

Classroom Management and Teaching Competencies of Elementary Teachers



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ABSTRACT: Teachers are the most essential persons for the teaching and learning processes to take place in schools. Specifically, this study sought to determine the level of the teachers in classroom management in terms of behavior reduction, classroom instruction, proactive classroom, and rules and procedures; find out the level of the teachers in teaching competencies in terms of communication and interpersonal skills, organization and planning, facilitation and engagement, and flexibility and adaptability; and determine the significant relationship between classroom management and teaching competencies. The respondents were one hundred fifty (150) elementary teachers in eighteen (12) schools within the Talisayan district. This study used two adapted research instruments and data were gathered using descriptive-correlational research methods. The statistical tools utilized in this study were the Weighted Mean and Standard Deviation and Pearson Product Moment Coefficient Correlation the relationship between the Teachers' Classroom Management and Teaching Competencies. The results showed that teachers at all times practiced managing classroom management effectively with the aid of their teaching competencies at a very high level. Teachers' classroom management has positively correlated to teachers' teaching competencies. The relationship of classroom management and teaching competencies cannot be denied. Therefore, it must be given due importance and attention for better teacher performance as well as pupils performance.

KEYWORDS: Classroom Management, Teaching Competencies

I. INTRODUCTION

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons go as planned in spite of challenging behavior by pupils. It relates to the variety of skills and techniques teachers use to keep pupils organized, orderly, focused, attentive on task, and academically productive during a class (Education Reform 2014). It is important to the whole education process because it offers students ideal learning environment, helps prevent teacher burnout and make students and teachers feel safer and happier (Gabe 2017). In other words, good classroom management involves setting up a conducive learning environment and overseeing it to ensure that learning is maximized.

Teachers are essential to the development of a country. The Philippines can produce holistic learners who are steeped in values, equipped with 21st century skills, and capable of driving the nation to development and progress through the use of qualified teachers. They play a crucial role in carrying out the educational system's mission and vision and the task of achieving educational goals. In a continually changing landscape, teachers endure by adapting, improving, and overcoming challenges, all to encourage and inspire future generations (McGraw Hill, 2018). One of the most difficult tasks for teachers is to manage pupils' behavior. Thus, inefficient classroom management prevents effective teaching and learning from occurring.

Teachers are the most essential persons for the teaching and learning processes to take place in schools. Competent teachers are necessary for the implementation of any curriculum to be successful. According to the Department of Education, teacher's competencies are a big factor in the academic achievement of the pupils. Teaching competencies are the skills and knowledge that enable a teacher to be successful. To maximize pupil learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (as cited in Tasan, 2021). In order to impart knowledge and skills to pupils, a competent teacher should possess the abilities and skills (such as communication and interpersonal skills, organization and planning, facilitation and engagement, and flexibility and adaptability) to effectively manage classroom instruction, maintain its conducive to learning environment as a proactive classroom that prevent disruptive behavior and ensures that rules and procedures are being taught, followed and reinforced in making pupils into new, knowledgeable individuals.

As the process of providing learning environments that are safe, secure, fair, and supportive starts with the teacher (Philippine Professional Standards for Teachers, 2017), classroom management by teachers is an essential and integral aspect of teaching and managing learners (Vallejo 2018). However, in accordance with current educational trends in DepEd and with the traits of modern society, the line between education and learning with enthusiast and proper behavior is becoming increasingly

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thinner among the pupils. Classroom behavior of pupils is one of the most pressing issues that teachers face today. Pupil behavior frequently results in the creation of a classroom environment that is not conducive to learning. In view of this, teachers must manage their classroom while teaching the prescribed curriculum and have needed to adapt various teaching workloads.

Additionally, the common challenges of a teacher as a classroom manager are difficulty in planning, a volume of paperwork, and mishandling of classroom management. Hence, the researcher has become interested to look at teachers' classroom management practices and at the same time maintaining their standards of their teaching competencies. The goal of this study is to investigate teachers' classroom management practices and how is it essential to any effective classroom at an elementary school level. It is therefore vital to understand the various classroom management practices to know ways of managing the class that can contribute in one way or another to its teaching competencies.

The Classroom Management Theory: Ripple Effect of Jacob Kounin (1970) served as the foundation for this investigation. An educational theorist who concentrated on a teacher's ability to influence pupils' behavior through instructional management. Kounin introduced a novel concept that combined the instructional and disciplinary aspects of the classroom. From his studies, Kounin developed theories about classroom management that were based around a teacher's ability to organize and plan in their classrooms while using proactive behavior and high learners' involvement. One of these theories is Kounin's Ripple Effect, he noted that if the teacher of an elementary school class is friendly and helpful, respectful, and interested in pupils as people, then pupils tend to develop those same qualities. This means that teachers who want to improve learning should look for ways to affect their classrooms positively (Yussif, 2022).

According to Teachers' Column (2017), these studies emphasized how teachers could manage learners, lessons and classrooms to reduce the incidence of bad behavior. Kounin identified specific teaching techniques that help, and hinder, classroom discipline. According to Kounin, the technique used, not the teacher's personality, is the most crucial aspect in classroom management of student behavior. His book, *Discipline and Group Management in Classrooms*, focuses on preventive discipline. According to Kounin, good classroom management depends on effective lesson management. Jacob Kounin identified a cluster of proactive teacher behaviors that distinguished effective classroom managers from ineffective ones. Kounin's key ideas include the ripple effect, withitness, overlapping, effective transitions, momentum, and smoothness:

Wherein according to him, when a teacher corrects the misbehavior in one individual learner, often this positively influences the behavior of other nearby learner. Known as the "ripple effect," the effect is greater when the teacher clearly names the unacceptable behavior of the learner and provides the reasons why the behavior is unacceptable (Teachers' Column 2017). Withitness was Kounin's word to describe a teacher's ability to know what was going on at all times in his/her classroom. This can be as simple as making scanning looks around the room every once in a while. Kounin said that it was not necessary for the teacher to know what is going on, but for the learners to perceive that the teacher knows. Overlapping is the ability for a teacher to in a word, multi-task. It involves breaking learners into smaller groups to allow the teacher the ability to jump from group to group providing support and, of course, oversight of behavior. The term is used because there are many lessons going on at once (or 'overlapping') and the teacher has oversight of all at once (Drew, 2022). Momentum is the flow of a lesson. Effective teachers move through lessons quickly and appear to have few hiccups in the flow of activities. Maintaining such momentum and a steady sense of movement throughout the lesson aids in engaging learners in activities and preventing their misbehavior. Smoothness is also highly related to momentum. It is maintaining direction in the lesson and not being diverted by irrelevant incidents. This management practice refers to the teacher's ability to manage smooth transitions between learning activities. Valuable instructional time is often wasted in the process of the teacher moving the class from one instructional activity to the next. The time spent actually instructing students is often known as "Time on Task" and can be measured. Smoothness then refers to a teacher's ability to preserve instructional time by eliminating many of the common barriers to a smooth class transition (Teachers' Column, 2017). The final aspect that results in effective teaching through integrating management and learning is group focus. Group focus is the ability of a teacher to engage the whole class using techniques such as building suspense or asking community questions. This can also look like asking random questions, or asking a student a question and then looking around at other students to see if they are thinking or ready to respond. (Evertson, 2017)

Furthermore, Jacob Kounin outlines key strategies for preventing misbehavior in the first place. His main goal was to be proactive in asserting control over the class in order to prevent misbehavior. To encourage motivation and attention, teachers must be well organized, communicate their expectations to their learners, and hold them accountable for their actions in order for implementation to be effective.

II. METHODOLOGY

This research used descriptive-correlational research design. Descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect. It includes collecting and analyzing data on at least two variables to see if there is a link between them. And it aims to describe the relationship among variables rather than to infer cause and effect relationships.

Descriptive research according to Siedlecki (2020) is a fact-finding inquiry or investigation. It was employed to develop a thorough knowledge of the primary causes of the given situations. In addition, descriptive design as an inquiry used an in-depth analysis of the problem which data collection methods include, but not limited to the survey questionnaire and the like. Moreover, descriptive research design was utilized to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics.

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A correlational research design, on the other hand, looks into relationships between variables without allowing the researcher to control or manipulate any of them. The intensity and/or direction of the relationship between two (or more) variables is represented by a correlation. A correlation might have either a positive or negative direction.

Following a thorough data collection process, the researchers analyzed the data. As a result, the weighted mean, standard deviation and Pearson's Product Moment Correlation Coefficient or Pearson *r* were used. The weighted mean and standard deviation were used to analyze performance in classroom management and teaching competencies. The Pearson's Product Moment Correlation Coefficient was used to determine the significant relationship between the dependent and independent variables of the study.

III. RESULTS AND DISCUSSION

Problem 1. To what level are the teachers' classroom management in terms of:

- 1.1. Behavior Reduction;
- 1.2. Classroom Instruction;
- 1.3. Proactive Classroom; and
- 1.4. Rules and Procedures?

Table 1. Overall Teachers' Classroom Management

Variables	Mean	SD	Description	Interpretation
Behavior Reduction	3.74	0.83	At All Times	Very High
Effective Classroom Instruction	3.31	0.78	At All Times	Very High
Proactive Classroom	3.50	0.86	At All Times	Very High
Rules and Procedures	3.30	0.78	At All Times	Very High
Overall Mean	3.46	0.81	At All Times	Very High

Note: 3.26 – 4.00 Very High 2.51 - 3.25 High 1.76 - 2.50 Low 1.00 - 1.75 Very Low

Table 1 shows the Overall Teachers' Classroom Management. It has an overall mean of 3.46 with SD = 0.81 which is described as At All Times and interpreted as Very High. This means that teachers manage their classroom well to facilitate a positive learning environment. This implies that an effective teacher knows how to manage and maintain a conducive environment where pupils motivate to learn; shape appropriate behavior; follow and obey classroom rules and procedures; and achieve pupil's success academically. According to Mitchell et al., (2017) Classroom management may include the teaching styles of teachers that match the learning style of learners. The main goal of classroom management is to create a conducive area where teaching and learning can be done smoothly, eliminating the barriers such as negative behaviors of learners. It permits the teachers to impose rules and regulations inside the classroom as part of the management techniques. It also tries to correct learners' behaviors toward accomplishing academic tasks, which can help the learners achieve their goals.

Moreover, the table shows that the variable Behavior Reduction has the highest mean value of 3.75 with SD=0.83 which is described as at all times and interpreted as very high. This means that teachers really give attention to behavior reduction in a classroom as one of the most important elements of classroom management. This implies that teachers give clear and consistent expectations for behavior in the classroom, take procedures to promote positive behaviors and ensure that they are ready to provide pupils with the best possible atmosphere for learning.

In a similar way, to maintain behavior reduction in a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the pupils are in a safe learning environment. While the word discipline seems negative, the goal of using discipline is to teach pupils boundaries and limits to help pupils achieve personal and academic life goals. Without discipline, learning cannot be accomplished. If pupils constantly disrupt the teacher, the others in class are affected. If a pupil does not follow the rules and does not complete classwork or homework, that pupil is missing out on valuable learning opportunities. The goal of discipline is to ensure each pupil receives the most from their education (Pisano & Carnevale, 2017). Thus, behavior reduction is significant in managing a classroom.

Furthermore, among the variables of classroom management, Rules and Procedures has the lowest mean value of 3.30 with SD= 0.78 which is described as at all times and interpreted as very high. This means that teachers established classroom rules and procedures to teach pupils proper and safe classroom behavior that provides help in improving their learning. This implies that every teacher wants to keep their pupils safe and teach them what is and is not appropriate behavior in the classroom.

In the same way, establishing classroom rules and procedures help teachers maintain class routines and pupils' expectations for classwork and behaviors. Classroom rules and procedures that are clearly defined and posted help pupils understand what is appropriate and what is not, as well as the consequences for rule violations. Clear classroom rules create a framework that provides choices to pupils and helps teach them to self-manage their classroom behaviors (Jackson, 2017).

To sum up, behavior reduction and rules and procedures go hand in hand in classroom management that enables the teacher to filter the unwanted behaviors among learners and allows a positive classroom atmosphere. By doing these, teachers

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will discover their potential and bring out the best in their learners. Classroom management is doing simple things like decorating the classroom, arranging the chairs, and talking to learners, but with an effective teacher doing it with good intentions, the learning environment can be a breeding ground for achievers (Sieberer-Nagler, 2017).

Problem 2. To what level are the teachers' teaching competencies in terms of:

- 2.1. Communication and Interpersonal Skills;
- 2.2. Organization and Planning;
- 2.3. Facilitation and Engagement;
- 2.4. Flexibility and Adaptability?

Table 2. Overall Teachers' Teaching Competencies

Variables	Mean	SD	Description	Interpretation
Communication and Interpersonal Skills	3.32	0.87	At All Times	Very High
Organization and Planning	3.32	0.92	At All Times	Very High
Facilitation and Engagement	3.31	0.86	At All Times	Very High
Flexibility and Adaptability	3.45	0.78	At All Times	Very High
Overall Mean	3.35	0.86	At All Times	Very High
<i>Note: 3.26 – 4.00 Very High 2.51 - 3.25 High 1.76 - 2.50 Low 1.00 - 1.75 Very Low</i>				

Table 2 shows the Overall Teachers' Teaching Competencies. It has an overall mean of 3.35 with SD = 0.86 which is described as At All Times and interpreted as Very High. This means that teachers efficiently foster all these skills on their teaching-learning process to provide pupils with the best learning experience. This implies that teachers' teaching competencies are important for the process of pupils 'well development' in ensuring quality learning. Teachers' teaching competencies will give positive effects on pupils' academic development and skills and help teachers to improve their teaching techniques. These teaching competencies are a set of professional skills which enables for proper handling of practical teaching situations. Teaching competencies are essential skills for pupils learning. Hence, teachers must increase their knowledge and skills in ways that enhance, improve, and explore their teaching practices.

According to the Department of Education, teacher's competencies are a big factor in the academic achievement of the pupils (Tasan, 2021). The effective organization of school activities requires that a teacher possesses a certain amount of knowledge and particular attitudes and skills known of knowledge, application, and skills to pupils in a most appropriate way (Cruz & Enrique, 2019).

In other words, quality education means quality teachers, their competencies, and qualifications on how to develop the learners' quality of life so that they can properly serve society according to their roles and responsibilities as good citizens (Andoy et al., 2017). Hence, teacher competencies entail subject matter, comprehension of teaching strategies and learning styles, and the process of applying effective teaching approaches to enhance the process of knowledge acquisition and application, thus transforming learners into new knowledgeable beings (Darling-Hammond, 2017).

Moreover, the table shows that the variable Flexibility and Adaptability has the highest mean value of 3.45 with SD=0.78 which is described as at all times and interpreted as very high. This means that teachers employed flexibility and adaptability skills in their classroom to give pupils the quality of education they deserved even if there are inevitable changes, they may encounter along their learning journey. This implies that if a teacher can accommodate these skills of their teaching, it would be easy to provide pupils with the best learning experience. The better a teacher is able to adapt to the classroom, the more likely it is that pupils' engagement and participation will increase. This will help them ensure that no child left behind while you're in charge. Likewise, effective teachers excel at flexibility, which enables them to manage multiple tasks at once while still making their pupils happy and feel valued.

Accordingly, the work of teachers involves constant change. Teachers are expected to respond to the different and changing needs of pupils, effectively interact with new colleagues and different parents/guardians, pro-actively manage adjustments in timetabling and shifting daily activities and integrate new professional learning or curriculum into their instructional practices (Collie & Martin, 2017). Being able to respond effectively to these changes is an important capacity for healthy and effective workplace functioning. This has been referred to as adaptability and flexibility and defined as individuals' capacity to adjust their thinking, actions, and emotions in response to changing, new, or uncertain situations (Martin, 2017).

Furthermore, among the variables, facilitation and engagement has the lowest mean value of 3.31 with SD= 0.86 which is described as at all times and interpreted as very high. This means that teachers still need assistance in terms of planning their class activities as well as in managing their pupils. This implies that these skills will help teachers to assist pupils in becoming actively involved in their learning processes in order to promote facilitative learning and better performance and outputs. The teacher must be willing to scaffold the learning of all the different kinds of pupils they have in order to be an effective learning facilitator. As stated by Supan (2022) an effective teacher have the teaching capacity that is more than just the successful transference of knowledge, skill or application around a particular topic. Effective facilitation of learning ensures that a surface approach to learning is replaced by deeper, pupil driven learning that analyze, develop, create and demonstrate understanding.

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Pupils need to initiate learning and maintain engagement during learning in their development as independent lifelong learners. Teachers' role is to facilitate that process.

To sum it up, teacher's facilitation and engagement for learning is a crucial role. To achieve the desired results, teachers must review the purposes and needs of learning while utilizing appropriate approaches; for pupils to learn, teachers must present them with relevant materials; teachers must be able to hear the pupils' emotions and react appropriately; and also, as a facilitator, the teacher must properly observe how pupils respond, then guide and advise them. Hence, the teacher must be enthusiastic and inspire pupils to take an interest in their studies.

Problem 3. Is there a significant relationship between the teachers' classroom management and their teaching competencies?

Table 3. Test Correlation on Teachers' Classroom Management and Competencies

Teachers' Classroom Management	Teachers' Teaching Performance			
	r-value	p-value	Decision	Interpretation
Behavior Reduction	0.753*	0.001	Reject Ho	Significant
Effective Classroom Instruction	0.836*	0.002	Reject Ho	Significant
Proactive Classroom	0.810*	0.000	Reject Ho	Significant
Rules and Procedures	0.633*	0.016	Reject Ho	Significant

Table 3 shows the result of the test correlation on teachers' classroom management and teaching competencies. It was revealed on the table that the computed r-value of 0.753 has a p-value of 0.001 at .05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers' classroom management and teachers' teaching competencies in terms of behavior reduction. This implies that teachers effectively manage behavior reduction in the classroom to ensure that there is no disruption during classes' hours and maintain the teaching-learning process harmoniously. Oxley (2017) pointed out that behavior reduction is vitally important within the classroom. It is not just about punishing unwanted behavior or even rewarding desired behavior. Rather it is about having strategies in place to support children to behave in ways that help them gain the most from their schooling. Building positive learning relationships and intrinsically motivating children to learn are important for effective behavior reduction.

Moreover, the table also revealed that the computed r-value of 0.836 has a p-value of 0.002 at .05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers' classroom management and teachers' teaching competencies in terms of effective classroom instruction. This implies that teachers are productively teaching their pupils through the use of effective classroom instruction. As a teacher, providing an effective classroom instruction help pupils to be guided and understand their role as learners to improve their learning process. By using effective instruction, teacher will empower pupils to actively work to organize their knowledge. When pupils are engaged, they are active participants in the learning process (Stem et al., 2019)

Further, the table also revealed that the computed r-value of 0.810 has a p-value of 0.000 at .05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers' classroom management and teachers' teaching competencies in terms of proactive classroom. This implies that teachers provide a classroom environment that allows pupils to be themselves. Considering Djoub (2022) states that to maximize learning opportunities, it is necessary to build a positive learning environment where every pupil feels safe, supported, and motivated to learn. So, proactive classroom aims to create an environment that supports and facilitates both academic and social-emotional learning.

Additionally, the table also revealed that the computed r-value of 0.633 has a p-value of 0.016 at .05 level of significance. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers' classroom management and teachers' teaching competencies in terms of rules and procedures. This implies that teachers manage their classroom well with setting up rules to teach pupils how to behave in a proper and safe manner, which will enhance their learning and maintain a classroom that is conducive to learning.

Hence, Jackson (2019) pointed out that establishing classroom rules and procedures help teachers maintain class routines and pupils' expectations for classwork and behaviors. Classroom rules and procedures that are clearly defined and posted help pupils understand what is appropriate and what is not, as well as the consequences for rule violations. Clear classroom rules create a framework that provides choices to pupils and helps teach them to self-manage their classroom behaviors.

Finally, Teachers' classroom management was significantly correlated with teaching competencies. These two (2) variables are essential in developing a well-rounded pupil or individual. Thus, the teachers must put in their mind that they hold a vital role in shaping our society towards having better, disciplined, and productive citizens. Teachers must be observant of their strengths and weaknesses so that they can make immediate adjustments to better themselves as well as the delivery of lessons and in handling their pupils.

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IV. CONCLUSIONS

Based on the findings of this study, the following are concluded:

1. Teachers' overall classroom management was interpreted as very high level with behavior reduction being the highest rated variable.
2. Teachers' overall competencies was interpreted as very high-level flexibility and adaptability being the highest rated variable.
3. Moderate to strong positive relationship between classroom management and teaching competencies was registered.

V. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were formulated.

1. In order for learning to take place, teachers should always have an effective classroom instruction plan that outlines all the steps necessary to ensure consistency and efficiency in the classroom. Instructions must be clear and concise, and queries and concerns must be given attention and addressed properly.
2. The development of strategies on independence and creativity that show a high level of competencies and a positive rapport with pupils is encouraged for teachers and school administrators. Teachers are encouraged to assist and help their pupils develop to become independent learners as well as on improving and exploring their creativity.
3. Significant relationship between classroom management and teaching competencies was registered. Therefore, it must be given due importance and attention for better teacher performance as well as pupils performance.

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