to the learners for future recitation, it is the primary job of the teachers to collaborate with their students in creating meaningful learning.

Moreover, the Instructional Scaffolding Theory espoused by Vygotsky (<https://prescholar.com.vygotsky/> 09 March 2020) states that students learn more when collaborating with others who have a wider range of skills and knowledge than the student currently does. These instructors or peers are the scaffolding who, help the student expand his learning boundaries and learn more than he could be able to learn independently.

The present study also finds theoretical basis in the Theory of Behaviorism proposed by Watson, as cited by Gregorio (1988:94-96). The said theory maintains that learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skills, specific attitude, and opinions. It may also include innovations, elimination, or modification of response.

The theory further emphasizes that the response most frequently associated with stimulus will be elicited by that same stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior. As such, the teacher chooses the pattern according to which he is going to mold the learners and then goes to work. He sets up situation in which the learners can successfully accomplish the task. A competent teacher provides a particular situation which offers constancy of stimulation

sufficient to form bonds and habits and provides adequate practice of them. Thus, the teacher's success is mirrored in the performance of the learners. The teachers' competence is measured by his success in the learning task.

Finally, another theory upon which this study is based is the Theory of Reform by Hartford (1984:177) which states that the key to an improving and interesting school is a teacher who grows and develops in many ways and with several competencies. The theory though considered old as it has been held effective and true over time through numerous studies; hence, it transcended from theory to law to phenomenon. Moreover, the theory implies that teachers should not stagnate. They have to be in with the times and be aware of the recent developments in education for developing pupils to be interested and motivated to learn.

The need of growing and developing schools cannot be denied. The different aspects of growth and development of the teachers have to be identified so that the necessary action can be done in order to come up with a developing and interesting school, a school that gives out high academic performance of students.

Conceptual Framework

Figure 1 presents the conceptual framework of the study discussing the working process undertaken in the

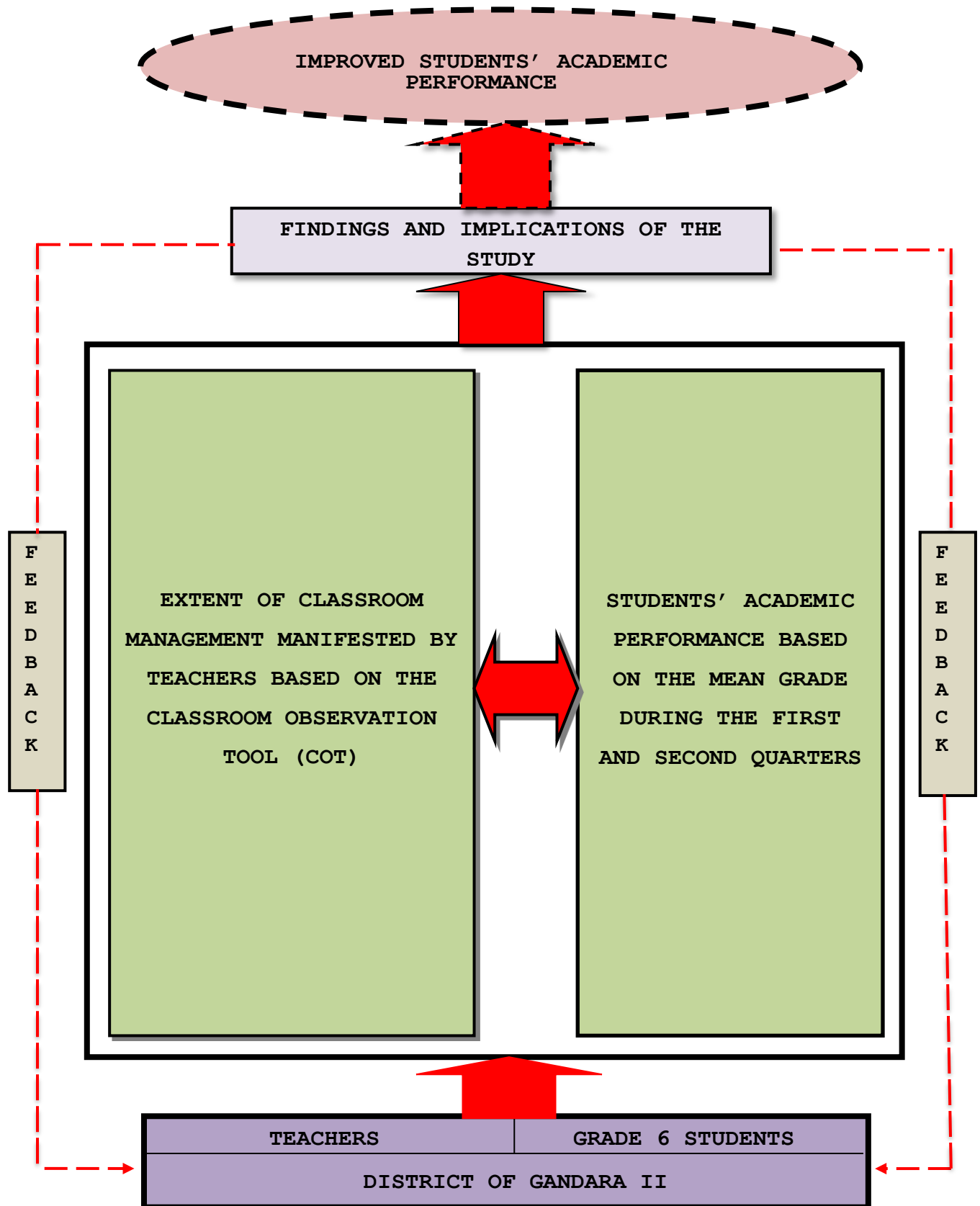


Figure 1. The Conceptual Framework of the Study

conduct of the study.

The base reflects the locale of the study which is the District of Gandara II, Schools Division of Samar involving teachers and Grade 6 students. The progress of the study is depicted by the upward arrows while the process is represented by the single-headed and two-headed arrows.

The next bigger frame enclosing two boxes reflects the dependent and independent variables of the study. The box at the left side reflects the independent variable, the extent of classroom management manifested by the teachers based on the classroom observation tool (COT) while the box at the right side reflects the dependent variable, which is the students' academic performance based on the mean grade during the first and second quarters which were correlated for any significant linear association.

The aforementioned processes drew findings and implications of the study that provided feedback mechanism to the locale of the study that ultimately led to the attainment of the goal of the study which is improved students' academic performance.

Significance of the Study

The findings of this study would give significance to the students, teachers, school administrators, DepEd key officials, parents, as well as future researchers.

To the Students. The students would benefit most with the findings of this study as they are the ultimate clientele of the teaching-learning process. With the enhanced and redirected classroom management of the teachers, they would be able to manifest better behaviors in class, thus, they would benefit a better teacher-student relation and thereby obtain exemplary academic performance.

To the Teachers. The findings of this study would serve as their eye-opener with regard to the importance of their role in the teaching-learning process and would redirect their perspective toward their teaching profession thereby improving their classroom management.

To the School Administrators. The result of this study would serve as an input for their policy recommendations toward the career development of the teachers. Likewise, the findings of this study would give the administrators understanding as to the reasons why students manifest both acceptable and unacceptable behaviors.

To the DepEd Key Officials. The findings of this study would give the DepEd key officials the inputs for an intervention program for the students or in recommending policy redirection to the top-level management.

To the Parents. With the redirected and enhanced classroom management of the teachers the parents would be

assured that their students would be under the tutelage of competent teachers and be assured of their academic success.

To the Future Researchers. Findings of this study would serve as a rich material for future researchers who would be motivated to conduct similar or parallel study.

Scope and Delimitation

This study determined the extent of classroom management manifested by the teachers based on the Classroom Observation Tool (COT) and the academic performance of students based on the mean grade during the first and second quarters. The study involved the Grade 6 teachers and the Grade 6 students of the District of Gandara II.

This study was conducted during the School Year 2019-2020.

Definition of Terms

For a clearer understanding of the terms used in this study, the following terms are defined conceptually and operationally.

Academic Performance. This term refers to the performance of a student in a particular course or the quality and quantity of his work in a given period (Gove, 1996:16). In this study, this refers to the average grade

obtained by the grade 6 students of the District of Gandara II, Schools Division of Samar during the First and Second Quarters, School Year 2019-2020.

Classroom Discipline. It refers to the strategies a teacher uses to manage student behaviors and attitudes during instructional time (<https://education.gov.gy>, 12 January 2020). In this study, it refers to the consistent discipline strategy the teacher uses for more effective classroom management.

Classroom Management. This term refers to the variety of skills and techniques that the teachers use to keep students organized (<https://www.edglossary.org>classroom management/> 22 November 2019).

Classroom Observation Tool (COT). It refers to the tool used in formal or informal observation of teaching while taking place in the classroom or other learning environment (www.childrenslearninginstitute.org, 29 August 2013). In this study, the term refers to the tool used by the school administrators in regularly observing teachers as an extension of formal job-performance evaluation.

Classroom Routine. This term refers to the well-rehearsed response to a teacher's directive which includes the usual noise, milling around, and wasting time on the part of the students, and the nagging on the part of the teacher (www.educationworld.com, 15 January 2020).

Impact. This term refers to the demonstrable contribution that research makes to the economy, society, environment and culture beyond the contribution to academic research (<https://www.york.ac.uk.research/> 09 March 2020). In this study, it refers to the effect of classroom management of the Grade 6 teachers to the improved academic performance of the Grade 6 students.

IPCRF. This is an acronym for Individual Performance Commitment and Review Form, which is a tool used in the assessment of the performance of the teachers based on the RPMS of the DepEd (www.deped.gov.ph).

Managing Classroom Behavior. This term refers to the set of activities by which the teacher promotes appropriate student behavior and eliminates inappropriate student behavior, develops good interpersonal relationship and a positive socio-emotional climate in the classroom, and establishes and maintains an effective and productive classroom organization (www.brbehavioradvisor.com.>behmanagement/ 22 November 2019).

Planning and Support. This term refers to the detailed activity setting out what programs will be provided for students with inappropriate behavior in the classroom (<https://www.mencap.org.uk>careandsupport>, 22 November 2019).

Specific Teaching Technique. This term refers to the

skills teachers acquired with experience and applying them in the classroom specifically in managing student behavior (<https://www.quora.com/teachingtechnique/> 22 November 2019).

Student Behavior. This term refers to the response of an individual or group to a stimulus that occurs specifically within the classroom or how students are acting in the classroom in response to what is going on or present around them (<https://www.education.gov.gy.item>, 22 November 2019).

Teacher. It refers to all persons engaged in teaching at the elementary and secondary levels, whether on full-time or part-time basis, including industrial arts or vocational teachers and all other persons performing supervisory and/or administrative functions in all schools in the afore-said levels and qualified to practice teaching" as provided for under Republic Act Number 7836 (Sarmiento, 1995:756). Operationally, this refers to the Grade 6 teachers of the District of Gandara II, Schools Division of Samar.

Working with Parents. This refers to the collaborative efforts of the teachers with the parents of the students with inappropriate behaviour in the classroom (www.eduglossary.com, 22 November 2019).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains materials reviewed from several books, magazines, journals, including published and unpublished theses and dissertations, which are deemed related to the study in order to provide a strong justification and anchorage to it.

Related Literature

The following sets of literature are considered relevant to the study at hand, thus, are cited to strengthen its concept.

Some characteristics of having good teacher-student relationships in the classroom involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics. By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages

are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action (Wolfgang & Glickman, 1986:32).

On the other hand, preventive approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventive approach offer warmth, acceptance, and support unconditionally - not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior. One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do if someone violates the contract. Rather than a consequence, the group should decide how to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation (Bear & Manning, 2005:11-12).

Furthermore, preventive techniques also involve the

strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. To use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that earn rewards.

However, it is indeed a truism that education is an indispensable means for nation-building. A number of experts have expressed their opinions on the following concerns that, nonetheless, form part of this study's anchorage.

This significance of education to nation-building has been enshrined in the fundamental law of the Republic of the Philippines, specifically in Article XIV, Section 1 of the 1987 Philippine Constitution, which highlights that it is the policy of the "State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (De Leon & De Leon, Jr., 2011:628).

Furthermore, Article XIV, Section 2 of the 1987 Philippine Constitution further emphasizes that it is the responsibility of the state to "establish, maintain and

support a complete, adequate, and integrated system of education relevant to the needs of the people and society."

Prior to this period, Aquino (1974:1) earlier opined that education is an important means by which an organized society achieves stability, progress and prosperity. Through the process of education, the citizenry is imbued with proper ideals, attitudes, values, and aspirations; provided with opportunities to acquire essential knowledge and understanding, habits and skills; and, otherwise, given the training and instruction so vital to the development of the individuals intellectual, physical social, emotional, and spiritual faculties so that he can achieve maximum self-realization and contribute to the well-being of the group.

Aquino (1974:8) further expressed that the teacher functions in a variety of roles, namely: 1) as a director of learning; 2) as a counselor and guidance worker; 3) as a mediator of culture; 4) as a member of the school community; 5) as liaison between school and community; and 6) as a member of the profession.

For Gregorio (1976:517-518), teacher's knowledge is an important factor in effective teaching. A teacher must have more than what is given in the textbooks. He should be in possession of a certain amount of facts if he is to do his work adequately. The knowledge of one's subject is

tremendously important as are knowledge of the method of teaching and knowledge of children and the like. The more a teacher knows about a subject, the more he is able to present the subject in a stimulating way.

However, as the educational system of a country, like the Philippines, and the needs as well as demands of the society progress with time, problems arise which sometimes turn chaotic; hence, these become crises with varied effects to the system. The public system of education has been the most commonly affected sector for the years that passed by. However, although the crisis in public education seems severe, attempts to identify and then solve the problems inherent in the old system has not been totally addressed. Among the factors identified as influential in the action to solve the problems, the economy is seen as the key factor. In addition, attempts to provide solutions to problems last for as long as those who initiated them were in positions of power and authority. Once removed, the innovations often collapse with them, or become reduced in its importance (Paulston, 1976:370-379).

Regardless of the hindrances to the crisis in education, the education sector continues to pursue reforms that address said problems. Some of the common arguments given in favor of educational reforms were that they would enable students to focus attention on more practical

aspects of education such as technical and vocational studies, rather than purely academic pursuits that seemed possible only to high ability children. At present, many educational systems are pursuing alternatives to their present system.

In this context, educational innovations are introduced to make education more utilitarian. Historically, educational reforms were made alongside revolutionary upheavals of societies. As Karabel and Halsey (1977:551) observed, the process of educational reforms during periods of revolutionary upheavals raises with particular sharpness the general problem of relationship between educational and social change. They further highlighted that revolutions do not merely make educational change possible but they require it. They must transform the educational system and bring it into harmony with a new institutional and ideological framework.

Hurst (1983:55) purported that inequality is a fact in which the government is responsible for recognizing and addressing pragmatically. The provision of equal educational opportunities is one such solution to the problem. However, a common theme has been that education is not pursuing relevant goals, and its various outcomes subsequently unsatisfactory in addressing the problem.

In this point of view of Hurst, he disclosed that

opportunities for learning were not made fairly and freely available to all. Some were so lucky that they so easily got access to the best kind of education available, while some found it difficult to even enter formal schooling. Probably some learners would find it difficult to study due to financial constraints of their families. Moreover, although some were able to enter formal schooling, yet the opportunity to acquire quality education would be impeded by the type of teachers managing the classrooms. Nevertheless, this problem on the poor quality of teachers has been gradually addressed upon. In fact, a number of experts have underscored that teachers' effectiveness in the classroom can be enhanced. A great number of these experts have resolved that this can be attained by using appropriate strategies and other applicable classroom practices.

Aquino (1988:551), for his part, revealed that there are strategies that contribute to teaching effectiveness. These are: 1) individual teacher's effort; 2) in-service education; 3) planned program and supervision; 4) experimentation and research, and 5) evaluation and accountability system. He described teaching techniques as the practices and refinements of presentation which a teacher employ to make instruction more effective when using a specific method or a teaching aid. He further

describes instructional method as the orderly procedures that directs learners in developing skills and habits and assists them to acquire knowledge and attitudes. These would include: demonstration, lecture, discussion, directed research, visual presentation, programmed instruction, student-team projects, television, individualized instruction sheets, students-directed activity, use of directed references, student planning, supervised performance at a work station, experimental work, field trips, writing and presenting a technical report, interviewing an authority, evaluating a project or a unit, and testing.

He further noted that there are certain principles of good teaching that the teacher should familiarize herself with. These principles are almost as important as the stimulation and inspiration of a good teacher. These are: 1) active learning, 2) many methods, 3) motivation 4) well-balanced curriculum, 5) individual differences, 6) lesson planning, 7) the power of suggestion, 8) encouragement, 9) integration 10) democratic environment, 11) stimulation, 12) remedial reading, 13) life-like situation, and 14) independence.

To Chandler (1988:32), as a general rule, successful teachers possess certain intellectual and personal qualities. Among these are: a broad cultural background

including scholarship, good work habits, skills in oral and written language, and adeptness in the solution of intellectual and social problems, knowledge of the structures and processes of education and functional skill in teaching and overall synthesis of personal traits that reflect a nature, well-adjusted and wholesome person.

According to Thrumbul (1990:27), to teach is to cause to learn. This viewpoint logically bases all principles of teaching upon the laws of learning and measures the quality of teaching by the extent to which it endangers effective learning activity on the part of the learner.

To Aquino (1992:23), an excellent teacher is a person who has the personal qualities of agreeable, consideration for others, sincerity and the like. He is professionally interested and competent, manifests scholarship and culture, respects children and is respected by children, and establishes wholesome pupil-teacher relationships. If only these traits will be possessed by teachers, then there will be no problems in the teaching field.

Nevertheless, Rivera et al. (1992:73-74) suggested that the effectiveness of the educational process is largely dependent upon the effectiveness of the medium of communication. Positively or negatively, the teacher's success is influenced by the degree to which he is skillful in the use of the basic techniques. Speech should not be

taken narrowly as a mechanical service process, but broadly interpreted as the normal means for the spontaneous interchange of ideas.

They added that among other things, a teacher supervises classroom activities and guide learning experiences, gives instruction, makes assignments, and delegates responsibilities; ask questions, explain and discusses problems, talks with children, seeks cooperation and confidence of the class; develops a spirit of rapport in the class, welcomes visitors and parents to the school and discusses with them their children's work; attends teacher meeting and conferences, participation in community activities both for recreation and for service and consults with teachers and school administrators. Hence, the nature of teaching demands that the teachers communicate effectively both in oral and in written form. He needs to master not only his subject matter, but also English as a medium of instruction.

Evans (1998:55) pointed out that there are two ways of viewing teacher effectiveness; that is, in terms of "what they actually do in the classroom, and in terms of teachers' impact on student behavior, that is, achievement, attitudes, skills, and others. Here, Evans suggests that the kind of learning students get from them basically depends on whether teachers do their job efficiently and

effectively or not. If their learning targets are clearly stated, subject matters are properly chosen and organized, and teaching strategies and techniques are carefully considered to name some, then there is no way that their students will never acquire the best kind of learning or experiences from them.

Levine and Ornstein (1998:600) supplemented that effective teachers have a clear systematic method of teaching called direct instruction or explicit teaching. They proceed in small steps; provide enough review and explanation before proceeding to the next step; they ask questions and check for understanding; and provide systematic feedback and correction. They also provide students with relevant academic activities and see to it that the students spend adequate amount of time actually engaged in these learning activities. Teachers similarly emphasize independent learning and learning to learn. They teach students to apply concepts, solve problems, and monitor their own comprehension. They try to move toward high-order thinking skills and independent learning by motivating students to learn and by using appropriate materials and activities. They are able to group students for individualized and small group instruction. Effective teachers are able to work with more than one student or group at a time.

In short, they are saying that effective teachers know their students very well; they have a systematic method of instruction; they are aware of time or task; their questions are appropriate and they encourage participation; they employ direct, cognitive and comprehensive instruction; and they group the pupils for individualized instruction.

Andres (1999:106) noted that teaching is a complex and many-sided task demanding a variety of traits and abilities. The major task of the teacher is to promote learning. He has to guide the learning process of the trainees by planning and organizing meaningful learning experiences, creating a desirable learning environment, using variety of instructional materials, providing for individual differences, and appraising trainees' growth and development.

Andres (1999:107) further opined that a teacher should know the general principles of successful teaching. Teaching provides the teacher with ready references for improved techniques, new trends, effective approaches, and modern strategies. A successful teacher will try as many methods as he can, constantly finding out for himself which methods are best in his particular field of specialization. He should be receptive to modern practice and welcome change. Every new idea he adopts will enrich professionally

and experientially.

In the words of Luna (2000:1-2), the ultimate goal of any teaching activity is to effect a change in the learner's behavior, attitudes, skills or knowledge from a certain base level to predetermined level. The difference between the terminal performance of the learners and his base level performance is normally attributed to effective teaching.

He added that complexities brought about by modern technology in our lives have changed our views of what constitutes effective teaching. We have gone a long way since the time that the Socratic (Lecture Method) School of Thought enunciated the principle that the learner is like an empty vessel and the teacher is supposed to fill that vessel. Today, the most available teaching-learning hardware and software make the role of a teacher as a "vessel filter" difficult to ascertain, the challenge to make use of all these toward effective teaching.

Salamonis (2000:84) exposed that successful teaching is a result of a happy combination of several down-to-earth observable factors which she conceptualized as follows: 1) a sound background in his subject matter area and related areas, coupled with willingness to learn more; 2) knowledge of those to whom she is teaching it; and 3) techniques or craft. In short, the three central factors that will

contribute to successful teaching are: knowledge of subject matter, knowledge of teaching techniques and strategies.

Taschner (2000:24-30) cited Hutchinson and Waters' idea to present the following principles about teaching materials: 1) materials provide a stimulus to learning; 2) good materials do not teach; they encourage learners to learn; 3) good materials will therefore contain interesting texts, enjoyable activities which engage the learner's thinking capacities, opportunities for learners to use their existing knowledge and skills and content which both learners and teacher can cope with; 4) good materials help to organize the teaching learning process by providing a path through the complex mass of the skills to be learned; 5) good materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities in such a way as to maximize the chances of learning; 6) good materials should encourage in the learner a sense of progress and achievement; (7) good materials should truly reflect what the writer thinks and feel about the learning process; 8) good materials reflect the nature of the learning task; and 9) good materials must serve as models for correct and appropriate teaching-learning process.

According to Corkey (2002:45), the fundamentals of good teaching include two general areas. One area pertains

to the teacher's personality and the other area covers a set of principles of good teaching. A teacher's personality has an incalculable impact on her pupils. It is within a teacher's power to inspire her pupils, to encourage and challenge them, to implant a sense of responsibility and perseverance, and to develop their creativity and imagination.

However, Corkey (2002:46) pointed out that the reverse may also be true; a teacher can have an undesirable effect on her class. The perfect teacher who possesses qualities of excellence. Superior teachers have most of these qualities and average teachers have some of these characteristics, to wit: 1) emotional stability and sound mental health; 2) physical health and dynamic personality; 3) above average intelligence; 4) creativity; 5) good grooming, poise, and refinement of voice and actions; 6) courtesy; 7) patience; 8) sincerity and honesty; 9) firmness; 10) promptness, efficiency, and ability to organize; 11) positive and encouraging attitude; 12) democratic leadership; and 13) professional status.

For Bilbao and others (2012:112-113), an effective teacher should be a global teacher who is competent, armed with enough skills, appropriate attitude and universal values to teach students with both time-tested, as well as modern technologies in education in any place in the world.

He or she is someone who thinks and acts both locally and globally with worldwide perspectives, right in the communities where he or she is situated.

Furthermore, they mentioned that a global Filipino teacher, to be specific, should have the following qualities and characteristics in addition to knowledge, skills and values: 1) understands how this world is interconnected; 2) recognizes that the world has rich variety of ways of life; 3) has a vision of the future sees what the future would be for himself, and the students; 4) must be creative and innovative 5) must understand, respect and be tolerant of the diversity of cultures; 6) must believe and take action for education that will sustain the future; 7) must be able to facilitate digitally-mediated learning; 8) must have depth of knowledge; 9) must possess good communication skills for Filipino teachers to be multi-lingual; and lastly, but most importantly, 10) must possess the competencies of a professional teacher as embodied in the National Competency-Based Standards for Teachers (NCBTS).

Moreover, to remain relevant and interesting, the teacher must possess 21st century skills. The 21st century skills can be categorized into four (4), namely: 1) communication skills, 2) learning and innovation skills; 3) information, media and technology skills; and 4) life and

career skills. A teacher must possess them in order to survive in this 21st century and be able to contribute to the development of 21st century learners (Corpuz, 2012:85).

Corpuz further exposed that under each of these four (4) clusters of 21st century skills are specific skills. Effective communication skills include: 1) teaming; 2) collaboration; 3) interpersonal skills; 4) local, national and global oriented-ness; and 5) interactive communication. On the other hand, the learning and innovative skills are the three C's, namely: 1) creativity; 2) curiosity; 3) critical thinking and problem-solving skills; and 4) risk-taking. Finally, life and career skills involve the following: 1) flexibility and adaptability; 2) leadership and responsibility; 3) social and cross-cultural skills; 4) initiative and self-direction; 5) productivity and accountability; and 6) ethical, moral, and spiritual values.

The points of view of the foregoing experts strongly emphasize the significant role that teachers have to play in providing quality education to the Filipino children, as well as on the kind of educational innovations and reforms implemented by the government to address this goal. In this regard, it has been highlighted and greatly justified that teachers and the way they perform their job as well as behave in the classroom undoubtedly influence the kind of

learning that students acquire from them.

The foregoing pieces of literature helped the researcher in establishing the rationale to conduct the study and provided her the concepts and ideas that strengthened this study.

Related Studies

The following studies have been reviewed since they are deemed to have significant bearing on the present study.

Tozoglu (2015), in his study entitled, "Effects of Students' Behavior on Instructional Practices, Teaching Effectiveness, and Students' Motivation," he examined the effect of enhanced students' behavior on instructional practices, teaching effectiveness, and student motivation. The study revealed that there were significant differences in favor of the student behavior on teaching practices, teaching effectiveness, and student motivation. Teachers also value the student behavior and their perceptions on receiving feedback from their students were very positive. These findings suggested that redirected students' behavior can be used to improve teachers' teaching practices.

The previous study is cited here because it had been found to be similar with the present study since both dealt with teachers' performance in the classroom and students'

behavior. However, the two studies differed in the sense that the study of Tozoglu dealt primarily on the effect of student behavior on instructional practices, teaching effectiveness, and student motivation; whereas the present study determined the relationship between the classroom management of teachers and student behavior in the classroom in relation to their academic performance.

In the study of Jabinar (2014) entitled, "Administrators' Instructional Supervisory Skills, Teachers' Classroom Management Style and Pupils' Performance," he found out that: 1) the classroom management skills of the teachers along content was perceived as very satisfactory by the teachers themselves, the pupils and their administrators; 2) the classroom management skills of the teachers along instruction is perceived as very satisfactory by the three group of respondents; 3) the classroom management skills of the master teacher were perceived as very satisfactory along communication; 4) the comparison of the perceptions of the three groups of respondents reveal a significant difference along content, instructional skills and communication; 5) the mean scores of the pupils were not related to teachers' classroom management skills; and 6) teachers' classroom management skills along content, instruction and communication were significantly related to administrators

supervisory skills in terms of visioning, planning, class supervision and socio-cultural skills.

The study of Jabinar bore similarity with the present study since both studies dealt with teachers' classroom management skills in the classroom. However, the study of Jabinar differed from the present study since the previous study primarily focused on the correlation among administrators' instructional supervisory skills, teachers' classroom management skills, and pupils' performance; whereas the present study determined the relationship between the classroom management style and student behavior in relation to students' academic performance.

Café (2013) dealt with a study entitled, "Correlates of Classroom Management of Teachers and Performance of the Grade VI Pupils." In her study, she found that the Grade VI pupils manifested low performance level where pupil-, teacher-, and instruction-related variates were found to be its correlates. As regards to classroom management, Café found that adequate textbooks, instructional materials and equipment and further reorientation on teaching strategies served as its correlates.

The study of Café had bearing with the present study in the sense that both studies focused on classroom management and pupils' academic performance. However, the two studies differed in the sense that the study of Café

identified correlates of classroom management and pupils' performance which included such factors as pupil-, teacher-, parent-, and instruction-related variates. The present study, on the other hand, basically determined the relationship between the classroom management and student behavior in relation to students' academic performance.

Alegre (2012) reported the results of her study entitled, "Administrator's Supervisory Skills and Teacher's Classroom Management Styles." Her findings revealed that the teacher's level of classroom management style along lesson planning/delivery; technical assistance; learning achievement; school; home and community involvement and personal/ professional characteristics was very satisfactory. She also found out that administrator's supervisory competence was significantly related to teacher's level of classroom management styles in some aspects.

The two studies were related with each other since both delved into the classroom management styles of teachers. They differed since the former spoke of performance of teachers in the classroom as related to the administrators' supervisory skills, while the present study focused on the relationship of classroom management to student behavior and academic performance.

In the study of Baquita (2011) entitled, "Identifying

Influences on Teachers' Classroom Management and Students' Behavior in the Classroom in Secondary Schools," he determined the extent of influence of the teacher-related, school-related, and home-related factors on the classroom management of teachers.

The study revealed, also, that the teacher-related factors were "highly influential" on the classroom management of teachers for effective teaching, which implied that teachers played important role in the teaching-learning process toward pupils' achievements. Administrators' and teachers' perceptions were in agreement that the teacher-related, pupil-related, school-related, and home-related factors highly influenced the effectiveness of the classroom management of teachers.

Furthermore, it was revealed that students' behavior in the classroom was significantly influenced by the classroom management which in turn significantly influenced students' academic achievement in a direct proportional manner.

The study of Baquita is cited here because it had similarity with the present study. It also focused on the assessment of the relationship of the teacher-related factors, among others, on the classroom management of teachers for effective teaching. They differed because the previous study dealt with other factors such as home-

related and school-related factors, whereas the present study dealt only with students' behavior and its influence to their academic achievement.

The study of Montances (2011) on "Factors Associated with the Classroom Management of Teachers: Their Implications to Students' Behavior and Academic Performance" found that teachers were educationally qualified relative to their present position, and some were even qualified for promotion. They loved to teach, with favorable attitude toward work, and were performing very satisfactory. The study further revealed that teacher-related factors such as educational background, teaching experiences, monthly income, career preference, and administrator-teacher relationship correlated significantly with their classroom management. Moreover, classroom management proved significantly influencing the positive behavior of the students and their academic achievement in a direct proportional manner.

Montances' study was deemed related to the present study since it also focused on studying teachers' classroom management. They differed in the sense that Montances' study dealt with the relationship between teacher-related factors and teaching performance in the classroom, whereas the present study focused on the relationship between the classroom management and student behavior and its influence

to students' academic performance.

Perez (2011) conducted a study entitled, "Classroom Management of Teachers in Private and Public Schools: Its Influence to Students' Academic Performance and Student Behavior." The study found out that the classroom management of teachers along the mastery of the subject matter were: 1) organizes logically subject matter content; 2) has the mastery of ideas and skills related to subject matter activity; 3) has the ability to relate subject matter to real life situation; and 4) can stimulate intellectual curiosity and independent thinking which were assessed as "highly adopted" and it influenced significantly the student behavior and in turn significantly influence students' academic performance.

This study was related to the study of Perez, in the sense that both looked into the classroom management of teachers and students' behavior in relation to their academic performance.

Another study was conducted by Ramirez in 2011 entitled, "Classroom Management Styles and Academic Performance of Grade I Pupils." The study aimed at assessing the degree of relationship among classroom management styles, and academic performance of Grade I pupils. The study found that the classroom management styles of teachers were generally not influenced by the

teachers' age and years of service as teachers, particularly as Grade I teachers however it significantly influenced the pupils' academic performance.

This study was related to the study of Ramirez in the sense that both looked into the classroom management styles of the teachers. However, the present study differed from the previous study in as much as the previous study focused primarily on the determination of the correlation among the classroom management styles and academic performance of pupils; whereas, the present study focused on the relationship between the classroom management of teachers and student behavior in relation to the students' academic performance.

In the study conducted by Domalaon (2010) entitled, "Classroom Management of Secondary School Teachers and the Academic Performance of Fourth Year Students: Basis for Policy Redirection," he revealed that the performance of the fourth year students in five learning areas, namely Mathematics, Science, English, Filipino, and Social Studies were below the targeted MPS of 75.00. He found out that the teachers' level of classroom management along student behavior, teachers' teaching technique, and teacher's planning and support was very satisfactory as perceived by the teacher-respondents and their administrators.

It was also proven that the most prevalent problems

encountered by the secondary school teachers pertained to those that required funding, such as inadequate books, school facilities, and buildings. Thus, he recommended that in order to improve the classroom management of secondary school teachers, provision for books, school facilities and equipment should be considered.

The present study and the study of Domalaon were similar since both assessed the classroom management of teachers. The two studies differed, however, on matters like the respondents of the study because the present study considered Grade 6 teachers and students while the previous study considered secondary teachers and students.

Bade (2010) conducted a study entitled, "Correlates of Student Behavior and Their Academic Performance." He found out that student behavior served as factor that highly affected their academic performance. The following were found its correlates: 1) teachers' educational qualification; 2) teachers' major or specialization; 3) students' attendance in school; and 4) parents' educational achievement.

Bade's study was similar to the present study since both focused on student behavior in the classroom. However, the two studies differed in the sense that the previous study focused on the influence of student behavior to their academic performance while the present study looked into

the classroom management and student behavior and its influence to their academic performance.

Galono (2010), in his study entitled, "Classroom Management of Elementary Grade Teachers' and Student Behavior in the District of Palapag, Division of Northern Samar," revealed that the majority of elementary grade teachers were Bachelor's degree holders, but had no training on classroom management, and had a very satisfactory teaching performance.

However, they manifested exemplary classroom management to direct students' behavior toward the objective of the lesson for the day. Furthermore, in associating classroom management adopted by the elementary grade teachers and the students' academic performance, a significant relationship was found. Likewise, in associating student behavior and their academic performance, a significant relationship was also noted and in looking into the influence of classroom management to student behavior, significant correlation was proven.

The two studies found similarity in the nature of the study since both dealt with teacher's classroom management and student behavior. However, the study of Galano differed from the present study since it was conducted in the District of Palapag, Division of Northern Samar, whereas the present study was conducted in the District of Gandara

II, Schools Division of Samar.

Likewise, in the study of Santos (2010) entitled, "Teachers' Classroom Management and Achievement of Grade VI Pupils: A Correlation," she found out that 1) teachers' classroom management was influenced by their educational qualification and attitudes toward teaching; 2) the achievement level of the grade VI pupils was below the targeted proficiency level of 75 percent; and 3) pupils' achievement did not correlate highly with teacher's classroom management. Apparently, as the results revealed, teachers' classroom management did not influence the achievement of the pupils.

The foregoing study was deemed parallel with the present study considering that both studies considered teachers' classroom management and its influence on the academic performance of Grade VI pupils, while the present study determined the classroom management and student behavior and its influence to their academic performance.

The foregoing studies substantiated the rationale in the conduct of the study at hand. The findings served as its strong justification.

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the lone instrument of the study. The study described the profile of the teacher-respondents in terms of their personal variates, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of relevant in-service trainings and attitude toward classroom management. Likewise, it described also the profile of the student-respondents in terms of the following personal characteristics, namely: age and sex, nutritional status, obtained grades in class, number of days of attendance in school, preferred activities in school, number of times

participated in preferred activities, preferred seats in the classroom, preferred mode of participation in the class, parents' highest educational attainment, parents' occupation, gross monthly family income and perspective of a good teacher.

Furthermore, it elicited the extent classroom management is adopted by the teacher-respondents in terms of the following areas, namely: managing classroom behavior, specific teaching techniques, working with parents and planning and support, and the behaviors manifested by the student-respondents along: upsetting and uncomfortable behavior in school; reasons students behave badly in school; reasons student behave well in school; kinds of rewards students should get to encourage them to behave well in school and sanctions to be used to encourage students to behave better.

Moreover, the study was a correlation study in the sense that the extent of classroom management adopted by the teacher-respondents and their profile variates were associated for any significant linear relationship. Also, the behaviors manifested by the student-respondents along the aforementioned areas and their profile variates were associated to check any linear relationship and the classroom management adopted by the teacher-respondents and the behaviors manifested by the student-respondents along

the identified areas were subjected to the correlational analysis.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-Test.

Locale of Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the District of Gandara II under the Schools Division of Samar involving the following schools, namely: Bangahon ES, Calirocan ES, Canhumawid ED, Casandig ES, Catorse de Agosto ES, Diaz ES, Gandara II CES, Gerali ES, Hampton ES, Heraganan ES, Hinogacan ES, Mabuhay ES, Marcos ES, Palabrag ES, Pinaplata ES, Pizarro ES, Pologon ES, Rizal I ES, San Agustin ES, San Jose ES, San Miguel ES, San Pelayo ES, Sto. Nino ES, Tawiran ES, and Villaleona ES.

Gandara is a second class municipality in the province of Samar, Philippines. According to the 2010 census, it has a population of 31,943. The town was formerly named Bangahon, but its population was resettled to its current location on September 29, 1902. After settling in its new

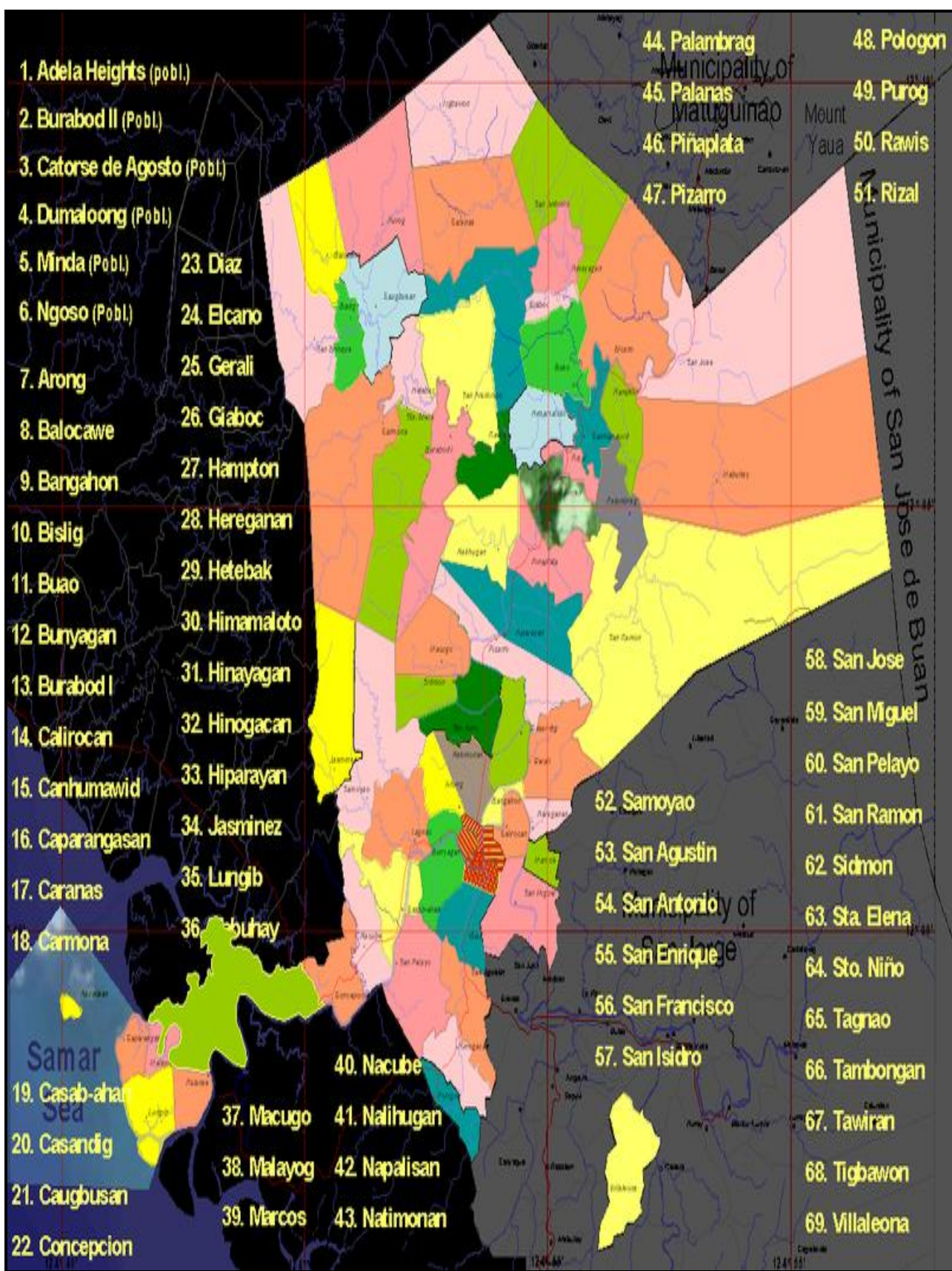


Figure 2. The Map Showing the Locale of the Study

location, the name Gandara was given to it in commemoration of the former Governor General Jose de la Gandara y Navarro.

Gandara's colonial past is evident from the solitary watchtower, the relics of the church and fragmented artworks. These are remnants from the old Gandara, named Bangahon due to its geographical location in the forked of the Gandara River. "Guin babanga han wala ug too nga salug". The book *Conquestas de las Islas Filipinas* by San Agustin the Bangahon states it was already a Pueblo or town in 1729, and was made a parish by the Spanish Jesuits Missionaries with St. Michael the Archangel as patron saint.

The eighteenth century ended with Bangahon at the height of abundance and prosperity being a trading center complemented with its fertile soil producing plentiful and ample harvest every year. However, when the American battleships landed at Calbayog on February 9, 1900, the municipal officials of Bangahon burned their town to avoid capture by American soldiers. The problem of where to build a new town was solved during a conference of July 25, 1901, at barrio San Pelayo wherein Dumalo-ong was unanimously chosen due to its ideal location being at the center and midway of the left river, right river and downstreams barrios. Furthermore, the site was located almost halfway

between Calbayog City and the City of Catbalogan. Gandara's foundation anniversary is February the 29th.

Established in 1902 and named after the surname of Spanish Governor General Jose de la Gandara y Navarro, the first captain was Jose Dionesio Mendiola, who died during the year's cholera epidemic and replaced by Jose Piczon on June 15, 1902, serving until June 15, 1903. Ramon Mendiola (1903-1906) succeeded Jose Piczon. He was remembered for celebrating the first Gandara town fiesta on September 29, 1903. From the year 1907, town executives were called Presidents.

The town's new poblacion was built on some six hectares of farmland donated by Martino Reyes. The donation was executed on January 12, 1909. The school site covered by certificate of title no. 95 dated July 20, 1912, and that of the parish under lot no. 146-CAD-444-D dated August 31, 1976, further supported by an extra judicial donation dated March 20, 1908.

Article 960 dated October 23, 1903, transferred the jurisdiction of barangays Bangon, Buenas Aires, Calanyugan, Cambaye, San Luis, Pangi and Pagsanghan to the Municipality of Tarangnan and in 1979, Pagsanghan and San Jorge were created as new municipalities out of Gandara.

Presently, Gandara is politically subdivided into 69 barangays. The town is noted for its Kiseo, Kalinayan,

Tableya, Pulahanes, Lingganay, Bangahon Church Ruins, the Wacthtower. Gandara's Carabao Festival is a colorful festival that includes street dancing and celebrates the varied usefulness of the carabao in the farming activities of Gandareno peasants. It is also a homage to St. Michael the Archangel, the patron saint of the townspeople.

Lastly, the people of Gandara are hospitable, fun loving, and very religious. In its totality, the place is a wonderful and a great place to live in (Office of the MPDC, 2010).

Instrumentation

This study utilized the questionnaire and the Classroom Observation Tool (COT) in collating relevant information exigent to this study.

Questionnaire. The questionnaire was an adapted one. Two sets of questionnaire were prepared which were intended for the teacher- and student-respondents. Set 1, the questionnaire for the teacher-respondents, was composed of three parts whereby Part I described the profile of the teacher-respondent in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF and number of relevant in-service trainings. Part II appraised the

respondent's attitude toward classroom management which was composed of 26 attitude statements responded utilizing the following scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD).

Part III elicited the extent classroom management is adopted by the teacher-respondents in terms of the following areas, namely: managing classroom behavior, specific teaching techniques, working with parents and planning and support. This was composed of 58 indicators responded by the following Thurstone scale, viz: 5 for Extremely Adopted (EA), 4 for Highly Adopted (HA), 3 for Moderately Adopted (MA), 2 for Slightly Adopted (SA) and 1 for Not Adopted (NA).

On the other hand, Set 2 of the questionnaire, for the student-respondents was composed of three parts also. Part I captured the profile of the respondent in terms of the following personal characteristics, namely: age and sex, nutritional status, obtained grades in class, number of days of attendance in school, preferred activities in school, number of times participated in preferred activities, preferred seats in the classroom, preferred mode of participation in the class, parents' highest educational attainment, parents' occupation, and gross monthly family income.

Part II appraised the respondent's perspective of a good teacher. This contained 15 statements responded by the following scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD). On the other hand, Part III elicited the behaviors manifested by the student-respondents in terms of the following areas, namely: upsetting and uncomfortable behaviour in school, reasons students behave badly in school, reasons student behave well in school, kinds of rewards students should get to encourage them to behave well in school and sanctions to be used to encourage students to behave better. This was composed of 61 indicators responded by the following Thurstone scale, viz: 5 for Extremely Manifested (EM), 4 for Highly Manifested (HM), 3 for Moderately Manifested (MM), 2 for Slightly Manifested (SM), and 1 for Not Manifested (NM).

Classroom Observation Tool. The COT is the tool used by the school administrators in regularly observing teachers as an extension of formal job-performance evaluation. The indicators in the tool was adapted by the questionnaire as indicators to assess the extent of classroom management adopted by the teachers which is actually the Part III in the questionnaire intended for the teachers.

Validation of Instrument

The questionnaire was an adapted one with modifications effected to suit to this particular study. Therefore, it underwent validation process through expert validation focusing on the following areas, namely: face, content, construct, pragmatic and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision and finalization of the questionnaire.

Sampling Procedure

This study utilized the two-stage sampling in choosing the student-respondents. The First Stage was the determination of the number of the student-respondents. In the calculation of the sample size, the Slovin's formula (Sevilla et al., 1992:182) was used as follows:

$$n = \frac{N}{1 + Ne^2}$$

where: n refers to the sample size;

N refers to the total number of

Students enrolled in the district

During the School Year 2019-2020;

e refers to the margin of error set at

.05.

From the sample size, a stratified sampling procedure was applied with proportionate sample.

The Second Stage was the identification of the student-respondents. The systematic sampling with replacement was utilized. That is, every fifth student in the register of enrolees was considered the sample student for interview. If and when, the fifth student from the last interviewed one was not available or absent during the time of data collection, the sampling continued following the same system until the total number of student-respondents was completed for every school.

On the other hand, total enumeration was employed for the teacher-respondents, that is, all the Grade 6 teachers served as respondents of the study.

Table 1 shows the number of samples by school and per category. From the table, it can be noted that of the total 362 Grade 6 students 190 or 52.49 percent was taken as respondents of the study. As for the teachers, all the 27 Grade 6 teachers served as respondents of the study.

Data Gathering Procedure

Before the conduct of the study, the researcher sought authorization from the Office of the Schools Division Superintendent of the Division of Samar through channel for the conduct of the study. Likewise, the same authority

Table 1**Number of Respondents by Category per School**

Name of School	Teachers	Students	
		N	n
Bangahon ES	1	7	4
Calirocan ES	1	14	7
Canhumawid ES	1	5	3
Casandig ES	1	15	8
Catorse de Agosto ES	1	39	20
Diaz ES	1	17	9
Gandara II CES	3	70	36
Gerali ES	1	12	6
Hampton ES	1	16	8
Hereganan	1	5	3
Hinogacan ES	1	10	5
Mabuhay ES	1	7	4
Marcos ES	1	5	3
Palambrag ES	1	7	4
Piñaplata ES	1	18	9
Pizarro ES	1	21	11
Pologon ES	1	4	2
Rizal 1 ES	1	3	2
San Agustin ES	1	22	12
San Jose ES	1	23	12
San Miguel ES	1	8	4
San Pelayo ES	1	9	5
Sto. Niño ES	1	21	11
Tawiran ES	1	2	1
Villaleona ES	1	2	1
Total	27	362	190

was sought from the District Supervisor of the District of Gandara II for proper courtesy. Then, same permission was sought also from the respective school head of each school to conduct the study involving their Grade 6 students and teachers.

The researcher personally collected the information

through personal interview with the student-respondents using the structured questionnaire to ensure that the written procedures were strictly followed and quality data were generated. On the part of the teacher-respondents, the researcher personally administered the questionnaire intended for them.

Data generation lasted for about two months including travel time from December 2018 to January 2019. Manual editing and coding followed to check the consistency of the information in preparation for the data analysis. Machine processing was the next phase through encoding and the generation of the statistical information in tabular form using available statistical software.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-Test.

Frequency Count. This tool was used to determine the personal characteristics of the student- and teacher-respondents in terms of its magnitude of occurrence.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to r-

the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the average of some of the identified characteristics of the respondents specifically on the data that were in ratio and interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\bar{X} = \frac{\sum fX}{N}$$

where: \bar{X} refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\sum f (X - \bar{X})^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

\overline{X} refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective appraisal of the student-respondents regarding their attitude toward classroom management, perspective of a good teacher, extent of classroom management adopted by the teachers in terms of the identified areas and the behaviors manifested by the student-respondents in terms of the identified areas. The formula (Pagoso, 1997:111) used is as follows:

$$\overline{X_w} = \frac{\sum f_i X_i W_i}{n}$$

where: $\overline{X_w}$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and,

n refers to the sample size.

In interpreting the weighted mean, the following set of five-point scales was used:

<u>Range</u>	<u>Interpretation</u>	
4.51-5.00	Strongly Agree	(SA)
	Extremely Adopted	(EA)
	Extremely Manifested	(EM)
3.51-4.50	Agree	(A)
	Highly Adopted	(HA)
	Highly Manifested	(HM)
2.51-3.50	Uncertain	(U)
	Moderately Adopted	(MA)
	Moderately Manifested	(MM)
1.51-2.50	Disagree	(D)
	Slightly Adopted	(SA)
	Slightly Manifested	(SM)
1.00-1.50	Strongly Disagree	(SD)
	Not Adopted	(NA)
	Not Manifested	(NM)

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between the extent of classroom management adopted by the teacher-respondents and their profile variates, between the behaviors manifested by the student-respondents along the aforementioned areas and their profile variates and between the classroom management adopted by the teacher-respondents and the behaviors manifested by the student-respondents along the identified areas. The formula (Walpole, 1997:375)

used is as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the academic performance of the Grade 11 students based on the mean grade of the first and second quarters; and,

Y represents the extent of computer Literacy of the student-respondents in terms of the identified areas.

Table 2 below, was utilized as guide in interpreting the degree of linear association (SRTC, 2013:98).

Fisher's t-Test. This statistical tool was used to

test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case is as follows:

$$t_f = r_{xy} \sqrt{\frac{N - 2}{1 - r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r ;

$n-2$ refers to the degree of freedom; and

n refers to the sample population

In all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p -

Table 2

Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0 < p < +0.2$	Very weak linear association
$+0.2 \leq p < +0.4$	Weak linear association
$+0.4 \leq p < +0.6$	Moderate linear association
$+0.6 \leq p < +0.8$	Strong linear association
$+0.8 \leq p < +1.0$	Very strong linear association
$+1.0$	Perfect linear association

value turned greater than the α ; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α .

Finally, the hypothesis testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. Available statistical software or packages were utilized for accuracy and precision in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of this study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the teacher-respondents, profile of the student-respondents, extent of classroom management manifested by the teacher-respondents based on the classroom observation tool (COT), academic performance of the student-respondents based on the mean grade during the first and second quarters, relationship between the academic performance of the student-respondents based on the mean grade during the first and second quarters and the extent, of classroom management manifested by the teacher-respondents based on the COT, and implications evolved from the findings of the study.

Profile of Teacher-Respondents

This part presents the profile of teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF and number of relevant in-service trainings.

Age and Sex. Table 3 presents the age and sex distribution of the teacher-respondents.

From the table, it can be noted that the teacher-respondents ranged from 23 to 56 years old whereby a number of teacher-respondents, that is, three or 11.11 percent were aged 31 years old while another three or 11.11 percent were aged 26 years old, still another three or 11.11

Table 3

Age and Sex Distribution of Teacher-Respondents

Age	Sex		Total	%
	Male	Female		
56	1	1	2	7.42
51	0	1	1	3.70
48	0	1	1	3.70
43	1	0	1	3.70
42	0	1	1	3.70
40	0	1	1	3.70
39	0	1	1	3.70
38	0	1	1	3.70
33	0	2	2	7.42
31	1	2	3	11.11
30	0	2	2	7.42
29	0	1	1	3.70
26	1	2	3	11.11
25	0	3	3	11.11
24	1	2	3	11.11
23	1	0	1	3.70
Total	6	21	27	100.00
%	22.20	77.80	100.00	
Mean	33.67 years old			
S.D.	10.03 years			

percent were aged 25 years old, another three or 11.11 percent were aged 24 years old and the rest were distributed to the other identified ages.

The mean age of the teacher-respondents was posted at 33.67 years old with a Standard Deviation (SD) of 10.03 years, which indicated that the teacher-respondents were relatively young at their early 30s and at the height of their teaching career.

Moreover, majority of the teacher-respondents belong to the female sex accounting for 21 or 77.80 percent. The male counterpart was composed of six or 22.20 percent only indicating that female dominance existed among the teacher-respondents. This suggested that in the career choice, more of the female embraced teaching as their chosen profession.

Civil Status. Table 4 shows the civil status disaggregation of teacher-respondents.

Table 5 shows that majority of the teacher-respondents

Table 4

**Civil Status of Teacher-
Respondents**

Civil Status	f	%
Married	9	33.33
Single	18	66.67
Total	27	100.00

were still single accounting for 18 or 66.67 percent. The remaining nine or 33.33 percent were married. The data denoted that the teacher-respondents being at their younger age, had not entered into a marital state but this cannot be discounted that they do not have families to support by the fruit of their labor. Their welfare of their nuclear family served as their responsibility in supporting financially their parents and siblings.

Highest Educational Attainment. Table 5 reflects the highest educational attainment of the teacher-respondents.

The table reflects that more than half of the teacher-respondents, that is, 14 or 51.85 percent reached the master's level while seven or 25.93 percent were baccalaureate degree holders and five or 18.52 percent were master's degree holders.

The data signified that the teacher-respondents were

Table 5

**Highest Educational Attainment of
Teacher-Respondents**

Educational Level	f	%
Master's Degree Holder	5	18.52
Master's Level	14	51.85
Baccalaureate Degree Holder	7	25.93
Not Stated	1	3.70
Total	27	100.00

qualified for the position they were appointed in considering that they possessed the minimum educational requirements having earned a teacher education degree. In fact they pursued advance education for professional growth and development.

Teaching Position. Table 6 contains the teaching position of the teacher-respondents.

The table presents that majority of the teacher-respondents were appointed as Teacher I accounting for 16 or 59.26 percent while eight or 29.63 percent were Teacher III and the rest were distributed to the other identified teaching position.

The foregoing data signified that the teacher-respondents were still in their entry position being new to the service but some had been promoted already, particularly those who had been in teacher for longer

Table 6

**Teaching Position of Teacher-
Respondents**

Position	f	%
Master Teacher	2	7.41
Teacher III	8	29.63
Teacher II	1	3.70
Teacher I	16	59.26
Total	27	100.00

number of years and whose educational level was upgraded.

Gross Monthly Family Income. Table 7 reveals the gross monthly family income of the teacher-respondents.

The table shows that the gross monthly family income of the teacher-respondents ranged from ₱10,000 to ₱60,000 whereby four of them or 14.83 percent earned an income of ₱20,754, while three or 11.11 percent earned an income of ₱25,000 monthly while another three or 11.11 percent earned

Table 7

**Gross Monthly Family Income of
Teacher-Respondents**

Income	f	%
₱60,000	1	3.70
₱49,086	1	3.70
₱40,637	1	3.70
₱30,000	2	7.42
₱27,232	1	3.70
₱25,232	1	3.70
₱25,000	3	11.11
₱24,000	1	3.70
₱23,915	1	3.70
₱22,520	1	3.70
₱20,754	4	14.83
₱20,500	1	3.70
₱20,000	2	7.42
₱15,000	3	11.11
₱13,441	1	3.70
₱10,000	3	11.11
Total	27	100.00
Mean	₱23,688.11	
S.D.	₱11,295.88	

₱15,000, still another three or 11.11 percent registered a monthly income of ₱10,000 and the rest were slimly distributed to the other identified monthly income.

The mean gross monthly family income of the teacher-respondents was posted at ₱23,688.11 with a SD of ₱11,295.88. This indicated that the teacher-respondents sufficient earned a regular income which was higher than the poverty threshold of 2018 signifying that they have the capacity to provide the basic food and non-food requirements of the family.

Number of Years in Teaching. Table 8 shows the number of years in teaching of teacher-respondents.

Table 8 shows that the number of years in teaching of teacher-respondents ranged from one year to 35 years. A number of them, that is, six or 22.23 percent had been teaching for four years while five or 18.53 percent had been in the service as teacher for three years, three or 11.11 percent had been teaching for seven years and the rest were thinly distributed to the other identified years of service.

The mean number of years in teaching of teacher-respondents was posted at 7.92 years with a SD of 7.99 years. This indicated that the teacher-respondents were just new in the service as teachers however they discharged

Table 8

**Number of Years in Teaching of
Teacher-Respondents**

Number of Years	f	%
35	1	3.70
25	1	3.70
19	1	3.70
15	1	3.70
14	1	3.70
13	1	3.70
10	1	3.70
9	2	7.41
7	3	11.11
4	6	22.23
3	5	18.53
2	2	7.41
1	2	7.41
Total	27	100.00
Mean	7.92 years	
S.D.	7.99 years	

their duties and responsibilities to the best of what they could just to deliver the basic service expected from them.

Performance Rating Based on the Latest IPCRF. Table 9 discloses the performance rating of the teacher-respondents based on the latest IPCRF.

The data discloses that the performance rating of the teacher-respondents based on the latest IPCRF ranged from 3.37 to 4.56 whereby four of them or 14.87 percent garnered a rating of 4.00 while three or 11.11 percent obtained a

Table 9

**Performance Rating Based on the Latest PCRf
of Teacher-Respondents**

Rating	f	%
4.56	1	3.70
4.50	1	3.70
4.40	1	3.70
4.39	1	3.70
4.32	2	7.41
4.31	1	3.70
4.30	1	3.70
4.23	1	3.70
4.20	2	7.41
4.12	3	11.11
4.11	1	3.70
4.09	1	3.70
4.07	1	3.70
4.05	1	3.70
4.01	1	3.70
4.00	4	14.87
3.90	1	3.70
3.80	1	3.70
3.50	1	3.70
3.37	1	3.70
Total	27	100.00
Mean	4.12	
S.D.	0.27	

rating of 4.12 and the rest were distributed to the other identified performance rating.

The mean performance rating of the teacher-respondents based on the latest IPCRF was posted at 4.12 with a SD of 0.27. This signified that the teacher-respondents manifested exemplary performance with a standard difference

of about 0.27 percentage points only with an adjectival rating of "very satisfactory." This meant that they were able to accomplish successfully their targets they committed at the beginning of the school year.

Number of Relevant In-Service Trainings. Table 10 presents the number of relevant in-service trainings of teacher-respondents.

The table presents that the Mean of number of relevant in-service trainings in the different levels were as follows: national, two trainings with a SD of 0.71 training; regional, two trainings with a SD of 1.77 trainings; division, six trainings with a SD of 5.32 trainings; and district, eight trainings with a SD of 7.85 trainings.

The over-all Mean number of relevant in-service trainings of teacher-respondents was posted at four

Table 10

**Number of Relevant In-Service Trainings
of Teacher-Respondents**

Level	Mean	S.D.
National	2 trainings	0.71 training
Regional	2 trainings	1.77 trainings
Division	6 trainings	5.32 trainings
District	8 trainings	7.85 trainings
Over-all	4 trainings	3.91 trainings

trainings with a SD of 3.91 trainings. The data signified that the teacher-respondents had attended several relevant in-service trainings to update and upgrade their teaching skills. But most of the trainings they attended were on the district and regional levels only.

Profile of Student-Respondents

This part presents the profile of student-respondents in terms of the following personal characteristics, namely: age and sex, nutritional status, obtained grades in class, number of days of attendance in school, preferred activities in school, number of times participated in preferred activities, preferred seats in the classroom, preferred mode of participation in the class, mode of participation, parents' highest educational attainment, parents' occupation, gross monthly family income, and perspective of a good teacher.

Age and Sex. Table 11 presents the age and sex distribution of student-respondents.

The table shows that the student-respondents ranged from 10 to 20 years old whereby 100 or 52.35 percent were aged 11 years old, while 55 or 28.80 percent were age 12 years old, and the rest were distributed to the other identified ages.

The mean age of the student-respondents was posted at

Table 11**Age and Sex Distribution of Student-
Respondents**

Age	Sex		Total	%
	Male	Female		
20	1	0	1	0.52
16	3	0	3	1.57
15	0	2	2	1.05
14	0	8	8	4.19
13	3	10	13	6.81
12	24	31	55	28.80
11	37	63	100	52.35
10	4	5	9	4.71
Total	72	119	191	100.00
%	37.70	62.30	100.00	
Mean	11.67 years old			
S.D.	1.24 years			

11.67 years old with a Standard Deviation (SD) of 1.24 years. The data signified that the student-respondents were on their early 10s with about one-year age difference just at the right age for the grade level they were enrolled in.

Moreover, majority of the student-respondents were female accounting for 119 or 62.30 percent while the male counterpart was composed of 72 or 37.70 percent only. This data signified female dominance among the student-respondents indicating that aside from the fact that they were usually more in number in the roster of enrolment, more of them cooperated during data gathering.

Nutritional Status. Table 12 shows the nutritional status of the student-respondents.

The table discloses that majority of the student-respondents were in normal nutritional status accounting for 164 or 85.86 percent. The rest were distributed to the other identified nutritional statuses.

The data signified that the student-respondents were at the peak of their health being well nourished by their parents indicating that they have the capacity to learn in class.

Obtained Grades in Class. Table 13 reveals the obtained grades in class of the student-respondents in the different areas, namely: written, tasks, and examinations.

The table reveals that the mean grades in class of the student-respondents were as follows: written, 81.22 with a SD of 4.79; tasks, 81.84 with a SD of 3.66 and

Table 12

**Nutritional Status of Student-
Respondents**

Status	f	%
Normal	164	85.86
Wasted	17	8.90
Severely Wasted	4	2.10
Obese	6	3.14
Total	191	100;.00

Table 13

**Obtained Grades in Class of Student-
Respondents**

Category	Mean	S.D.
Written	81.22	4.79
Tasks	81.84	3.66
Examinations	81.04	3.43
Overall	81.37	3.96

examinations, 81.04 with a SD of 3.43. The overall obtained grades in class of the student-respondents was posted at 81.37 with a SD of 3.96.

The data signified that the student-respondents obtained exemplary performance considering that their obtained grades were higher than the passing grade set by the DepEd which was 75.

Number of Attendance in School. Table 14 discloses the number of attendance in school of the student-respondents during the first and second quarters.

The table shows that the student-respondents registered a Mean attendance of 50.57 days for the first quarter with a SD of 12.84 days, while they registered a mean attendance in school of 46.92 days with a SD of 14.44 days.

The overall mean number of days in attendance in school of the student-respondents was posted at 48.74 days

Table 14

**Number of Attendance in School of Student-
Respondents**

Quarter	Mean	S.D.
First Quarter	50.57 days	12.84 days
Second Quarter	46.92 days	14.44 days
Overall	48.74 days	13.64 days

with a SD of 13.64 days. This signified that the student-respondents attended school regularly with a lesser probability of absences. This showed the eagerness of the student-respondents to learn.

Preferred Activities in School. Table 15 presents the preferred activities in school of the student-respondents.

Table 16 shows that a number of them, that is, 66 or 34.56 percent preferred scouting while 37 or 19.37 percent preferred sports activities, 26 or 13.61 percent, student government, 20 or 10.47 percent preferred academic contests and the rest were distributed to the other identified activities in school.

The foregoing data signified that the student-respondents differed in their preferred activities in school depending upon the activities they were interested in. This proved the uniqueness of each student from the other manifesting despaired activities.

Table 15

**Preferred Activities in School of Student-
Respondents**

Activities	f	%
Campus Journalism	8	4.19
Sports Activities	37	19.37
Scouting	66	34.56
Literary Contests	13	6.81
Academic Contests	20	10.47
Cultural Activities	14	7.33
Student Government	26	13.61
Interest Clubs	7	3.66
Total	191	100;.00

Number of Times Participated in Preferred Activities.

Table 16 reflects the number of times the student-respondents participated in their preferred activities.

The table shows that the number of times the student-respondents participated in their preferred activities and its participation rate were as follows: campus journalism, six times or more with a participation rate of 25.7 percent; sports activities and scouting, 2-3 times or more with 22.0 and 31.9 percent, respectively; literary contests, academic contests, cultural activities and interest clubs, six times or more with 18.3, 16.2, 17.3 and 21.5 percent, respectively; and student government, once only with 15.7 percent participation.

The data signified that the student-respondents

Table 16

**Number of Times Participated in Preferred Activities
by Student-Respondents**

Activities	No. of Times	Participation Rate (in %)
Campus Journalism	6 times or more	25.7
Sports Activities	2-3 times or more	22.0
Scouting	2-3 times of more	31.9
Literary Contests	6 times or more	18.3
Academic Contests	6 times or more	16.2
Cultural Activities	6 times or more	17.3
Student Government	Once only	15.7
Interest Clubs	6 times or more	21.5

confirmed their inclination to the preferred activities by manifesting the number of times they participated them.

Preferred Seats. Table 17 shows the preferred seats of the student-respondents.

The table shows that a number of them preferred seats near the chalkboard while 39 or 20.42 percent preferred seats at the middle of the array of seats, 31 or 16.23 percent preferred seats near the window, 22 or 11.52 percent preferred seats far from the chalkboard and the rest were distributed to the other identified preferred seats in the classroom.

The foregoing data signified that the student-respondents were near-sighted considering that they preferred to see the writings in the board and indication that they were very interested to learn that aside from

Table 17

**Preferred Seats in the Classroom of
Student-Respondents**

Seat	f	%
Near the door	14	7.33
Near the window	31	16.23
Near the chalkboard	57	29.84
Far from the chalkboard	22	11.52
Middle of the array of seats	39	20.42
Left side of the array of seats	9	4.71
Right side of the array of seats	19	9.95
Total	191	100;.00

very near to see the written illustrations they could focus more being very proximate to the teacher.

Mode of Participation in the Class. Table 18 reflects the mode of participation of the student-respondents in the class.

The table shows that a number of the student-Respondents, that is, 70 or 36.56 percent preferred group activity in the class while 49 or 25.66 percent preferred both group and individual activity, 29 or 15.18 percent preferred individual activity, 27 or 14.14 percent preferred written, and 15 or 7.85 percent preferred oral in the class.

The data proved the uniqueness of the student-respondents that in the choice of the activities to enhance

Table 18

**Mode of Participation in the Class of
Student-Respondents**

Mode	f	%
Individual Activity	29	15.18
Group Activity	70	36.56
Both Group and individual Activity	49	25.66
Written	27	14.14
Oral	15	7.85
Not Stated	1	0.52
Total	27 or 191	100.00

their learning in the class they manifested varied activities which they preferred to participate.

Parents' Highest Educational Attainment. Table 19 reveals the parents' highest educational attainment of the student-respondents.

The table shows that a number of the fathers, that is, 69 or 36.13 percent of the student-respondents reached the elementary level while 26 or 13.61 percent were elementary graduates, 23 or 12.04 percent were college level, 20 or 10.47 percent were high school graduates and the rest were distributed to the other identified educational levels.

Table 20 also shows that 56 or 29.32 percent of the mothers of the student-respondents elementary level while 30 or 15.71 percent were elementary graduates, 25 or 13.09 percent were high school level and the rest were

Table 19

**Parents' Highest Educational Attainment of
Student-Respondents**

Educational Level	Father		Mother	
	f	%	f	%
Post Graduate	3	1.57	5	2.62
College Graduate	12	6.28	19	9.95
College Level	23	12.04	15	7.85
Techno-Vocational	5	2.62	5	2.62
High School Graduate	20	10.47	19	9.95
High School Level	17	8.90	25	13.09
Elementary Graduate	26	13.61	30	15.71
Elementary Level	69	36.13	56	29.32
No Schooling	9	4.71	9	4.71
Not Stated	7	3.67	8	4.18
Total	191	100.00	191	100.00

distributed to the other identified educational levels.

The data signified that the parents of the student-respondents were all literates, that is, they have the capacity to read, write and understand simple messages which could be an advantage to the schooling of their children.

Parents' Occupation. Table 20 reveals the occupation of the parents of the student-respondents.

The table reveals that a number of the fathers, that is, 91 or 47.64 percent of the student-respondents were farmers while 35 or 18.32 percent were laborers, 20 or 10.47 percent were drivers and the rest were distributed to the other identified occupations.

Table 20**Parents' Occupation of Student-
Respondents**

Occupation	Father		Mother	
	f	%	f	%
Farmer	91	47.64	53	27.75
Businessman	7	3.66	11	5.76
Sari-sari Store Owner	4	2.10	11	5.76
Driver	20	10.47	0	0.00
Teacher	3	1.57	6	3.14
Barangay Official	5	2.62	4	2.09
Laborer	35	18.32	14	3.14
Carpenter	8	4.20	0	0.00
Electrician	2	1.05	0	0.00
Sales Agent	1	0.52	0	0.00
Security Guard	2	1.05	0	0.00
Soldier	1	0.52	0	0.00
Police	1	0.52	5	2.62
Cook	0	0.00	1	0.52
OFW	0	0.00	3	1.57
Employee	0	0.00	3	1.57
Housewife	0	0.00	58	30.37
Not Stated	11	5.76	20	11.52
Total	191	100.00	191	100.00

On the other hand, Table 21 reveals that 53 of the mothers or 27.75 percent were farmers and the rest were slimly distributed to the other identified occupations. But 58 or 30.37 percent of the mothers were housewives and 20 or 11.52 percent did not state their occupation for an undisclosed reason.

The data signified that the parents of the student-respondents were gainfully engaged which could be the source of their monthly family income to provide their food

and non-food requirements of the family.

Gross Monthly Family Income. Table 21 shows the gross monthly family income of the student-respondents.

Table 21 presents that majority of the student-respondents had a gross monthly family income of less than ₱10,000 accounting for 160 o 83.77 percent and the rest were distributed to the other identified income brackets.

The foregoing data signified that though the family of the student-respondents earned a monthly income but it was so meager however the parents prioritized the education of their children denoting that the parents recognized the importance of education to their children.

Perspective of a Good Teacher. Table 22 presents the perspective of the student-respondents for a good teacher. There were 13 identified indicators considered.

The table shows that the student-respondents “strongly

Table 21

**Gross Monthly Family Income of
Student-Respondents**

Income Bracket	f	%
₱50,000-₱69,999	1	0.52
₱30,000-₱49,999	4	2.10
₱10,000-₱29,999	19	9.95
Less than ₱10,000	160	83.77
Not Stated	7	3.66
Total	191	100.00

Table 22

**Perspective of a Good Teacher of
Student-Respondents**

Perspective	Weighted Mean	Interpre- tation
1. A good teacher can keep the class quiet.	4.57	SA
2. A good teacher can keep the class working.	4.42	A
3. A good teacher explains home learning tasks clearly.	4.51	SA
4. A good teacher marks my work regularly and gives me clear learning points.	4.43	A
5. A good teacher understands if I am upset.	4.39	A
6. A good teacher helps me when I am stuck.	4.46	A
7. A good teacher does not shout when I do something wrong.	4.08	A
8. A good teacher is friendly but can keep control of the class.	4.41	A
9. A good teacher is funny.	3.97	A
10. A good teacher explains things clearly.	4.56	SA
11. A good teacher knows their subject	4.53	SA
12. A good teacher does not have favorites	4.02	A
13. A good teacher lets me have a laugh and a talk	4.23	A
14. A good teacher listens to the students' point of view	4.54	SA
15. A good teacher believes and tells me that I will do well if I work hard.	4.59	SA
Grand Weighted Mean	4.38	
Interpretation	Agree	

Legend:	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

agree" along six perspectives which corresponded to the following statements: "A good teacher believes and tells me that I will do well if I work hard," "a good teacher can keep the class quiet," "a good teacher explains things

clearly," "a good teacher listens to the students' point of view," "a good teacher knows their subject" and "a good teacher explains home learning tasks clearly," with weighted means of 4.59, 4.57, 4.56, 4.54, 4.53 and 4.51, respectively.

The remaining perspectives were "agreed" by the same group of respondents with weighted means ranging from 3.97 to 4.46. The perspectives that obtained the highest and the least weighted means corresponded to: "a good teacher helps me when I am stuck" and "A good teacher is funny," respectively.

Taken as a whole, the student-respondents "agreed" on the perspective of a good teacher being shown by the grand weighted mean of 4.38. This signified that the student-respondents expressed high expectation for a good teacher which they believe could facilitate their learning.

Extent of Classroom Management Manifested by the Teacher-Respondents

Table 23 presents the extent of classroom management manifested by the teacher-respondents based on the classroom observation tool (COT). There were nine indicators included in this area.

From the table, it can be noted that the teacher-respondents considered only one indicator as "very frequently" practiced by them which corresponded to the

Table 23

**Extent of Classroom Management Manifested
by the Teacher-Respondents**

Classroom Management	Weighted Mean	Interpre- tation
1. Applies knowledge of content within and across curriculum teaching areas.	4.41	F
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.37	F
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.26	F
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.37	F
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.56	VF
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.30	F
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.37	F
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.	4.26	F
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements	4.37	F
Grand Weighted Mean	4.36	
Interpretation	Frequently	
Legend:	4.51-5.00	Very Frequently (VF)
	3.51-4.50	Frequently (F)
	2.51-3.50	Occasionally (O)
	1.51-2.50	Rarely (R)
	1.00-1.50	Never (n)

statement stating, "Manages learner behavior constructively by applying positive and non-violent discipline to ensure

learning-focused environments," with a weighted mean of 4.56. The remaining indicators were considered "frequently" practiced by the teacher-respondents with weighted means ranging from 4.26 to 4.41. The indicator that obtained the highest weighted mean corresponded to the statement stating, "applies knowledge of content within and across curriculum teaching areas." On the other hand, the following indicators equally obtained the least weighted mean: "applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills" and "selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals."

Taken as a whole, the teacher-respondents appraised the extent of their classroom management as "frequently" practiced by them being shown by the grand weighted mean of 4.36. This indicated that the teacher-respondents highly practiced classroom management to ensure proper decorum in the classroom was observed and proper discipline was implemented.

Academic Performance of the Student-Respondents
Based on the MPS of the First and Second
Quarters

Table 24 presents the academic performance of the student-respondents based on the MPS of the first and

Table 24

**Academic Performance of the Student-Respondents
Based on the MPS of the First and Second
Quarters**

Quarter	Mean	S.D.
First Quarter	84.83	4.00
Second Quarter	85.94	3.78
Overall	85.38	3.89

second quarters.

The table shows that the academic performance of the student-respondents for the first quarter was posted at 84.83 with a SD of 4.00 while the second quarter was posted at 85.94 with a SD of 3.78. The overall academic performance of the student-respondents was calculated at 85.38 with SD of 3.89.

The foregoing data signified that the student-respondents manifested an exemplary academic performance based on the MPS of the first and second quarters considering that their academic performance was higher than the cut-off set by the DepEd which is 75.00 percent.

Relationship Between the Academic Performance of the Student-Respondents Based on the MPS of the First and Second Quarters and the Extent of Classroom Management Manifested by the Teachers

Table 25 discloses the relationship between the academic performance of the student-respondents based on

Table 25

**Relationship Between the Academic Performance of the
Student-Respondents Based on the MPS of the First
and Second Quarters and the Extent of Classroom
Management Manifested by the Teachers**

Linear Association		Fisher's t-Test		p-value	Evaluation/ Decision
Coefficient	Degree	Computed	Critical		
.985	Excellent	28.542	<u>+2.060</u>	0.000	S / Reject Ho.

$\alpha = .05$

df = 25

the MPS of the first and second quarters and the extent of classroom management manifested by the teachers.

In associating linear relationship between the academic performance of the student-respondents and the extent of classroom management manifested by the teachers using the Pearson's r , the computed value was posted at .985 denoting an "excellent" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the computed value was posted at 28.542 with df = 25 and a p-value of 0.000 at .05 α . The critical t-value was set at +2.060. Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the evaluation, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value

turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the classroom management of the teachers did significantly influence academic performance of the students. Therefore, the null hypothesis stating that, "there is no significant relationship between the academic performance of the student-respondents based on the MPS of the first and second quarters and the extent of classroom management manifested by the teachers," was rejected.

The coefficient being positive suggested a direct proportional linear association signifying that the more extent the teachers practiced classroom management, the higher was the academic performance of the students as manifested by the MPS of the first and second quarters.

Implications Derived from the Findings of the Study

From the findings of the study that the academic performance of the students was significantly influenced by

the classroom management practices of the teachers, they should be encouraged to regularly practice classroom management to keep the students focused with the lessons.

Furthermore, school administrators should provide their teachers opportunity to attend trainings in the different levels for them to develop varied and contingent classroom management styles and practices.

Moreover, since the students differed in their participation in the class, teachers should shift from one mode to the other to facilitate the learning of the students.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

This chapter presents the summary of findings with the conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The teacher-respondents ranged from 23 to 56 years old whereby their mean age was posted at 33.67 years old with a SD of 10.03 years. Moreover, majority of the teacher-respondents belong to the female sex accounting for 21 or 77.80 percent.

2. Majority of the teacher-respondents were still single accounting for 18 or 66.67 percent.

3. More than half of the teacher-respondents, that is, 14 or 51.85 percent reached the master's level.

4. Majority of the teacher-respondents were appointed as Teacher I accounting for 16 or 59.26 percent.

5. The gross monthly family income of the teacher-respondents ranged from ₱10,000 to ₱60,000 whereby the mean gross monthly family income of the teacher-respondents was posted at ₱23,688.11 with a SD of ₱11,295.88.

6. The number of years in teaching of teacher-

respondents ranged from one year to 35 years with the mean number of years in teaching of 7.92 years with a SD of 7.99 years.

7. The performance rating of the teacher-respondents based on the latest IPCRF ranged from 3.37 to 4.56 whereby the mean performance rating was posted at 4.12 with a SD of 0.27.

8. The overall mean number of relevant in-service trainings of teacher-respondents was posted at four trainings with a SD of 3.91 trainings.

9. The student-respondents ranged from 10 to 20 years old whereby their mean age was posted at 11.67 years old with a SD of 1.24 years with majority of them female accounting for 119 or 62.30 percent.

10. Majority of the student-respondents were in normal nutritional status accounting for 164 or 85.86 percent.

11. The overall obtained grades in class of the student-respondents were posted at 81.37 with a SD of 3.96.

12. The overall mean number of days in attendance in school of the student-respondents was posted at 48.74 days with a SD of 13.64 days.

13. a number of them, that is, 66 or 34.56 percent preferred scouting.

14. The higher number of times the student-respondents participated in their preferred activities was six times or more.

15. A number of them preferred seats near the chalkboard.

16. A number of the student-respondents, that is, 70 or 36.56 percent preferred group activity in the class.

17. A number of the fathers, that is, 69 or 36.13 percent of the student-respondents reached the elementary level while 56 or 29.32 percent of the mothers of the student-respondents elementary level, also.

18. A number of the fathers, that is, 91 or 47.64 percent of the student-respondents were farmers while 58 or 30.37 percent of the mothers were housewives.

19. Majority of the student-respondents had a gross monthly family income of less than ₱10,000 accounting for 160 or 83.77 percent.

20. The student-respondents "agreed" on the perspective of a good teacher being shown by the grand weighted mean of 4.38.

21. The teacher-respondents appraised the extent of their classroom management as "frequently" practiced by them being shown by the grand weighted mean of 4.36.

22. The overall academic performance of the student-respondents was calculated at 85.38 with SD of 3.89

23. In associating linear relationship between the academic performance of the student-respondents and the extent of classroom management manifested by the teachers, the result was significant.

Conclusions

The following conclusions were drawn from the findings of the study:

1. The teacher-respondents were relatively young at their early 30s and at the height of their teaching career whereby female dominance existed among them. This suggested that in the career choice, more of the female embraced teaching as their chosen profession.

2. The teacher-respondents being at their younger age, had not entered into a marital state, but this cannot be discounted that they do not have families to support by the fruit of their labor. Their welfare of their nuclear family served as their responsibility in supporting financially their parents and siblings.

3. The teacher-respondents were qualified for the position they were appointed in considering that they possessed the minimum educational requirements having earned a teacher education degree. In fact, they pursued advance education for professional growth and development.

4. The teacher-respondents were still in their entry

position being new to the service but some had been promoted already, particularly those who had been in teaching for longer number of years and whose educational level was upgraded.

5. The teacher-respondents sufficient earned a regular income which was higher than the poverty threshold of 2018 signifying that they have the capacity to provide the basic food and non-food requirements of the family.

6. This indicated that the teacher-respondents were just new in the service as teachers however they discharged their duties and responsibilities to the best of what they could just to deliver the basic service expected from them.

7. The teacher-respondents manifested exemplary performance with a standard difference of about 0.27 percentage points only with an adjectival rating of "very satisfactory." This meant that they were able to accomplish successfully their targets they committed at the beginning of the school year.

8. The teacher-respondents had attended several relevant in-service trainings to update and upgrade their teaching skills. However, most of the trainings they attended were on the district and regional levels only.

9. The student-respondents were on their early 10s with about one year age difference just at the right age for the grade level they were enrolled in with female

dominance existing among them indicating that aside from the fact that they were usually more in number in the roster of enrolment, more of them cooperated during data gathering.

10. The student-respondents were at the peak of their health being well nourished by their parents indicating that they have the capacity to learn in class.

11. The student-respondents obtained exemplary performance considering that their obtained grades were higher than the passing grade set by the DepEd which was 75.

12. The student-respondents attended school regularly with a lesser probability of absences. This showed the eagerness of the student-respondents to learn.

13. The student-respondents differed in their preferred activities in school depending upon the activities they were interested in. This proved the uniqueness of each student from the other manifesting despaired activities.

14. The student-respondents confirmed their inclination to the preferred activities by manifesting the number of times they participated them.

15. The student-respondents were near-sighted considering that they preferred to see the writings in the board and indication that they were very interested to

learn that aside from very near to see the written illustrations, they could focus more being very proximate to the teacher.

16. The uniqueness of the student-respondents was proven that in the choice of the activities to enhance their learning in the class they manifested varied activities which they preferred to participate.

17. The parents of the student-respondents were all literates, that is, they have the capacity to read, write, and understand simple messages which could be an advantage to the schooling of their children.

18. The parents of the student-respondents were gainfully engaged which could be the source of their monthly family income to provide their food and non-food requirements of the family.

19. Though the family of the student-respondents earned a monthly income, it was so meager that the parents prioritized the education of their children denoting that the parents recognized the importance of education to their children.

20. The student-respondents expressed high expectation for a good teacher which they believed could facilitate their learning.

21. The teacher-respondents highly practiced classroom management to ensure proper decorum in the

classroom was observed and proper discipline was implemented.

22. The student-respondents manifested an exemplary academic performance based on the MPS of the first and second quarters considering that their academic performance was higher than the cut-off set by the DepEd which is 75.00 percent.

23. The more extent the teachers practiced classroom management, the higher was the academic performance of the students as manifested by the MPS of the first and second quarters.

Recommendations

From the conclusions drawn from the findings of the study, the following are the recommendations:

1. From the findings of the study that the academic performance of the students was significantly influenced by the classroom management practices of the teachers, they should be encouraged to regularly practice classroom management to keep the students focused with the lessons.

2. School administrators should provide their teachers opportunity to attend trainings in the different levels for them to develop varied and contingent classroom management styles and practices.

3. Since the students differed in their participation

in the class, teachers should shift from one mode to the other to facilitate the learning of the students.

4. School administrators should oftentimes observe the teachers to boost the performance of their teachers by their constructive comments and suggestions as regards to their classroom management.

5. Another study may be conducted in other educational areas to validate the findings of this study.

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

April 10, 2019

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Classroom Management and Student Behavior: Its Impact to the Academic Performance of Grade 6 Students in the District of Gandara II
2. Learners' Diversity: Implication to their Academic Performance
3. The Effectiveness of Character Education Programs: Basis for an Intervention Program

(SGD.) LIEZIL J. PAJARITO
Researcher

Recommended Title No.

1 (SGD.) GINA L. PALINES, PhD
Evaluator

1 (SGD.) IMELDA M. UY, EdD
Evaluator

1 (SGD.) NATALIA B. UY, PhD
Evaluator

Approved Title No.: # 1

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
 Commission on Higher Education
 Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : LIEZIL J. PAJARITO

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS PROPOSAL : Classroom Management and
 Student Behavior: Its Impact
 to the Academic Performance
 of Grade 6 Students in the
 District of Gandara II

NAME OF ADVISER : Guillermo D. Lagbo, DPA

(SGD.) LIEZIL J. PAJARITO
 Researcher

CONFORME:

(SGD.) GUILLERMO D. LAGBO, DPA
 Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE (For Teacher-Respondent)



Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Classroom Management and Academic Performance of Grade 6 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LIEZIL J. PAJARITO
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____

3. Sex: ☐ Male ☐ Female

3. Civil Status:

☐ Single

☐ Live-in

☐ Married

☐ Separated

☐ Widowed☐ Annulled

4. Highest Educational Attainment:

☐ Doctorate Degree Holder☐ Master's Level☐ Doctorate Level☐ Baccalaureate Degree Holder☐ Master's Degree Holder

5. Teaching Position:

☐ Master Teacher☐ Teacher II☐ Teacher III☐ Teacher I

6. Gross Monthly Family Income: PhP _____

7. Number of Years in Teaching (in completed years): _____

8. Performance Rating Based on the Latest IPCRF:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	
Division	
District	

PART II. EXTENT OF CLASSROOM MANAGEMENT MANIFESTED BY TEACHERS

Directions: Below are indicators depicting classroom management manifested by teachers. Kindly assess the extent to which each indicator is manifested by checking the appropriate column using the following scale:

- 5 - Very Frequently (VF)
 4 - Frequently (F)
 3 - Occasionally (O)
 2 - Rarely (R)
 1 - Never (N)

Indicator	5 (VF)	4 (F)	3 (O)	2 (R)	1 (N)
1. Applies knowledge of content within and across curriculum teaching areas.					

2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.					
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.					
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.					
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.					
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.					
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.					
8. Selects, develops, organizes, and uses appropriate teaching and learning resources, including ICT, to address learning goals.					
9. Designs, selects, organizes, and uses diagnostic, formative and summative assessment strategies consistent with curriculum requirements					

Thank You . . .

The Researcher

APPENDIX D**QUESTIONNAIRE
(For Student-Respondent)**

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "Classroom Management and Academic Performance of Grade 6 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LIEZIL J. PAJARITO
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Name of Teacher: _____

3. Age: _____

4. Sex: ☐ Male ☐ Female

5. Nutritional Status: ☐ Normal ☐ Severely Wasted
☐ Wasted ☐ Obese

6. Obtained Grades in class:

Written Work : _____

Performance Tasks : _____

Quarterly Examinations : _____

7. Number of Attendance in School:

1 st Quarter	2 nd Quarter	Total

8. Preferred Activities in School: (multiple answers accepted)

- ☐ Campus Journalism
☐ Sports Activities
☐ Scouting
☐ Literary Contests
☐ Academic Contests
☐ Cultural Activities
☐ Student Government
☐ Interest Clubs

9. Number of Times Participated in the Preferred Activities:

Preferred Activities	No. of Times				
	6 or more times	4-5 times	2-3 times	Once only	None
Campus Journalism					
Sports Activities					
Scouting					
Literary Contests					
Academic Contests					
Cultural Activities					
Student Government					
Interest Clubs					

10. Preferred Seat in the Classroom:

- ☐ Near the door
- ☐ Near the windows
- ☐ Near the chalkboard
- ☐ Far from the chalkboard
- ☐ Middle of the array of seats
- ☐ Left side of the array of seats
- ☐ Right side of the array of seats

11. Preferred Mode of Participation in the Class:

- ☐ Individual Activity
- ☐ Group Activity
- ☐ Both Individual and Group Activity
- ☐ Written
- ☐ Oral

12. Parents' Highest Educational Attainment:

<u>Father</u>		<u>Mother</u>
<input type="checkbox"/>	Post Graduate	<input type="checkbox"/>
<input type="checkbox"/>	College Graduate	<input type="checkbox"/>
<input type="checkbox"/>	College Level	<input type="checkbox"/>
<input type="checkbox"/>	Techno-Vocational	<input type="checkbox"/>
<input type="checkbox"/>	High School Graduate	<input type="checkbox"/>
<input type="checkbox"/>	High School Level	<input type="checkbox"/>
<input type="checkbox"/>	Elementary Graduate	<input type="checkbox"/>
<input type="checkbox"/>	Elementary Level	<input type="checkbox"/>
<input type="checkbox"/>	No Schooling	<input type="checkbox"/>

12. Parents' Occupation:

<u>Father</u>		<u>Mother</u>
<input type="checkbox"/>	Farmer	<input type="checkbox"/>
<input type="checkbox"/>	Businessman	<input type="checkbox"/>
<input type="checkbox"/>	Sari-sari Store Owner	<input type="checkbox"/>
<input type="checkbox"/>	Driver	<input type="checkbox"/>
<input type="checkbox"/>	Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Barangay Official	<input type="checkbox"/>
<input type="checkbox"/>	Laborer	<input type="checkbox"/>
<input type="checkbox"/>	Carpenter	<input type="checkbox"/>
<input type="checkbox"/>	Others, (specify) _____	<input type="checkbox"/>

12. Gross Monthly Family Income:

<input type="checkbox"/> Less than P10,000	<input type="checkbox"/> P50,000-P69,999
<input type="checkbox"/> P10,000-P29,999	<input type="checkbox"/> P70,000-P89,999
<input type="checkbox"/> P30,000-P49,999	<input type="checkbox"/> P90,000 and over

13. Academic Performance:

First Quarter: _____

Second Quarter: _____

PART II. PERSPECTIVE OF A GOOD TEACHER

Direction: Below are attitude statements toward a good teacher. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

- | | |
|-----------------------|------|
| 5 - Strongly Agree | (SA) |
| 4 - Agree | (A) |
| 3 - Uncertain | (U) |
| 2 - Disagree | (D) |
| 1 - Strongly Disagree | (SD) |

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. A good teacher can keep the class quiet.					

2. A good teacher can keep the class working.					
4. A good teacher explains home learning tasks clearly.					
4. A good teacher marks my work regularly and gives me clear learning points.					
5. A good teacher understands if I am upset.					
6. A good teacher helps me when I am stuck.					
7. A good teacher does not shout when I do something wrong.					
8. A good teacher is friendly but can keep control of the class.					
9. A good teacher is funny.					
10. A good teacher explains things clearly.					
11. A good teacher knows their subject					
12. A good teacher does not have favorites					
13. A good teacher lets me have a laugh and a talk					
14. A good teacher listens to the students' point of view					
15. A good teacher believes and tells me that I will do well if I work hard.					

Thank You . . .

The Researcher

APPENDIX F**LETTER REQUEST TO THE SCHOOLS DIVISION SUPERINTENDENT TO
CONDUCT THE STUDY**

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE SCHOOLS DIVISION SUPERINTENDENT

Schools Division of Samar
City of Catbalogan

Dear Madame:

The undersigned is currently conducting a study entitled, "Classroom Management and Academic Performance of Grade 6 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, she is requesting permission from your good office to conduct the study in the District of Gandara II among teachers and Grade 6 students.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LIEZIL J. PAJARITO
Researcher

Recommending Approval:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPROVED:

Not Legible
Schools Division Superintendent
Schools Division of Samar

APPENDIX G**LETTER REQUEST TO THE DISTRICT SUPERVISOR TO CONDUCT THE STUDY**

Republic of the Philippines
 Commission on Higher Education
 Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

16 December 2019

THE DISTRICT SUPERVISOR

District of Gandara II
 Gandara, Samar

Dear Madame:

The undersigned is currently conducting a study entitled, "Classroom Management and Academic Performance of Grade 6 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, she is requesting permission from your good office to conduct the study in the District of Gandara II among teachers and Grade 6 students in the different schools under your district.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LIEZIL J. PAJARITO
 Researcher

Recommending Approval:

(SGD.) NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

APPROVED:

Not Legible
 District Supervisor
 District of Gandara II

APPENDIX H

LETTER REQUEST TO THE SCHOOL ADMINISTRATOR TO CONDUCT THE STUDY



Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE SCHOOL ADMINISTRATOR

Gandara II Central Elementary School
Gandara, Samar

Dear Madame:

The undersigned is currently conducting a study entitled, "Classroom Management and Academic Performance of Grade 6 Students," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard, she is requesting permission from your good office to conduct the study in your school among teachers and Grade 6 students.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) LIEZIL J. PAJARITO
Researcher

Recommending Approval:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPROVED:

Not Legible
School Administrator
Gandara II Central Elementary School

C U R R I C U L U M V I T A E

NAME : **LIEZIL JALAYAHAY PAJARITO**
BIRTH DATE : April 27, 1994
BIRTH PLACE : City of Catbalogan
CIVIL STATUS : Single
PRESENT POSITION : Teacher III
STATION : Catorse de Agosto Elementary School
 District of Gandara II
 Schools Division of Samar
DEGREE PURSUED : Master of Arts in Education (MAEd)
SPECIALIZATION : Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY : Gandara Central Elementary School
 Gandara, Samar
 2000-2006
SECONDARY : Ramon T. Diaz Memorial High School
 Gandara, Samar
 2006-2010
TERTIARY : Bachelor of Elementary Education (BEEd)
 St. Mary's College of Catbalogan
 City of Catbalogan
 2010-2014
GRADUATE STUDIES : Samar College
 City of Catbalogan
 2015-present

ELIGIBILITY

Licensure Examination
 for Teachers : August 17, 2014, Tacloban City

WORK EXPERIENCE

Teacher I : Catorse de Agosto Elementary School
District of Gandara II
Schools Division of Samar
September 21, 2015-February 19, 2019

Teacher III : Catorse de Agosto Elementary School
District of Gandara II
Schools Division of Samar
February 20, 2019-present

SEMINARS/TRAININGS/WORKSHOPS ATTENDED

District Orientation for the Newly Hired Teachers conducted by the DepEd Schools Division of Samar on September 30, 2015.

Gulayan sa Paaralan Training conducted by the Department of Agriculture on November 12, 2015.

Division Roll-out of the Enhanced School Improvement Plan (E-SIP) conducted by the DepEd on November 12-14, 2015.

Orientation Training-Workshop on Early Language Literacy and Numeracy Program conducted by the DepEd on January 26 to February 4, 2016.

Job Orientation Seminar for FY 2015 Newly Hired Teachers conducted by the DepEd on March 15-18, 2016.

Division Mass Training of Grade 5 Teachers for the K to 12 Basic Education Program conducted by the DepEd on April 10-15, 2016.

District Training on Contextualization and Localization conducted by the DepEd on July 15, 22 and 29, 2016.

Training on Data Collection of EBEIS & LIS for Bosity conducted by the DepEd on August 13, 2016.

National Division-Based Training-Workshop on Curriculum Contextualization conducted by the DepEd on October 7-9, 2016.

Division Training on Coaching and Officiating of School Sports conducted by the DepEd on October 21-23, 2016.

Orientation Seminar for DCP conducted by the DepEd on October 27, 2016.

Grade 6 Mass Training of Teachers for the K to 12 Basic Education Program conducted by the DepEd on November 10-12, 2016.

Grade 6 Mass Training of Teachers for the K to 12 Basic Education Program conducted by the DepEd on June 4-10, 2017.