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# Extent in the Implementation of Classroom Management Strategies and Performance of Elementary Teachers

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## ABSTRACT

Classroom management strategies are vital parts of teaching. It entails classroom preparations, teaching delivery, monitoring learners' progress and anticipating and correcting issues and many more. Teachers must create a classroom with stimulating and motivating environment to attain positive learning outcomes among learners and to effectively deliver the lessons every day. Hence, this study was formulated to determine the significant relationship between the extent of classroom management strategies and performance of teachers. A descriptive-correlational research design employing a survey on classroom management strategies used by Chalak & Fallah (2019) and gathering the rating of the teachers in their previous Individual Performance Commitment and Review Form (IPCRF). Simple percentage, weighted mean and Pearson r were the statistical tools used to determine its significance. After conducting the survey, a significant relationship was revealed between the extent of classroom management strategies in terms of motivation, physical aspects of the classroom, teacher-learner interaction, classroom rules and regulations and feedback on learners' work and performance of teachers Individual Performance Commitment and Review Form (IPCRF). The data underscore the importance of holistic and supportive classroom management practices in facilitating positive performance among teachers and that of the learners.

***Keywords — Extent, Implementation, Classroom Management Strategies, Performance, Elementary Teachers***

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## I. INTRODUCTION

Creating a classroom conducive to teaching and learning is one of the roles of teachers in every school to achieve positive learning outcomes. Every teacher tries to make a successful classroom management and it is comprised of teacher actions and instructional approaches that permit and support active engagement in both academic and social growth. On the other hand, the unconducive learning environment has posed serious glitches to learners' academic performance. The poor academic performance of learners has caught the attention of many stakeholders including teachers, parents, school administrators and education partners. And most of the reasons are poor classroom management strategies of teachers.

Numerous studies have highlighted classroom management as a variable of students' academic performance. The most obvious reason for such an assertion is that effective classroom management would enable learners to study in a way that is interesting, enjoyable, and purposeful. Correa et al., (2017) and Dela Fuente (2021) stated that effective classroom management creates an appropriate environment so that learners can achieve meaningful learning and enhance learner's moral and social growth in the school.

Classroom management is defined as ‘the actions the teacher takes to create an environment that supports and facilitates both academic and social-emotional learning’ (Dela Fuente & Biñas, 2020; Jamba & Norbu, 2023). It also sets the foundation for students learning behavior and academic performances in school. Using effective classroom management strategies is extremely important for teachers to have a successful classroom environment. Everston and Weinstein (2006) have identified five characteristics of effective classroom management strategies which the teacher should care of through their actions. These characteristics are a caring climate and cooperative relations with teachers and learners, organizing and implementing instructions, encouraging learners, developing, and promoting learners’ sociological skills, and interventional measures. This type of learning place and environment can make the teaching-learning process more effective instead of rapid development in every field including education (Jamba & Norbu, 2023).

Today, educational institutions are expected to produce graduates that possess the twenty-first-century skills which refer to the core competencies of collaboration, critical thinking, digital literacy, and problem-solving. As such, educational institutions need to create an academic environment that will foster the development of these competencies in students. This entails more than the improvement of physical and information technology infrastructure but also the competencies of the workforce, its teachers. The teacher is among the most dominant variables that affect student outcomes, thus, to improve the achievement of students, it is important to improve the competence and classroom management strategies of teachers and one of the significant mechanisms in achieving this is through an instructional supervision activity (Maisyaroh, Hardika, Valdez, Solaiman & Canapi, 2018).

Academic performance refers to the ability to study, remember facts and be able to communicate their knowledge verbally or through writing (Dela Fuente, 2019; Jamba & Norbu, 2023). However, for this research purpose, academic performance refers to the performance or academic achievement of the learners in the 4<sup>th</sup> quarter of the present academic year. Classroom management strategies have a direct relationship with learners’ academic achievement. It was found that effective classroom management strategies significantly increase the academic achievement of learners and decreases behavioral problems (George et al., 2017; Nisar et al., 2019). George et al., (2017) and Nisar et al., (2019) have also found that very little learning occurs in disorganized and chaotic classrooms coupled with poor academic results (Oliver et al., 2011) for those learners with weaker management strategies by teachers in the classroom. It is apparent because learners’ behavioral problems are a constant threat to their learning environment. In contrast, teaching-learning is only effective if the entire environment for teaching is made healthy and upgraded through effective classroom management (Jamba & Norbu, 2023).

Teachers vary in how they manage their classrooms (Dela Fuente, 2021), but little is known regarding the relationship between effective classroom management and learners’ academic performance. Hence, this study was formulated to determine the significant relationship between the extent of classroom management strategies of teacher to enhance continuous learning and academic performance of learners. The findings of the study will be the basis for the proposed instructional supervision plan.

It is in the rationale that the researcher who is currently a grade school teacher in the above mentioned local, would like to delve worthy research undertaking that will benefit himself, the school he is currently teaching and that of her Graduate Program she is enrolled at.

This study determines the significant relationship between the extent of classroom management strategies and performance of teachers in Plaridel Elementary School and Rizal Elementary School, Dagami North District, Leyte Division for School Year 2023-2024. The findings of the study were the basis for the proposed instructional supervision plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of classroom management strategies of teacher to enhance continuous learning in terms of the following:
  - 1.1 Motivation in classroom
  - 1.2 Physical aspects of the classroom
  - 1.3 Teacher-learner interaction
  - 1.4 Classroom rules and regulations, and
  - 1.5 Feedback on learners' work?
2. What is the performance of teachers in Individual Performance Commitment and Review Form (IPCRF)?
3. Is there a significant relationship between the extent of classroom management strategies and performance of teachers Individual Performance Commitment and Review Form (IPCRF)?
4. What instructional supervision plan can be proposed based on the findings of this study?

## II. METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to explore the relationship between teachers' classroom management strategies—focused on motivation, physical environment, teacher-learner interaction, classroom rules, feedback—and the academic performance of learners at Plaridel Elementary School and Rizal Elementary School, Dagami North District, Leyte. Situated in a hilly area accessible by motorcycles and tricycles, the Plaridel Elementary School accommodates 135 pupils across seven classrooms while Rizal Elementary School accommodates 102 pupils across seven classrooms, emphasizing community support and academic achievements despite infrastructure challenges like the absence of a library and clinic. Thirteen teachers and 130 pupils participated in the study for the academic year 2023-2024, selected through complete enumeration. Research instruments included a 35-item survey questionnaire using a Five-Point Likert Scale to assess classroom management strategies used by Chalak & Fallah (2019) in their study Effect of Classroom Management Strategies on Students' Achievement at Undergraduate Level and the Individual Performance Commitment and Review Form (IPCRF) to evaluate teachers' performance. This research aims to understand how these strategies impact academic outcomes and proposes improvements based on findings to enhance learning environments and teacher effectiveness.

**Sampling.** The respondents of this study were thirteen (13) teachers and 130 pupils enrolled in the said locale for School Year 2023-2024. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** After obtaining research approval, data collection commenced. Letters requesting study approval were submitted to relevant authorities. Initially, a request letter was sent to the Schools Division Superintendent for permission to proceed with data collection from identified respondents. Following approval from the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal. Upon receiving approvals, the researcher proceeded with data gathering activities. An orientation session was conducted for the respondents, and their consent through permits was obtained to participate in the study. Subsequently, survey questionnaires were distributed, and the researcher guided the respondents in completing them. The researcher also gathered the previous year IPCRF rating of the teacher-respondents. After the survey phase, data were collected, tallied, and submitted for statistical analysis.

**Ethical Issues.** The researcher properly secured the permission to conduct the study from the authorities through written communication. In the formulation of the intervention materials that was used in the study, the use of offensive, discriminatory, or other unacceptable language was avoided. The respondents' names and other personal data were not included in this study to protect their privacy. Participation of the respondents was also voluntary. Orientation was

conducted for the respondents with their parents. In the orientation, issues and concerns were addressed and consent to be included in the study were signed. The researcher-maintained objectivity in analyzing and discussing the results. All authors whose works were mentioned in this study were properly quoted and were acknowledged in the reference.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of classroom management strategies employed by teachers to enhance continuous learning and performance of teachers using the IPCRF rating. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

### III. RESULTS AND DISCUSSION

**TABLE 1**

**CLASSROOM MANAGEMENT OF TEACHERS IN TERMS OF MOTIVATION IN THE CLASSROOM**

	<b>Motivation in the Classroom</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	My teachers motivate students in the class for learning	4.40	Strongly Agree	Very High
2	My teachers have friendly and approachable behavior in classroom for students' better learning.	4.30	Strongly Agree	Very High
3	My teacher gives the amount of work to the students that do not demotivate them.	3.94	Agree	High
4	My teachers manage class in the way which creates encouraging environment in the classroom for productive learning.	4.48	Strongly Agree	Very High
5	My teachers equipped classroom well that motivate students to learn.	4.39	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.30</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 1 evaluates Classroom Management of Teachers in terms of Motivation in the Classroom, using weighted mean scores to assess various statements. The statement "My teachers motivate students in the class for learning" received a weighted mean of 4.40, interpreted as "Very High." Similarly, "My teachers have friendly and approachable behavior in the classroom for students' better learning" achieved a weighted mean of 4.30, also classified as "Very High." The statement "My teacher gives the amount of work to the students that do not demotivate them" had a weighted mean of 3.94, categorized as "High," indicating that the amount of work assigned is generally appropriate but could be improved.

In terms of creating an encouraging environment, "My teachers manage class in the way which creates encouraging environment in the classroom for productive learning" received the highest weighted mean of 4.48, interpreted as "Very High." Additionally, "My teachers equipped classroom well that motivate students to learn" had a weighted mean of 4.39, also categorized as "Very High." The average weighted mean across all aspects was 4.30, which falls into the "Very High" category, indicating a strong overall effectiveness in classroom management in terms of motivating students. These results suggest that teachers are particularly effective in fostering a motivating and supportive learning environment, contributing positively to the overall academic performance of students.

**TABLE 2**  
**CLASSROOM MANAGEMENT OF TEACHER OF PHYSICAL ASPECT IN THE CLASSROOM**

	<b>Physical Aspect of the Classroom</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	My teachers try to make classroom physical environment conducive for learning.	4.42	Strongly Agree	Very High
2	My teachers keep classroom effective physical appearance.	4.34	Strongly Agree	Very High
3	My teachers make proper seating arrangement in classroom for effective learning.	4.24	Strongly Agree	Very High
4	My teachers make sure that white/black board is visible to all students in the classroom.	4.47	Strongly Agree	Very High
5	My teacher keeps notice of appropriate lightening in the class	4.36	Strongly Agree	Very High
6	My teachers use A.V aids in classroom to facilitate students' learning	4.44	Strongly Agree	Very High
7	My teachers change classroom sitting arrangement for group working	4.30	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.37</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 2 evaluates the classroom management of teachers regarding the physical aspects of the classroom, with all measured aspects receiving "Very High" ratings. The average weighted mean across all items was 4.37, indicating a very high level of effectiveness in creating a conducive learning environment. Specific areas such as maintaining effective

physical appearance, proper seating arrangements, ensuring visibility of the board, appropriate lighting, use of audiovisual aids, and changing seating arrangements for group work all contributed to this high rating. These findings suggest that teachers excel in managing the physical classroom environment, significantly enhancing students' learning experiences. For instance, ensuring that the white/blackboard is visible to all students scored the highest at 4.47, reflecting the teachers' commitment to accessible instruction. The use of audiovisual aids scored 4.44, highlighting the integration of multimedia tools to facilitate learning. The effective physical appearance of classrooms and appropriate lighting both scored above 4.30, underscoring the teachers' attention to creating a welcoming and functional space. Overall, these high scores across all aspects demonstrate a strong emphasis on optimizing the physical classroom environment to support effective teaching and learning.

**TABLE 3**
**CLASSROOM MANAGEMENT OF TEACHERS IN TERMS OF TEACHER-LEARNER INTERACTION**

	<b>Teacher-Learner Interaction</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	My teachers encourage equal participation of all students in classroom	4.46	Strongly Agree	Very High
2	My teacher uses understandable language in the class which positively influences the academic achievement of the students.	4.44	Strongly Agree	Very High
3	My teachers relate the topic with real life through different examples.	4.47	Strongly Agree	Very High
4	My teachers engage student about topics related to issues in active discussion.	4.49	Strongly Agree	Very High
5	My teachers use teaching approaches that encourage interaction among students.	4.56	Strongly Agree	Very High
6	My teachers give students opportunities to ask questions in the classroom.	4.46	Strongly Agree	Very High
7	My teachers closely monitor class off task behavior during the class.	4.43	Strongly Agree	Very High
8	My teachers firmly redirect students back to the topic when they get off task.	4.36	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.46</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 3 assesses classroom management in terms of teacher-learner interaction, with all items receiving "Very High" ratings. The average weighted mean is 4.46, reflecting a consistently high level of interaction between teachers and learners. Notable aspects include the encouragement of equal participation (4.46), use of understandable language (4.44), and relating topics to real-life examples (4.47). Teachers' engagement in active discussions on relevant issues scored the highest at 4.49, demonstrating their effectiveness in fostering dynamic and meaningful classroom interactions. Additionally, the use of teaching approaches that promote student interaction scored 4.56, the highest overall, indicating a strong emphasis on collaborative learning. Opportunities for students to ask questions and the teachers' ability to monitor and redirect off-task behavior also scored highly at 4.46 and 4.43 respectively, showing their proactive management of classroom dynamics. These results indicate that teachers are highly effective in facilitating a participative, engaging, and well-managed classroom environment that supports active learning and student engagement.

**TABLE 4**

**CLASSROOM MANAGEMENT OF TEACHERS IN TERMS OF  
CLASSROOM RULES AND REGULATIONS**

	<b>Classroom Rules and Regulation</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	My teachers lead disciplined and organized class that enhances student learning positively	4.42	Strongly Agree	Very High
2	My teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards studies.	4.00	Agree	High
3	My teachers define the class rules and regulations meaningfully.	4.43	Strongly Agree	Very High
4	My teachers answer students' questions for promoting positive interaction in the classroom.	4.45	Strongly Agree	Very High
5	My teachers do not tolerate indiscipline behavior from students in class.	4.50	Strongly Agree	Very High
6	My teachers intervene when students talk at inappropriate times during class.	4.48	Strongly Agree	Very High
7	My teachers insist that students always follow the rules in the classroom.	4.46	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.39</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High
2.61-3.40	Moderately Agree	Average
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Very Low

Table 4 evaluates classroom management in terms of classroom rules and regulations, with an overall average weighted mean of 4.39, interpreted as "Very High." Key aspects include teachers leading disciplined and organized classes (4.42) and defining class rules meaningfully (4.43), both of which support a structured learning environment. The highest rating of 4.50 is for teachers not tolerating indiscipline, indicating strong enforcement of rules. Teachers' intervention during inappropriate times (4.48) and insistence on rule-following (4.46) also received very high ratings, emphasizing the importance of maintaining order. Promoting positive interaction by answering students' questions was rated 4.45, reflecting teachers' efforts to create an interactive and supportive classroom atmosphere. The effort to eliminate gender bias scored slightly lower at 4.00, interpreted as "High," suggesting room for improvement in fostering an inclusive environment. These results demonstrate that teachers effectively manage classroom behavior, enforce rules consistently, and create a positive and disciplined learning environment.

**TABLE 5**

**CLASSROOM MANAGEMENT OF TEACHERS IN TERMS OF  
FEEDBACK ON LEARNERS WORK**

	<b>Feedback on Learners' Work</b>	<b>Weighted Mean</b>	<b>Description</b>	<b>Interpretation</b>
1	My teachers reward to students for good behavior in the classroom.	4.43	Strongly Agree	Very High
2	My teachers become strict when it comes to student compliance in classroom.	4.00	Strongly Agree	High
3	My teachers check assignments on time.	4.44	Strongly Agree	Very High
4	My teachers appreciate with good words when students perform well in the class.	4.43	Strongly Agree	Very High
5	My teacher gives individual attention to problematic students.	4.02	Strongly Agree	High
6	My teachers give feedback to the students in classroom with constructive criticism.	4.43	Strongly Agree	Very High
7	My teacher conduct tests in classroom which promotes the students' academic achievements.	4.42	Strongly Agree	Very High
8	My teachers give immediate feedback to the students when they answer their questions.	4.41	Strongly Agree	Very High
	<b>AVERAGE</b>	<b>4.32</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Legend:**

<b>RANGES</b>	<b>DESCRIPTION</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree	Very High
3.21-4.20	Agree	High



2.61-3.40	<i>Moderately Agree</i>	<i>Average</i>
1.81-2.60	<i>Disagree</i>	<i>Low</i>
1.00-1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

Table 5 assesses the classroom management of teachers in terms of feedback on learners' work, resulting in an overall average weighted mean of 4.32, interpreted as "Very High." Teachers rewarding students for good behavior and appreciating students' performance both scored 4.43, reflecting a strong positive reinforcement strategy. Teachers checking assignments on time also received a "Very High" rating of 4.44, indicating prompt evaluation. Immediate feedback (4.41) and conducting tests to promote academic achievement (4.42) further support effective learning. However, strictness regarding student compliance (4.00) and giving individual attention to problematic students (4.02) were rated slightly lower, interpreted as "High," suggesting these areas could be improved. Overall, the data highlights the effectiveness of teachers in providing timely, constructive, and positive feedback, significantly contributing to the academic progress and motivation of students.

**TABLE 6**

**PERFORMANCE OF TEACHERS**

<b>RANGE</b>	<b>DESCRIPTOR</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
4.55-5.00	Outstanding	1	8
4.00-4.54	Very Satisfactory	12	92
3.55-3.99	Satisfactory	0	0
2.55-2.59	Fairly Satisfactory	0	0
1.55-1.99	Did Not Meet Expectation	0	0
<b>TOTAL</b>		<b>13</b>	<b>100</b>
	<b>AVERAGE</b>	<b>4.38</b>	<b>Very Satisfactory</b>

Table 6 displays the results of Individual Performance Review and Commitment Form (IPCRF) rating of the teachers, with an overall average score of 4.38, which is interpreted as "Very Satisfactory." The majority of the participants, 92%, scored between 4.00 and 4.54, indicating a "Very Satisfactory" performance. One participant, representing 8%, achieved an "Outstanding" score, ranging between 4.55 and 5.00. There were no participants in the "Satisfactory," "Fairly Satisfactory," or "Did Not Meet Expectation" categories, reflecting scores between 3.55-3.99, 2.55-2.59, and 1.55-1.99 respectively. The absence of lower performance ratings underscores the overall high level of teachers' performance among the participants, with nearly all demonstrating strong performance of teachers.

**TABLE 7**
**TEST OF RELATIONSHIPS**

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Motivation in the Classroom VS Teachers' Performance	0.80	3.326	0.665	Reject Ho	Significant Relationship
Physical Aspect of the Classroom VS Teachers' Performance	0.82	3.764	0.665	Reject Ho	Significant Relationship
Teacher-Learner Interaction VS Teachers' Performance	0.85	3.942	0.665	Reject Ho	Significant Relationship
Classroom Rules and Regulation VS Teachers' Performance	0.83	3.831	0.665	Reject Ho	Significant Relationship
Feedback on Learners' Work VS Teachers' Performance	0.81	3.531	0.665	Reject Ho	Significant Relationship

Table 7 presents the results of tests examining the relationships between various variables and performance of teachers. Each correlation coefficient (r) indicates a strong positive relationship: Motivation in the Classroom ( $r = 0.80$ ), Physical Aspect of the Classroom ( $r = 0.82$ ), Teacher-Learner Interaction ( $r = 0.85$ ), Classroom Rules and Regulation ( $r = 0.83$ ), and Feedback on Learners' Work ( $r = 0.81$ ). The computed values (3.326 to 3.942) for each relationship exceed the critical table value of 0.665 at a significance level of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and confirming a statistically significant relationship between these variables and performance of teachers. This suggests that higher levels of motivation, conducive physical environments, positive teacher-learner interactions, well-defined classroom rules, and constructive feedback on learners' work are associated with improved performance of teachers based on their Individual Performance Commitment and Review Form (IPCRF) rating.

#### IV. CONCLUSION

Based on the analyses of various aspects of classroom management and their relationships with reading outcomes, several key conclusions can be drawn. First, the high ratings across Motivation in the Classroom, Physical Aspect of the Classroom, Teacher-Learner Interaction, Classroom Rules and Regulation, and Feedback on Learners' Work indicate that these elements are consistently perceived as very high or highly satisfactory. Importantly, these factors significantly correlate with improved teachers' performance. The strong positive relationships observed suggest that fostering a motivating classroom environment, maintaining conducive physical settings, promoting interactive teaching approaches, enforcing clear rules, and providing constructive feedback are critical in enhancing the performance of teachers. These findings underscore the importance of holistic and supportive classroom management practices in facilitating positive performance among teachers and that of the learners.

## V. RECOMMENDATIONS

1. Utilize the proposed instructional supervision plan formulated to achieve the desired goal of the study.
2. Teachers must see to it that their classroom is conducive to learning through conversion of classroom to class home.
3. School Heads must provide the necessary materials to make their teaching stimulating and engaging.
4. School Heads must conduct instructional supervision to teachers to see the real scenario of the teaching-learning process and to identify the pressing needs of teachers in improving their learning environment.
5. School Heads must make sure that teachers are utilizing different classroom management strategies in the classroom and during teaching-learning process.
6. Teachers must create a classroom where learners have more materials and learning resources to use during teaching-learning process.
7. Teachers must engage collaboration among stakeholders for support in making the classroom more conducive to teaching and learning, and
8. Future researchers should replicate this study to include different locales and include different variables aside from the mentioned in this study.

## ACKNOWLEDGEMENT

Successfully bringing out this thesis to its final form, it is my genuine pleasure to convey my deep sense of gratitude and indebtedness to the people who have been concerned and firmly contributed to the completion of this research study. I would like to acknowledge the following people who in one way or another contributed and extended their valuable resources and assistance in the preparation and realization of this study. Foremost, praises and thanks be to God Almighty, our Lord and Savior Jesus Christ, for His Divine Grace that has provided me the strength and courage and for all the blessings that I received. To Dr. Jasmine B. Misa, my thesis adviser, who partake immense knowledge, and continuous support to realize and accomplish this study. To the members of my Thesis Committee and Panel Examiners headed by Dr. Bryant C. Acar, Chairman and Scribe of the Pre and Oral Examination panel, together with Dr. Annabelle A. Wenceslao and Dr. Elvin H. Wenceslao for the smooth sailing of things behind frails in the arduous toil of my study. To the Dean of the Graduate Department of Western Leyte College, Dr. Sabina B. Con-ui, for her dynamism that enabled me to complete my thesis. To my DepEd Leyte Division Family headed by Dr. Mariza S. Magan, CESO V, for allowing me to conduct this study in our school. To my Plaridel Elementary School family, spearheaded by our active School Principal, Mr. Felipe S. Costimiano, the faculty and staff, parents and pupils and respondents for having been instrumental in the realization of this study. To the unwavering support of my parents, Mr. Edgar B. Naadat and Mrs. Ma. Rochelle B. Naadat, both in moral and emotional and for guiding me and firm belief that I can make and achieve different things which I believed I couldn't. To my Uncle Ryan and Auntie Maureen for supporting me both financially and morally for this one in a lifetime endeavor that will change my professional growth. To my loving family, my sister, my brother, and nephews, for their unconditional love, prayers and support extended which always inspire me to do my very best in

achieving this professional goal. And to all the people who are accustomed to my success, Thank you so much. All of these are offered to all of you. To God be All the glory.

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