Approaches and Performance of Teachers in Upper Schools of Pudtol District

**ABSTRACT**

# This study investigates the various teaching approaches employed by educators in upper schools within the Pudtol District and examines their impact on teaching performance. Through a combination of qualitative and quantitative research methods, the study explores how different instructional strategies, classroom management techniques, and professional development opportunities influence teachers’ effectiveness and student outcomes. Data was gathered from teacher surveys, interviews, and classroom observations to identify patterns and correlations between teaching approaches and performance metrics. The results indicate that while certain methods such as student-centered learning and collaborative teaching approaches enhance teacher effectiveness, challenges such as inadequate resources and large class sizes hinder optimal performance. This study underscores the need for targeted professional development programs and resource allocation to further improve teaching quality in Pudtol’s upper schools.

*Key Words: Teaccing approaches, Teacher performance, Upper schools, Pudtol District, Instructional strategies, Classroom management, Professional development, Effectiveness Student outcomes and Teacher surveys.*

**INTRODUCTION**

Teachers make use of varieties of classroom management approaches to ensure that learning takes place in the classrooms. Not all approaches though are effective taking into consideration a lot of factors to include the teacher himself/herself. It is crucial then to find these instances when a particular classroom management approach is effective as these certainly affect to a great deal teachers’ performance.

The term classroom management has been defined differently by various educators throughout the history. In most general terms, classroom management refers to the actions and strategies that teachers use to maintain order (Doyle, 1986). Martin, Yin and Baldwin (1998) define classroom management as a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and students behaviors. Classroom management constitutes three broad dimensions; person, instruction and discipline. (Martin & Baldwin, 1992).

There are many studies indicating that classroom management is one of the crucial factors that influence learning. For example, in their study, Wang, Heartel and

Walberg (1993) identified classroom management as being the first in a list of important factors that influence school learning. Also, Marzano and Marzano (2003) reached the same results with Wang and his colleagues (1993) by identifying classroom management as the most important factor influencing school learning.

Ben (2006) states that effective classroom management strategies are significant to a successful teacher’s delivery of instruction. This statement of the researcher explains the reason why classroom management is important. Effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning.

For many years, traditional approaches were dominant in teaching and learning practices. Traditional approaches were mostly based on the behavioral principles and laws of learning. (Goffin, 1994). The child was often viewed as the recipient of knowledge and teacher had the control over the students and subject matter. As a result of behavioral approach to instruction, teachers preferred behavioral classroom management techniques that consistent with their way of instruction. The behavioral model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005).

Teacher is the leading person and therefore, has the responsibility of all ongoing issues in the classroom; from students’ motivation to misbehaviors.

Classroom organization integrates student needs, interests, experiences, and personalization into learning activities. Classroom activities are designed to facilitate self-expression, to encourage consideration of the viewpoint of another, to increase creative acts, to develop purposeful listening and to encourage critical thinking. As a result of this change in the curriculum and instructional approaches, teachers should adapt their approaches to management. Rogers and Freiberg (1994) suggest that such a shift requires teachers to adopt a student-centered rather than teacher-centered orientation toward classroom management, which features shared relationship and community building. The role of teacher changes from a control agent, who is dominant in the classroom, makes all the decisions and demands respect from the students into a guide who facilitates students’ learning, encourages students’ efforts and is open to discussions.

As Brophy (1985) states the teacher is a facilitator, not a prison warden, and the student is a well-intentioned, reasonable human being, not a wild animal in need of training or a weak individual dominated by emotions or compulsions that he or she cannot control.

Unless instructional and management strategies are explicitly integrated around a coherent set of learning goals, they can easily work at cross-purposes (Evertson & Neal,

2005). However, McCaslin and Good (1998) suggest that in many classrooms, there may be a fundamental mismatch between instruction and management with a curriculum based on constructivist principles of learning and a behavior control approach to management.

The art of teaching and educating children and the young people is very exciting because of its difficult and constant challenges that provide a venue for personal growth. In fact, teaching has never been challenging than it is today. Such challenge can be attributed to the fact that students entering schools or colleges come with such widely diverse backgrounds, capabilities and interests that meeting their needs and finding appropriate learning activities require a great deal of care and skills. Due to these great diversities, classrooms therefore can be organized or disorganized. Students may be motivated or unmotivated to learn and do their share of the teaching and the learning process. Moreover, they may be proactive and engage in classroom activities or sometimes are only reactive and passive. With this classroom reality, teachers must be able to manage the students. For no matter how efficient a teacher may be, but if he/she is unable to control the students in his/her classroom, only very minimal learning may take place. Classroom management is thus an essential and integral aspect of teaching and learning and techniques in managing, motivating and regulating students can be acquired by teachers.

One of the first and most basic tasks of teachers is to develop smooth running school communities where learners are highly involved in worthwhile activities that support their learning. Hence, establishing an effective classroom management system is a first priority. In fact, teachers who have developed such a system have taught a great deal about essential features of their classroom and how they worked to establish them.

One's classroom management system will of course affect managerial and disciplinary approaches or styles. There are many approaches or styles but which ever maybe adopted must be comfortable to the users and coincides with the teacher's personal and professional characteristics. Such classroom management styles must aid the teacher not only in terms of student's discipline and in promoting meaningful student's learning but must as well work towards achieving an effective teaching performance.

The aforementioned drove the researcher to conduct a study on classroom management approaches and teaching performance.

**Conceptual Framework**

In order to attain the aims and goals of teaching and thus deliver instruction systematically and effectively, a teacher must be able to manage well the class. Classroom management approaches contribute to the performance of teachers in the classroom. Implementation of these though is assumed to be affected by the personal and professional make-up of a teacher.

San Gabriel (1990) study on the factors that contribute to effective teaching and performance of the primary and intermediate teachers in Jaon, Nueva Ecija revealed the findings that there are many factors that contribute to the effective teaching performance. These are; a. pupils factor, b. educational qualification of teachers, c. teacher-pupil relationship, d. teacher-teacher relationship, e. school facilities, f. salary of teachers, g. teaching local/assignment.

**Research Paradigm**

**INDEPENDENT VARIABLES DEPENDENT VARIABLES**

**Classroom Management Approaches**

**Teaching Performance**

**Profile of the Respondents**

a. age

b. sex

c. highest educational attainment

d. number of years in service

e. grades taught

f. teacher position

g. other assignments

**Moderator Variable**

Figure 1. The research paradigm shows the dependent and independent variables in the study.

**Statement of the Problem**

This study aimed to determine the, classroom management approaches and teaching performance of the elementary teachers in the Upper Schools of Pudtol District.

Specifically, it sought to answer the following questions:

1. What is the profile of the elementary teachers in the Upper Schools of Pudtol District in terms of:

a. age

b. sex

c. highest educational attainment

d. number of years in service

e. grades taught

f. teacher position

g. other assignments

2. How do teachers themselves and their pupils assess the former in their classroom management approach?

3. What is the teaching performance of the respondents during the last three rating periods?

4. Is there a significant difference in classroom approaches as perceived by the teachers themselves and their pupils?

5. Is there a significant relationship on classroom management approaches and their performance?

**Scope and Delimitation of the Study**

This study was focused on the classroom management approaches and teaching performance of public elementary teachers in Upper Schools of Pudtol District. The other areas covered in the study were the profile of Teachers and their classroom management approaches. The study was delimited to the use of the descriptive method of research, and confined itself to the questionnaire as the major source of data gathering procedure. The respondents of this study were limited to the public elementary school teachers working in Upper Schools of Pudtol District and grades four, five and six pupils. So the results of the study could not be generalized directly to all public elementary school teachers all over of Pudtol District. The results could only provide us with insights and a general opinion from this specific sample.

**Significance of the Study**

The importance of the study therefore was anchored on the following people:

**School Administrator**. They could spearhead conduct of different activities that will make teachers more knowledgeable of classroom management, hence improving their performance in the classroom.

**School Teachers.** This study would serve as an initial instrument if not a total tool for the teachers to become effective educators in imparting lessons to the pupils in the classroom.

**Pupils.** The pupils would be benefited from this study in terms of acquiring better education that will lead them to become better professionals and career people in the society.

**Parents/Community People.** The findings of this paper would help the parents to be partners in the total educational development of their children in the school. In this connection, they should extend their support and assistance to make education functional in the locality.

**Future Researches.** The findings of this study would give more challenges and motivation for the future researches to conduct similar studies in the school setting.

**Definition of Terms**

The following terms were defined by the writer.

**Acceptance Style.** This is rooted on the humanistic psychology and on the democratic teaching model. The teacher adopting this style, provides leadership by establishing rules and consequences but at the same time allowing students to participate in decisions and making choices. Furthermore, the teacher has to make sure that students are aware of and understand the consequences of an inappropriate behavior.

**Assertive Style/** **Approach.** This is used by the teacher when he/she specifies rules of behavior and the consequences for disobeying them. The teacher manages the classroom in such a way that the students are not allowed to forget who is in charge of the classroom. The teacher therefore holds the students accountable for their actions. This style of classroom management liberates the students for it allows them to develop their best traits, skills and abilities and provides them with psychological security in the classroom and an effective learning environment. Good teachers using this style can handle discipline problems on their own.

**Behavioral Modification Style.** This involves the use of a variety of techniques and methods ranging from simple rewards to elaborate reinforcement training. Teachers using this style spend little time on the personal history of students or on searching for the reasons for a particular problem.

**Business-Academic Style.** This is best to use when the teachers have a clear idea on the type of classroom conditions, students' behavior and instructional activities. This style involves a high degree of "time on task" and "academic engaged time" for students. It is the teacher who organizes students' work, keeps them on task, monitors their work, gives them feedback and holds them accountable for providing rewards and penalties.

**Classroom management approaches**. This refers to the five approaches teachers use to manage their classrooms namely, assertive approach, business academic approach, behavioral modification approach, group managerial approach, group guidance approach and acceptance approach.

**Group Guidance.** This is based on manipulating the surface behavior of the students on a group basis. The teacher having few opportunities with students individually, works with group of students and maintains group focus on the content and task of the group. With this style, discipline and classroom rapport are produced through group rapport.

**Group Managerial Style** works well if the teacher responds immediately to group students' behavior that might be inappropriate or undesirable in order to prevent problem rather than having to deal with them after they emerged. If a student misbehaves, but the teacher stops the misbehavior immediately, it remains an isolated incident and does not develop into a problem.

**Teacher’s Performance.** This refers to the teacher’s ability to write lesson plan, motivate learners to learn, promote retention of learning, promote active participation, create positive atmosphere, use teaching approaches, methods, strategies and techniques, observe constructivism theory, ask questions, manage classroom, make instructional materials and structure the physical environment.

**Upper Schools.** This refers to the schools in upper barangays of Pudtol District

**METHODOLOGY**

The descriptive description of the general characteristics was used to identify the dominant approach preferred by the 24 teacher-respondents and 135 Grades 4, 5 and 6 pupils. The classroom observation sheet was used to gather data on the teaching performance of the teachers for the school-year 2021-2022, 2022-2023 and 2023-2024. Frequency counts, percentages and mean were used to determine the approaches preferred by the teachers in terms of work performance. T-test was used to determine the difference ratings of teachers and pupils relationship between the approaches preferred by the teachers, pupils evaluation on teachers approaches and teachers’ performance.

**Locale of the Study**

The researcher conducted the study at the Upper Schools of Pudtol District covering 8 public elementary schools.

**Respondents and Sampling Procedure**

A total of 24 Grades 4, 5 and 6 public elementary teachers and 135 Grades 4, 5 and 6 pupils served as the respondents of this study. The teacher-respondents are assigned/employed in the Division of Apayao at the Upper Schools of Pudtol District. These respondents were selected irrespective of their present position/designation in the school.

It is further mentioned that the respondents in this study were mostly from Pudtol Apayao. However, the rest resides in the said province as a result of business venture and other personal interests which caused them to stay in Pudtol. The teacher-respondents were knowledgeable of the questions to be answered by them and therefore could assess the whole program.

**Procedure**

The researcher asked permission to conduct the study from the Schools Division Superintendent of Apayao, the Supervisor of the district and the Heads of the schools covered. The researcher distributed the questionnaire personally. Data taken from the questionnaire were analyzed, tabulated and interpreted.

**Research Instrument**

The questionnaire was the primary source of data gathering instrument. It was constructed by the researcher and consisted of checklists/ items for the respondents to select their answers.

**Statistical Treatment of Data**

To render more meaningful the analysis of the data gathered, several tools were utilized. For the profile presentation, frequency and percentage counts were used. The formula for percentage analysis was:

P=f/N\*100

Where: P- Percentage

f- Frequency

For the performance and classroom management approaches, the scores were tallied and divided by the number of items in each area. To arrive at the qualitative or descriptive interpretation of the teacher’s classroom management approach, the means of their weighted scores were rated.

**RESULTS AND DISCUSSION**

1. **Table 1. Profile of Respondents**

|  |  |  |
| --- | --- | --- |
| **Teaching position-** | **f** | **%** |
| Teacher -1 | 17 | 71 |
| Teacher 2 | 3 | 12 |
| Teacher 3 | 4 | 17 |
| **Age** | **f** | **%** |
| 26-30 | 11 | 46 |
| 31-35 | 9 | 38 |
| 36-40 | 2 | 8 |
| above 41 | 2 | 8 |
| **Number of years in service** | **f** | **%** |
| 1 to 5 | 16 | 67 |
| 6 to 10 | 3 | 12.5 |
| 11 to 15 | 3 | 12.5 |
| 16 to20 | 0 | 0 |
| 21 to 25 | 1 | 4 |
| above 26 | 1 | 4 |
| **Grade level** | **f** | **%** |
| Grade 4 | 8 | 33 |
| Grade 5 | 7 | 29 |
| Grade 6- | 9 | 38 |
| **Sex** | **f** | **%** |
| Male | 6 | 25 |
| Female | 18 | 75 |
| **Civil Status** | **f** | **%** |
| Married | 18 | 75 |
| Single | 6 | 25 |
| **Educational Qualification** | **f** | **%** |
| Bachelors | 8 | 33.33 |
| with MA | 15 | 62.5 |
| MA degree | 1 | 4.167 |
| **Other Assignment** | **f** | **%** |
| School Property Custodian | 5 | 21 |
| SDO | 5 | 21 |
| Gulayan coordinator | 1 | 4 |
| ICT coordinator | 1 | 4 |
| Yes –O | 2 | 8 |
| None | 10 | 42 |

The Table shows the demographic profile of the public elementary Upper teachers of Pudtol District in terms of teaching position, grade level, age, sex, civil status, educational qualification, number of years in service and other assignment.

The table reveals that in teaching position, 7 or 71 percent of the respondents are Teacher 1, 3 or 12 percent are Teacher 2 and 4 or 17 percent are Teacher 3. Majority of the respondents are Teacher 1 because those who are new in the service are the ones being sent to remote schools such as the Upper Schools of Pudtol District. Moreover, majority too of the respondents have been in the teaching service only for 5 years and below, hence quite a limited time to work for promotion.

As to age, 11 or 46 percent are within the age bracket 26-30 years, 9 or 38 percent are within the age bracket 31-35 years, 2 or 8 percent are within the age bracket 36-40 years and 2 or 8 percent are within the age bracket 41years old and above. This implies that majority of the respondents are young. This is of advantage to the workplace as young people are full of energy, young people can offer a cost-effective way to grow a workforce, and young people bring enthusiasm to the workplace. In the right environment and with the right guidance and supervision, young people can excel within a company and surprise even the most apprehensive of employers. (https://ccskills.org.uk/careers/blog/why-hire-a-young-person).

As to the number of years in the service, 16 or 67 percent have just been in the teaching service for 1-5 years, 3 or 12. 5 percent each for 6-10 years and 11-15 years respectively, and 1 or 4 percent each for 21-25 years and above 26 years respectively. This means that most of the respondents are still new in the service. "New" teachers appeared to be patient, share responsibility, and interact with students. (Swanson, O'Connor, & Cooney, 1990).

In terms of grade level, 9 or 38 percent of the respondents handle Grade 6, 8 or 33 percent handle Grade 4, and 7 or 29 percent of the respondents handle Grade 5. Grades 4 and 6 have more class sections, hence an addition of 1 and 2 teachers to each Grade level respectively. Teachers assigned to handle both sections of the same grade level may employ different classroom management approaches depending on the type of learners they handle in each class. Their teaching performance may vary in each class depending on the effectiveness of the classroom management approach they use.

In terms of sex, there are 6 or 25 percent male and 18 or 75 percent female teachers. It appears that females dominate the teaching profession. One finding is that, among those with academic degrees, there were more females (56.2 percent) than males (43.8 percent). Similarly, among those with post baccalaureate courses, females (56.2 percent) outnumbered males (43.7 percent). (http: www.pcw.gov. ph/statistics/201405/statistics-filipino-women-and-mens-education).

In terms of civil status, there are 18 or 75 percent married teachers in the workplace and 6 or 25 percent are single. It is said that married employees are productive employees.One of the first studies to claim that marriage increases the productivity of married workers was by Hill (1979). She shows that married workers earned 25-50 percent higher wages than single workers. When she added numerous controls for worker qualifications in her regression model, the positive earnings differential remained. Based on this finding, she claims the higher earnings of married are not caused by unobservable individual characteristics, but rather are the result of increased productivity due to marriage.

In terms of the educational attainment**,** 8 or 33.33 percent are Bachelor’s degree holder, 15 or 62.5 percent are with MA units and 1 or 4.167 percent is a master’s degree holder**.** For the passionate teacher who entered the profession to make an impact, leading school-wide change is by far the greatest benefit of a master’s education. By assuming administrative roles in their schools, master’s degree holders pull from a wealth of teaching knowledge that will help change the educational landscape for the better. (<http://www.masters-education.com/personal-benefits-of-earning-a-masters-in-education/>

In terms of other assignment/s, 5 or 21 percent of the respondents are a Property Custodian, 5 or 21 percent are School Disbursing Officer, 1 or 4 percent is Gulayan sa Paaralan Coordinator, 1 or 4 percent is ICT Coordinator, 2 or 8 percent are Yes-O Coordinator and 10 percent do not have any assignment. This means that majority of the respondents are multitasking. They are assigned assignments different from their teaching load.

**Table 2. Assessment of Teachers and Pupils on the Classroom Management Approaches**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Classroom Management Approaches** | **Assertive Approach** | **Business Academic Approach** | **Behavioral Modification Approach** | **Group Managerial Approach** | **Group Guidance Approach** | **Acceptance Approach** |
| **Mean of Teachers Assessment** | 4.18 | 4.8 | 4.53 | 4.49 | 4.43 | 4.69 |
| **Interpretation** | Implemented | Implemented | Very Much Implemented | Implemented | Implemented | Very Much Implemented |
| **Mean of Pupils Assessment** | 4.22 | 4.73 | 4.4 | 4.55 | 4.45 | 4.59 |
| **Interpretation** | Implemented | Very Much Implemented | Implemented | Implemented | Implemented | Very Much Implemented |

Table 2 shows the assessment of teachers and pupils on classroom management approaches. It shows that acceptance approach is rated by teachers and pupils as “Very Much Implemented” with a mean of 4.69 and 4.59, respectively. Business Academic Approach is rated by the teachers and pupils as “Implemented” and “Very Much Implemented” with a mean of 4.8 and 4.73, respectively. Behavioral Modification Approach is with a mean of 4.53 and 4.4 interpreted as “Very Much Implemented” and “Implemented” as rated by the teachers and pupils. Other approaches are rated “Implemented” such as Assertive Approach, Group Managerial Approach, and Group Guidance Approach with a mean of 4.18 and 4.22, 4.49 and 4.55, and 4.43 and 4.45, respectively.

This implies that Acceptance Approach is commonly used by the teachers and students.

Jerome-Freiberg et al. (2009) would agree that helping students connect with their teacher and peers is an essential component of a successful management system "students want to know how much you care before they consider how much you know" (Jerome-Freiberg et al.,, 2009, p. 66). Pereira and Smith-Adcock (2011), agree by stating, “when students feel connected to their teacher and peers, as a valued member of the classroom community, they are more prepared to actively engage in the curriculum” (p. 257). Students who feel comfortable in the classroom will be more willing to take risks and share personal ideas and opinions.

Albert’s Cooperative Discipline (2005), also states students need to be given responsibilities and held accountable for their actions. According to Charles (2005), Albert's believes all students need to feel capable while connecting with others, and making contributions in the classroom, school and community. Charles (2005) states, "Albert's main focus is on helping teachers meet student’s needs, thereby prompting students to cooperate with the teacher and each other" (p. 200). When students are active participants in their learning and feel their contributions are valued in the classroom, it is more likely the students will have a positive attitude about school.

In the 1950s, Glasser’s Reality Therapy (Emmer and Stough, 2001) stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments‟ about their behavior. By making value judgments, students would come to realize the importance of “good” choices in behavior and continued to make them again in the future. Therefore, students were taught the difference between a “good judgment”, and a “bad judgment”. Students are taught “right” from “wrong” at a very young age. Parents model this behavior for their children on a daily basis. They make value judgments by making “good choices” and consequences are given for “bad choices”. This process too, is to promote good behavior and diminish bad behavior in the classroom.

**Table 3. Difference Between Ratings of Teachers and Pupils on Classroom Management Approaches**



Table 3 shows the difference between ratings of teachers and pupils on classroom management.

Result of the t-test shows that the computed t-value is -8.63 which falls under region of rejecting the null hypothesis. This means that there is a significant difference in the ratings given by teachers and students on classroom management approaches. The teachers and students have different perceptions of the classroom management approach for some reasons like students are not really knowledgeable about the rudiments of these approaches or they may not have a clear picture of the lessons’ objectives, hence they likewise do not understand why their teachers do things as they do in the classroom.

**Table 4. Result of the Classroom Observation of the Teacher-Respondents for the School-Years 2021-2024**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Performance** | **Lesson Plan** | **Motivating Learners to Learn** | **Promoting Retention of Learning** | **Promoting Active Participation** | **Creating Positive Atmosphere** | **Using Teaching Approaches,**  **Methods, Strategies and Techniques** | **Obser**  **ving the Contructivism Theory** | **Using the Ancestral Domain (AD) as Learning Environment and Teacher** | **Asking Question** | **Classroom Management** | **Instructional Materials** | **Physical Environment** |
| **Mean for 2021-2022** | 2.9 | 2.9 | 2.8 | 3.2 | 3.2 | 3 | 2.9 | 3 | 2.6 | 2.9 | 2.8 | 3.9 |
| **Interpretation** | Partly observed | Partly observed | Partly observed | Moderately Observed | Moderately Observed | Moderately Observed | Partly observed | Moderately Observed | Partly observed | Partly observed | Partly observed | Fully Observed |
| **Mean for 2022-2023** | 2.9 | 3.3 | 3.3 | 3.42 | 3.3 | 3.4 | 3.2 | 2.9 | 2.9 | 2.9 | 2.94 | 3.92 |
| **Interpretation** | Partly observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Partly observed | Partly observed | Partly observed | Partly observed | Fully Observed |
| **Mean for 2023-2024** | 3.1 | 3.4 | 3.3 | 3.42 | 3.3 | 3.1 | 3.2 | 3.1 | 3.2 | 3.2 | 3.4 | 3.924 |
| **Interpretation** | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Moderately Observed | Fully Observed |

Table 4 shows the result of classroom observation of the teacher-respondents for the school-years 2021-2024. Of the different indicators Physical Environment is “Fully Observed” with a mean of 3.9, 3.92 and 3.924 for the last three years. Creating Positive Atmosphere, Using Teaching Approaches, Methods, Strategies and Techniques, are “Moderately Observed” with a mean of 3.2, 3.42, 3.42, 3.2, 3.3, 3.3, 3, 3.4, and 3.1, respectively. Using the Ancestral Domain (AD) as Learning Environment and Teacher has a mean of 2.9 interpreted as “Moderately Observed” in 2021-2022, 3.1 interpreted as “Partly Observed” in 2022-2023 and 3.1 interpreted as Moderately Observed” in 2023-2024. All the other indicators have increased ratings from the school-year 2021-2024 namely, Lesson Planning with a mean of 2.9, 2.9 and 3.1, Asking Question with a mean of 2.6, 2.9 and 3.2, Classroom Management with a mean of 2.9, 2.9 and 3.2, Instructional Materials with a mean of 2.8, 2.94 and 3.4 interpreted as “Partly Observed”, “Partly Observed” and “Moderately Observed”, respectively. Motivating Learners to Learn is with a mean of 2.9, 3.3 and 3.4, Promoting Retention of Learning is with a mean of 2.8, 3.3 and 3.3, Observing the Constructivism Theory is with a mean of 2.9, 3.2 and 3.2 with the interpretation “Partly Observed”, “Moderately Observed” and “Moderately Observed”, respectively.

Overall findings reveal that physical environment is “Fully Observed” for the last three years. All other indicators increased in ratings. Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Barbara Gross Davis in Erickson 1978). Research has shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Barbara Gross Davis, in Ericksen, 1978).

Gordon (2001) believes the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in classroom.

Geiger (2000) believes that only half of the class time is allocated to teaching and learning activities and the other is spent on classroom management. When teachers appropriately manage the environment, there is little chaos, disorder, and negative behavior in the class. Needless to say, in unorganized environments, effective teaching and learning processes would not happen.

Table 5: Relationship Between Classroom Management Approaches and Teaching Performance in Upper Schools of Pudtol



Table 5 shows the relationship between classroom management approaches and teaching performance in upper schools of Pudtol District. Results show that no significant relationship exists in all the 6 classroom management approaches and on some specific areas in teaching performance such as Lesson Planning, Active Participation, Observing the Constructivism Theory, Using the Ancestral Domain (AD) as Learning Area, Classroom Management, and Physical Environment.

Significant relationship is observed between, Behavioral Modification and Promoting Retention, Behavioral Modification and Promoting Retention of Learning,

Group Managerial and Promoting Retention of Learning, Group Guidance and Promoting

Retention of Learning, Acceptance and Promoting Retention of Learning with computed

r value as 0.45,0.45,0.52,0.45,0.52,0.45,0.65 and 0.46 respectively.

Relationship is also observed in Business Academic and Creating Positive Atmosphere, Group Managerial and Creating Positive Atmosphere, Acceptance and Creating Positive Atmosphere with a computed r value of 0.47, 0.48 and 0.48 respectively.

Likewise significant relationship exists between Group Guidance and Asking Question and Acceptance and Asking Question with a computed value of 0.475 and 0.475, respectively.

The significant relationship between the classroom management approach and teaching performance signifies the approach is appropriate and effective to use for the particular indicator of teaching performance in which it has a significant relationship with.

Classroom management entails the activities to organize and direct classes to achieve specific goals. Advocated and developed by Lee Canter in 1976, assertive discipline is an approach to classroom management which is to assist teachers to have an organized, teacher-in-charge classroom environment which prevents discipline problems. Stoughton (2007) asserts that to avoid discipline problems, teachers need to acquire and employ classroom management strategies. Although Edwards (1993) considered classroom management as a troubling aspect of teaching, McCormack (2001) and Bromfield (2006) consider that learning and using classroom management strategies are of great importance for teachers.

Almost two decades ago, Brophy (1983) maintained that classroom management puts more emphasis on providing supportive environment for students to learn materials rather than focusing on controlling behaviors. Further, Charles and Senter (2008) stated that good teaching management takes place through an active and relevant curriculum. Stough, Palmer, and Leyva as cited in Ormord (2003), believe that effective classroom management contributes significantly to student learning and development. Adding a positive element to this definition, Burden (2003) states that student– teacher relationship is also important in the classroom management discussion. He thinks that classroom management needs to encourage positive social interaction and active engagement in learning. Charles and Senter (2008) approved Burden’s realization and maintained that there is a direct relationship between good teaching practice and classroom management issue.

A study by Johansen, Little and Akin-Little (2011) cited accurately represents teacher awareness that poor classroom management is an important factor associated with disruptive behaviour, then it would follow that interventions which target teaching skills and classroom behaviour management have the potential to produce significant impacts on disruptive behavior.

Research from Berliner (1988) and Brophy & Good (1986) shows that the time a teacher must take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom.[[3]](https://en.wikipedia.org/wiki/Classroom_management#cite_note-3) From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.[[4]](https://en.wikipedia.org/wiki/Classroom_management#cite_note-4)

Research has shown that academic environments contribute to gains in student abilities, interests, and attitudes (Feldman, 1988; Feldman, Ethington, & Smart, 2001). Holland (1997) noted that environments foster the development of competencies, motivate people to engage in different activities, and reward people for their display of values and attitudes. Environment therefore influences personal and professional self perceptions, competencies, attitudes, interests, and values.

**Summary of Findings**

The researcher aimed to determine the, classroom management approaches and teaching performance of the elementary teachers in Upper School of Pudtol District.

It identified the profile of the respondents in terms of age, sex highest educational attainment, number of years in service; grades taught teacher position and other assignments.

The analysis and interpretation of the data yielded the following results:

1. Majority of the respondents are Teacher 1, within the age bracket 26-30 years, in the teaching service for 1-5 years, handling Grade 6, females, married, with MA units and with other assignments aside from teaching.
2. The teacher-respondents found acceptance approach and behavioral modification approach as classroom management approaches which are “Very much implemented” with a mean of 4.69 and 4.53, respectively.
3. The pupil-respondents found business academic approach as “Very much implemented with the highest mean of 4.73.
4. Of the different indicators for teaching performance, Physical Environment turned out to be the “Fully Observed” with a mean of 3.9, 3.92 and 3.924 for the school year 2021-2022, 2022-2023 and 2023-2024, respectively.
5. There is a significant difference in the ratings given by teachers and students on classroom management approaches.
6. Significant relationship is observed between, Behavioral Modification and Promoting Retention, Behavioral Modification and Promoting Retention of Learning, Group Managerial and Promoting Retention of Learning, Group Guidance and Promoting Retention of Learning, Acceptance and Promoting Retention of Learning with computed r value as 0.45, 0.45, 0.52, 0.45,0.52,0.45, 0.65 and 0.46 respectively. Relationship is also observed in Business Academic and Creating Positive Atmosphere, Group Managerial and Creating Positive Atmosphere, Acceptance and Creating Positive Atmosphere with a computed value of 0.47, 0.48 and 0.48 respectively. Likewise significant relationship exists between Group Guidance and Asking Question, Acceptance and Asking Question with a computed value of 0.475 and 0.475

**Conclusion**

From the findings of the study, a number of following conclusions were drawn.

First, the teacher-respondents are relatively young and new in the service.

Second, acceptance approach and behavioral modification approach are commonly used by the teacher-respondents.

Third, students prefer business academic approach as they probably learn best when the teacher is skillful at managing and organizing students and things in the classroom.

Fourth, the findings overall reveal that the Physical Environment has remained “Fully Observed” for the last three years. All the other indicators increased in utilization.

Fifth, the teachers and students have different perceptions of the classroom management approach for some reasons like students are not really knowledgeable about the rudiments of these approaches or they may not have a clear picture of the lessons’ objectives, hence they likewise do not understand why their teachers do things as they do in the classroom.

Finally, the significant relationship between the classroom management approach and teaching performance signifies the approach is appropriate and effective to use for the particular indicator of teaching performance in which it has a significant relationship with.

**Recommendations**

Based on the findings and conclusions, the researcher offers the following recommendations:

1. The experienced teachers should guide the beginning teachers on responsibility matters as the latter have the tendency to abuse shared responsibility for classroom control. Teachers should continue to upgrade themselves personally and professionally by pursuing higher education. With the number of assignments given to them, teachers should see to it that quality always goes with their work.
2. Teachers should continue to search for conditions in the classroom where acceptance approach and behavioral modification approach are most appropriate to use.
3. Teachers should continue to search for conditions in the classroom where business academic approach is most appropriate to use.
4. Teachers should maintain keeping their classrooms and the school environment as a whole, a conducive place for learning.
5. Teachers should orient their students on the lesson’s objectives for the day and make them understand that there is a reason for every form of instruction they hear in the classroom and that abiding by these will make them productive learners.
6. Teachers should continue to search for conditions in the classroom where the different classroom management approaches are most appropriate to use.

Moreover, other researchers could conduct researches along this parameter

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