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# CLASSROOM MANAGEMENT SKILLS OF JUNIOR HIGH SCHOOL TEACHERS DURING THE RESUMPTION OF FACE-TO- FACE CLASSES

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## Abstract

The study focused on the classroom management skills of Junior High School Teachers during the resumption of Face to Face Classes. The study will make use of the descriptive correlational design. Moreover, the target population will be Junior High School teachers of Babag National High School. A randomized sampling technique will be used to select the sample. The sample size will be determined based on the required confidence level and margin of error. A survey questionnaire will be used to gather data on various aspects of classroom management. These aspects will include organizational, instructional, and behavior management techniques used by teachers. In addition, the outcome suggested that the teacher has strong classroom management skills. The study found that when it comes to classroom management, teachers are skilled and prepared. To efficiently handle the students in their class and conduct the lessons, they have put multiple strategies into practice. Despite the challenges encountered along the way, they are eager to put these plans into action.

**Keywords:** Classroom Management Skills, Resumption of classes, Junior High School Teachers.

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## Introduction

Classrooms are known to be the second home of every student and teacher. Wherein students are trained and taught by their teacher everything they need to learn for them to survive the world. Teachers stand as second parents where they are providing the gap that a mother cannot provide in their home. As a teacher handling more than the capacity of a normal classroom setting, it takes a process to cater to all the student's individual needs. To lessen the burden a teacher shall have classroom management. Classroom management is the most helpful way a teacher could make work easier and have a manageable classroom. Having a manageable classroom can generate effective teaching strategies and effective learning to students.

It has been stated by the University of Northern Colorado (2022) that in a typical classroom, a teacher plays a vital role and as a classroom manager it is surely the most important. According to Barbetta et al (2005), one of the primary responsibilities as teachers is to help students learn. In addition, we are challenged daily to create and maintain a positive, productive classroom atmosphere conducive to learning. Managing a large size classroom will be more challenging on the teachers' part and it might be possible to have a productive classroom environment that is conducive to learning. In that way, a teacher shall consider the behavior of his student in choosing the right teaching strategies. According to Scrivener (2012), the classroom management decisions you make have a big impact on how your class feels when they are in the same room with you as the instructor, whether the learning environment is fun and interesting or drab, uninteresting, and unmotivating. Little and Akin-Little (2008) explained that classroom management (CRM) has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. In addition, CRM

involves not merely responding effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior.

Ferren (2021) expounded that the education sphere has engaged in a great deal of discussion about the best way to provide social and emotional support to students during and after the pandemic, it is essential that the social and emotional needs of educators are also part of the conversation, especially since educators are often the individuals most likely to provide initial supports to students. Asmoni and Hodairiyah, (2022), Derasin et. al. (2021), Canque et. al. (2021), and Carredo et. al., (2022) stated, the Covid pandemic has impacted the teaching and learning process because of the distance learning utilized during this period. Over time, this period underwent a gradual transition. This transition is called the post-pandemic. At that time, the learning process in the classroom is offline. Before and after the pandemic happens, teachers have an important role in determining the quality of learning and teaching that will be implemented. Thus, teachers must prepare and make a plan carefully to improve learning abilities and improve the quality of student learning in the classroom. Teachers are required to have the ability to manage classes as well as the teaching and learning process in improving students' understanding of learning so that students have the will to learn. Because in the learning process, students are the core subjects in classroom learning (Asmoni and Hodairiyah, 2022).

Thus, it means a teacher as the manager in the classroom plays a vital role in shaping and producing quality learning for students (Canque et. al., 2023). Despite different challenges, a teacher knows how to make the classroom more engaging and comfortable. Moreover, it needs patience in creating this plan as it connotes with students' behavior, and attitude. Another, in

choosing the right teaching strategies and techniques that aligns students' needs and interests can make a classroom conducive to learning. Furthermore, activities that engage students' participation and let them explore innate meaningful, and lifelong learning.

The researchers wanted to identify the classroom management skills used by the Junior High School teachers in their teaching during the resumption of face-to-face classes. This study aimed to initiate the strategies and methodologies used by Junior High School teachers and address the problems in the teachers' factors in the teaching process. Thus, the researcher can create a program or structured learning materials for an effective and efficient learning process among students and teachers.

### Methods and Materials

The research design for studying the classroom management skills of Junior High School teachers will be based on the descriptive correlational method. This design is ideal because it will entail collecting data from teachers in Junior High Schools at Babag National High School. A survey questionnaire will be used to gather data on various aspects of classroom management. These aspects will include organizational, instructional, and behavior management techniques used by teachers. Moreover, the target population will be

Junior High School teachers of Babag National High School. A randomized sampling technique will be used to select the sample. The sample size will be determined based on the required confidence level and margin of error.

In addition, a survey questionnaire will be used to collect data on classroom management techniques. The questionnaire was divided into three parts: demographic information, assessment of classroom management skills, and open-ended questions. Survey questionnaire is adopted from the study "Classroom Management Skills of Junior High School Teachers: An Assessment" of Briones and Abanilla (2020).

Finally, the data collected will be analyzed using descriptive and inferential statistics. The collected information will be tabulated, data analyzed, interpreted, and evaluated in order to draw conclusions from the analysis.

### Results and Discussion

This part presented the analysis of data. The first table presented the gender, educational attainment, and years of experience of the respondent. The second table presented the classroom management skills of the respondents. Moreover, the third table explained the Correlation of age, educational background and Teaching experience to the Classroom Management Skills of the Respondents.

**Table 1 Gender, Educational attainment, and years of experience of the respondents**

<b>Gender of the Respondents</b>		
	<b>Frequency</b>	<b>Percentage</b>
Male	6	20
female	24	80
total	30	100
<b>Educational Attainment of the Respondent</b>		
Bachelor's Degree	17	56.7
Master's degree	12	40

Doctorate Degree	1	3.3
total	30	100
<b>Years of Experience</b>		
1 – 5 years	8	26.7
6 – 10 years	10	33.3
11 – 15 years	4	13.3
16 – 20 years	8	26.7
total	30	100

Table 1 presented the gender, educational attainment, and years of experience of the respondent. In terms of gender majority of the respondents are female, with twenty-four (24) respondents, representing eighty percent (80%) of the total population. Likewise, the male counterpart has only six (6) respondents, which corresponds to twenty percent (20%) of the total population. This result implied that teaching is a female-dominated profession. To quote Sheelagh et. al. (2005), women have historically dominated the field of early childhood education. This global phenomenon is deeply based on concerns related to economic development, urbanization, women's status in society, cultural definitions of masculinity, and the importance of raising children and providing for their needs.

Moreover, in terms of educational attainment. The majority of the respondents have a bachelor's degree, comprised of seventeen (17) respondents and representing 56.7 percent (%) of the entire population. This is then followed by twelve (12) respondents with master's degrees, representing forty percent (40%) of the total

population. The result implied that the teachers are well qualified in the teaching profession. Studies have shown that teacher qualifications have a direct impact on both student achievement and the quality of education. Prior studies (Goldhaber, 2016; Stronge, Ward, & Grant, 2011; Stronge, Ward, Tucker, & Hindman, 2007) also lend credence to the claim that better teacher credentials will improve student achievement.

In addition, in terms of teaching experience. The majority of the teachers have six to ten (6 – 10) years of teaching experience, the group has ten (10) respondents representing 33.3 percent (%) of the population. The outcome suggested that the teachers have experience in their field of instruction. Throughout a teacher's career, teaching experience is positively correlated with increases in student achievement. Gains in teacher effectiveness linked to experience are most pronounced in the first few years of teaching, but they continue to be substantial when teachers enter the second, and frequently third, their career eras (Kini & Podolsky, 2016).

**Table 2. Classroom Management Skills of the Respondents**

	<b>Weighted Mean</b>	<b>Interpretation</b>
I have a clear set of rules and expectations for my students.	4.57	Very high
I use positive reinforcement to motivate my students.	4.60	Very high
I have effective strategies for dealing with disruptive behavior in the classroom.	4.26	Very high
I make use of appropriate consequences for misbehavior.	4.30	Very high
I regularly communicate with parents/guardians about their child's behavior and academic progress.	4.26	Very high
I effectively manage transitions between activities in the classroom.	4.30	Very high
I create a positive and inclusive classroom environment.	4.40	Very high
I have a plan for addressing conflicts among students in the classroom.	4.30	Very high
I am able to differentiate instruction to meet the needs of diverse learners.	4.30	Very high
Overall, I feel confident in my ability to manage my classroom effectively.	4.14	high
Grand Mean	4.34	Very high

**Legend**

<b>Rating Score</b>	<b>Adjectival rating</b>	<b>Parameter limits</b>	<b>Interpretation</b>
5	<i>Strongly agree</i>	4.21- 5.00	<i>Very high</i>
4	<i>agree</i>	3.41 -4.20	<i>High</i>
3	<i>undecided</i>	2.61 – 3.40	<i>average</i>
2	<i>disagree</i>	1.81 – 2.60	<i>Low</i>
1	<i>Strongly disagree</i>	1.00 -1.80	<i>Very low</i>

Table 2 presented the Classroom Management Skills of the respondents. Classified as very high, with a mean of 2.60, the highest mean is on the second item, which focused on the use of positive reinforcement to motivate students. This is then followed by the first item with a mean of 4.57, classified as very high, this item center on the teacher having a set of rules and expectation for his or her students.

Overall, the outcome suggested that the teacher has strong classroom management abilities. In a typical classroom setting, a teacher's most crucial task, according to Marzano (2003), is managing the classroom. A poorly run classroom cannot function as a place of learning or teaching. Similarly, an essential part of a teacher's professional identity is their capacity to manage their students'

behavior (McCormick & Shi, 1999). Furthermore, making decisions about where and with whom the students should sit down, which teaching methods to use, how to ensure motivation and student

participation, what materials to use, and how to handle disruptive students are all part of the ongoing process of classroom management. (Emmer & Gerwels, 2005; Jones & Jones, 2004)

**Table 3 Correlation of age, educational background, and Teaching experience to the Classroom Management Skills of the Respondents.**

Variables	Pearson's r Coefficient	P value	Decision	interpretation
Age and classroom management skills	-.004	.963	Do not reject the null hypothesis	Significant relationship
Educational Background and classroom management skills	-.279	.135	Do not reject the null hypothesis	Significant relationship
Teaching experience and classroom management skills	-.128	.500	Do not reject the null hypothesis	Significant relationship

Table 3 explained the Correlation of age, educational background, and Teaching experience to the Classroom Management Skills of the Respondents. It expounded that no correlation was found between age, educational background, and teaching experience to classroom management skills. This result implied that classroom management skills are not determined by age and years of teaching experience.

Teachers in their developed career phases have more opportunities to develop their own classroom management skills

than those in their early stages, including having more classroom management experience, attending in-service training programs, reading books, and sharing experiences with their colleagues (Ayar and Arslan, 2008; Igar, 2007). According to Owolabi and Adedayo (2012), students who were taught by teachers with university degrees and higher credentials outperformed those who were taught by professors with lower degrees. In addition, Kazi, Ahmad and Mosa. & Reazul (2013) highlighted that female teachers do better than their male counterparts in the classroom.

**Table 4. Classroom Management Strategies Found to Be Most Effective**

Classroom Management Strategies	Rank
1. having a clear set of rules and expectations	1
2. Using differentiated instruction to address the needs and desires of the learners	2
3. Using positive reinforcement, building good/ positive relationships with the learners	3
4. applying engaging/ interactive or fun activities	4
5. Using of appropriate consequences for misbehavior	5

Table 4 explained the Classroom Management Strategies Found to Be Most Effective. Ranked first is having a clear set of rules and expectations. This is then followed by Using differentiated instruction to address the needs and desires of the learners. Moreover, ranked third is Using positive reinforcement, building good or positive relationships with the learners.

The result implied that the teachers used different classroom management

strategies. The measures teachers do to provide a supportive atmosphere for the academic and social-emotional learning of pupils were referred to as classroom management by Evertson and Weinstein (2006). Moreover, successful student outcomes have been linked to effective classroom management. Well-run classrooms typically have more intellectually engaged students. (Stronge, Ward, Tucker, & Hindman, 2007)

**Table 5. Challenges Encountered in Managing the Classroom**

challenges encountered	Rank
1. Misbehavior during the class discussion	1
2. Handling students with behavioral problems	2
3. Learners' Lack of interest in the subject	3
4. Bullying	4

Table 5 expounded on the challenges encountered in managing the classroom. First on the list is the Misbehavior during the class discussion. This is followed by the Handling of students with behavioral problems. It is then followed by the Learners' Lack of interest in the subject.

This result implied that teachers encountered some difficulties when implementing classroom management strategies. According to Marquez et. al. (2016), Unruly classrooms brought on by inappropriate student behavior continue to be a big concern for teachers.

### Conclusion

Classroom Management skill is an integral part of the teaching and learning process. A poorly run classroom cannot function as an area of learning or teaching. The study found that when it comes to classroom management, teachers are skilled and prepared. To efficiently handle the students in their class and conduct the lessons, they have put multiple strategies into practice. Despite the challenges

encountered along the way, they are eager to put these plans into action.

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