

Extent of Classroom Management Strategies in Enhancing the Performance of Elementary Teachers in MAPEH Grade 4

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Abstract —When looking for effective teaching strategies to teach young learners to develop critical thinking, elementary teachers must become more engaged (Radhika & Kapur, 2018). Teacher plays a significant role in classroom management, improving learners' motivation to complete assignments, and applying effective learning methodologies (Cardenas & Cerado, 2016). The management of the classroom and the tactics employed by the teachers are critical aspects of teaching. A well-managed class has a calming influence on learners and provides a suitable environment for good learning and teaching. Hence, this study was formulated to determine the significant relationship between the extent of classroom management strategies in enhancing the performance of elementary teachers in MAPEH Grade 4. A descriptive-correlational research design was employed utilizing the survey used by Chalak & Fallah (2019) in their study Effect of Classroom Management Strategies on Students' Achievement at Undergraduate Level and Classroom Observation Tool (COT) to measure the performance of elementary teachers. Based on the analyses of various aspects of classroom management strategies and their relationships with teachers' performance in classroom observation utilizing the classroom observation tool (COT) confirm a strong significant relationship. Therefore, the data revealed a significant relationship between the extent of classroom management strategies and teachers' performance in classroom observation utilizing the classroom observation tool (COT). Teachers with very high classroom management strategies tend to perform better, leading to more structured lesson delivery, engaging activities with the learners, and an effective classroom environment where learners can learn. To sustain the outstanding performance of teachers, a school with the school head should invest in professional development activities that will engage all teachers, mentoring, and continuous and regular monitoring to sustain the very extent of classroom management strategies. Schools can foster better teaching and learning outcomes by strengthening support mechanisms, encouraging data-based strategies, and improving learners' learning experiences.

Keywords — *Extent, Classroom Management Strategies, Performance, Elementary Teachers, MAPEH Grade 4*

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. Teachers have to be updated with the recent trends, techniques, strategies and approaches in teaching most especially on the grade level where the Enhanced K to 10 Curriculum is being implemented which is Kindergarten, Grade 1, 4 & 7.

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 strategies as 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) and professional development programs for teachers in the content of MAPEH grade 4.

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 4th 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); they must be equipped with the knowledge and skills in the content of MAPEH grade 4 because this year is the first year of implementation of the Enhanced K to 10 Curriculum of the Department of Education. Hence, this study was formulated to determine the significant relationship between the extent of classroom management strategies in enhancing elementary teachers' delivery of MAPEH content in grade 4. A proposed intervention plan will be formulated based on the findings of the study.

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 would benefit herself, 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 in enhancing the performance of elementary teachers in MAPEH grade 4 in schools in Ormoc District 7, Ormoc City Division. The findings of the study were the basis for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What is the extent of classroom management strategies in enhancing the performance of elementary teachers in MAPEH Grade 4?
2. What is the performance of teachers in classroom observation utilizing the Classroom Observation Tool (COT) in quarter 2?
3. Is there a significant relationship between the extent of classroom management strategies and performance of teachers in classroom observation utilizing the Classroom Observation Tool (COT) in quarter 2?
4. What intervention 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 in enhancing the performance of elementary teachers in MAPEH grade 4. Schools in Ormoc District 7, Ormoc City Division are the locale of the study and there are 15 grade 4 teachers teaching MAPEH included in this research as respondents. These are the teachers in different schools of District 7. The instrument used in this study is a survey questionnaire which describes the classroom management strategies of teachers in terms of motivation in classroom, physical aspects of the classroom, teacher-learners interaction, classroom rules and regulations and feedback on learner's work. The survey was used by Chalak & Fallah (2019) in their study Effect of Classroom Management Strategies on Students' Achievement at Undergraduate Level. The survey is composed of 35 close-ended questions and the learner respondents will complete the survey. The survey can be answered using a Five-Point Likert Scales where 5 means strongly agree, 4 means agree, 3 means neutral, 2 means disagree and 1 means strongly disagree. Moreover, to measure the performance of Grade 4 MAPEH teachers, the Classroom Observation Tool (COT) is used during the conduct of classroom observation. This tool will be used by their respective school heads in the conduct of classroom observation for MAPEH lessons in the second quarter. This research aims to understand how the classroom management strategies help in enhancing the performance of elementary teachers in MAPEH Grade 4.

Sampling. The respondents of this study were fifteen (15) teachers teaching MAPEH Grade 4 in all the schools in the said locale. 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 school head conducted classroom observation during MAPEH lessons utilizing the Classroom Observation Tool (COT) of the teacher-respondents. After the survey and classroom observation 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 and performance of elementary school teachers teaching MAPEH grade 4. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Table 1
Classroom Management Strategies of Teachers in MAPEH Grade 4

	Motivation in the Classroom	Weighted Mean	Description	Interpretation
1	My teachers motivate students in the class for learning	4.21	Always	Very High
2	My teachers have friendly and approachable behavior in classroom for students' better learning.	4.35	Always	Very High
3	My teacher gives the amount of work to the students that do not demotivate them.	4.50	Always	Very High
4	My teachers manage class in the way which creates encouraging environment in the classroom for productive learning.	4.30	Always	Very High
5	My teachers equipped classroom well that motivate students to learn.	4.55	Always	Very High
6	My teachers try to make classroom physical environment conducive for learning.	4.24	Always	Very High
7	My teachers keep classroom effective physical appearance.	4.25	Always	Very High
8	My teachers make proper seating arrangement in classroom for effective learning.	4.22	Always	Very High
9	My teachers make sure that white/black board is visible to all students in the classroom.	4.55	Always	Very High

10	My teacher keeps notice of appropriate lightening in the class	4.65	Always	Very High
11	My teachers use A.V aids in classroom to facilitate students' learning	4.50	Always	Very High
12	My teachers change classroom sitting arrangement for group working	4.45	Always	Very High
13	My teachers encourage equal participation of all students in classroom	4.35	Always	Very High
14	My teacher uses understandable language in the class which positively influences the academic achievement of the students.	4.33	Always	Very High
15	My teachers relate the topic with real life through different examples.	4.35	Always	Very High
16	My teachers engage student about topics related to issues in active discussion.	4.30	Always	Very High
17	My teachers use teaching approaches that encourage interaction among students.	4.35	Always	Very High
18	My teachers give students opportunities to ask questions in the classroom.	4.25	Always	Very High
19	My teachers closely monitor class off task behavior during the class.	4.55	Always	Very High
20	My teachers firmly redirect students back to the topic when they get off task.	4.25	Always	Very High
21	My teachers lead disciplined and organized class that enhances student learning positively	4.25	Always	Very High
22	My teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards studies	4.30	Always	Very High
23	My teachers define the class rules and regulations meaningfully.	4.30	Always	Very High
24	My teachers answer students' questions for promoting positive interaction in the classroom.	4.30	Always	Very High

25	My teachers do not tolerate indiscipline behavior from students in class.	4.33	Always	Very High
26	My teachers intervene when students talk at inappropriate times during class.	4.33	Always	Very High
27	My teachers insist that students always follow the rules in the classroom.	4.30	Always	Very High
28	My teachers reward to students for good behavior in the classroom.	4.50	Always	Very High
29	My teachers become strict when it comes to student compliance in classroom.	4.45	Always	Very High
30	My teachers check assignments on time.	4.36	Always	Very High
31	My teachers appreciate with good words when students perform well in the class.	4.23	Always	Very High
32	My teacher gives individual attention to problematic students.	4.30	Always	Very High
33	My teachers give feedback to the students in classroom with constructive criticism.	4.30	Always	Very High
34	My teacher conduct tests in classroom which promotes the students' academic achievements.	4.26	Always	Very High
35	My teachers give immediate feedback to the students when they answer their questions.	4.27	Always	Very High
AVERAGE		4.35	Always	Very High

Legend:

RANGES	DESCRIPTION	INTERPRETATION
4.21-5.00	<i>Always</i>	<i>Very High</i>
3.21-4.20	<i>Often</i>	<i>High</i>
2.61-3.40	<i>Sometimes</i>	<i>Average</i>
1.81-2.60	<i>Rarely</i>	<i>Low</i>
1.00-1.80	<i>Never</i>	<i>Very Low</i>

Using weighted mean scores to grade different statements, Table 1 examines the classroom management strategies used by MAPEH teachers, with a focus on those related to classroom motivation. With a weighted mean score of 4.21, the statement "My teachers motivate students in the class for learning" was deemed to have a "Very High" value. Similarly, with a weighted mean of 4.35, falling into the "Very High" range, the statement "My teachers have friendly and approachable behavior in the classroom for students' better learning" was received. The statements "My teachers make sure that the white/blackboard is visible to all students in the classroom" and "My teachers equip the classroom well that motivates students to learn" received the highest marks, both achieving a weighted mean of 4.55, reflecting great stress on sustaining an effective learning atmosphere. Additionally, the statement "My teacher keeps notice of appropriate lighting in the class" received the highest score of 4.65, indicating the importance of good classroom settings in raising student motivation. Additionally, initiatives like "My teachers reward students for good behavior in the

classroom" (4.50) and "My teachers use A.V. aids in the classroom to facilitate students' learning" (4.50) also received high scores, supporting the relevance of both rewards and instructional support, respectively. Overall, the weighted mean of all areas totaled 4.35, which falls into the "Very High" range. This suggests that teachers greatly promote an engaging and organized learning environment. These results demonstrate that MAPEH teachers are adept at implementing tactics that guarantee student participation, discipline, and general academic success.

Table 2
Performance of Teachers

	Performance Indicators	Weighted Mean	Interpretation
1	Applied knowledge and content within and across curriculum learning areas.	4.55	Outstanding
2	Used a range of teaching strategies that enhance learner achievement in literacy and numeracy.	4.42	Very Satisfactory
3	Ensured the positive use of ICT to facilitate the teaching and learning process	4.43	Very Satisfactory
4	Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement	4.56	Outstanding
5	Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.67	Outstanding
6	Applied range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.65	Outstanding
7	Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents	4.55	Outstanding
8	Planned and delivered teaching strategies that are responsive to the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to arm conflict, urban resettlement or disasters; child abuse and child labor practices	4.60	Outstanding
	AVERAGE	4.55	Outstanding

Legend:

RANGES	INTERPRETATION
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
Below 1.499	Poor

Table 2 presents teachers' performance based on the classroom observation tool (COT) used by the school head to observe teachers for the second quarter. It was revealed in the table that teachers' performance level based on classroom observation utilizing the classroom observation tool (COT) received an average weighted mean of 4.55, which is

outstanding. The data indicates that teachers demonstrate high-level competencies in lesson delivery, classroom management, instructional strategies, learners' engagement in the activities provided, and the learning resources presented in each activity. This suggests strong pedagogical skills, mastery of the subject matter, and involvement of learners in the teaching-learning process. Further, the table also shows that the indicators that state that "Teachers used a range of teaching strategies that enhance learner achievement in literacy and numeracy and ensured the positive use of ICT to facilitate the teaching and learning process" received the lowest rating of very satisfactory (3.500-4.499). The data suggest that while teachers apply different teaching strategies, there are still gaps in the instructional approaches that fully optimize literacy and numeracy development, which resulted in very satisfactory performance, while the rest of the indicators received outstanding levels.

Table 3
Test of Relationships

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Classroom management Strategies and Performance of Teachers using the COT	0.78	1.569	0.724	Reject Ho	Significant Relationship (Strong)

Table 3 presents the results of tests examining the relationships between the extent of classroom management strategies and the performance of teachers in classroom observation utilizing the Classroom Observation Tool (COT) for proficient teachers. The study revealed a correlation coefficient (r) of 0.78, proposing a strong relationship between classroom management strategies and the performance of teachers in classroom observation utilizing the COT. This means that as teachers improve their classroom management strategies, their performance in classroom observation utilizing the Classroom Observation Tool (COT) assessments also tends to increase. This suggests that effective classroom management strategies play a crucial role in ensuring high-quality teaching and learning, as they directly affect their ability to sustain a productive learning environment and promote positive learner outcomes among learners. The computed value or t (1.569), which is greater than the table value (0.724) at 0.05 level of significance, confirms that the relationship between the extent of classroom management strategies and the performance of teachers in classroom observation utilizing the Classroom Observation Tool (COT) is statistically significant. This means that the probability of the relationship between the variables occurring due to chance is very low (less than 5%), reinforcing the importance of appropriate classroom management strategies in achieving high teacher performance in classroom observation. Teachers with strong classroom management strategies tend to perform better, leading to a more structured, engaging, and effective learning environment, thereby making learning happen.

IV. CONCLUSION

Based on the analyses of various aspects of classroom management strategies and their relationships with teachers' performance in classroom observation utilizing the classroom observation tool (COT) confirm a strong significant relationship. Therefore, the data revealed a significant relationship between the extent of classroom management strategies and teachers' performance in classroom observation utilizing the classroom observation tool (COT). Teachers with very high classroom management strategies tend to perform better, leading to more structured lesson delivery, engaging activities with the learners, and an effective classroom environment where learners can learn. To sustain the outstanding performance of teachers, a school with the school head should invest in professional development activities that will engage all teachers, mentoring, and continuous and regular monitoring to sustain the very extent of classroom

management strategies. Schools can foster better teaching and learning outcomes by strengthening support mechanisms, encouraging data-based strategies, and improving learners' learning experiences.

V. RECOMMENDATIONS

1. Utilize the proposed intervention plan formulated to achieve the desired goal of the study.
2. The school head should continue providing professional development activities like collaborative expertise, Learning Action Cell (LAC) sessions and other related activities focused on innovative classroom management strategies to ensure that teachers maintain and further improve their effectiveness in creating a classroom conducive to teaching and learning.
3. Establish peer mentoring and coaching activities where highly performing teachers can share their best practices in classroom management and instructional strategies to promote continuous professional growth.
4. The school head must encourage teachers to integrate digital tools and classroom management applications to improve learners' engagement, well-organized lesson delivery, and progress monitoring.
5. School heads should continue conducting regular classroom observations of teachers and providing appropriate feedback utilizing the classroom observation tool (COT) to identify areas for improvement and reinforce strengths in teachers' classroom management strategies and instructional performance.
6. Teachers must promote more learner-centered strategies that will encourage active participation, collaborative learning, and differentiated instructions to cater to diverse learners' needs and
7. Future researchers should replicate this study to include different locales, variables, and factors that contribute to teacher performance and learner outcomes, such as emotional intelligence, resilience, and innovative pedagogical techniques, to continuously refine classroom management and teaching strategies beyond those mentioned in this study.

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AUTHOR'S PROFILE



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