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Classroom Management Techniques as Predictors of Student Performance in a Vocational University

Xiuquan Mo
Emilio Aguinaldo College, Manila, Philippines
Corresponding Author e-mail: *xiuquan.mo.mnl@eac.edu.ph*

Abstract
Aim: This study aimed to determine the relationship of the assessment of students on the teacher's classroom management styles and their classroom performance.
Methodology: The researcher made use of the descriptive-comparative-correlational research design in this study.
Results: There is no difference in the assessment of student respondents on the classroom management style of the teachers despite the difference in the age of the students. There is also no difference in the assessment of student respondents on the classroom management style of the teachers although there is a difference in the sex of the students. Further, there is no difference in the assessment of student respondents on the classroom management style of the teachers considering the difference in the year level of the students.
Conclusion: The older and younger students have similar assessment of the classroom management style of the teachers. Also, the male and female students have similar assessment of the classroom management style of the teachers. Students in the lower grade levels and those in the higher grade levels also have similar assessment of the classroom management style of the teachers.

Keywords: Classroom Management Techniques, Predictors, Student Performance, Vocational University, China

INTRODUCTION

At this time when the world is experiencing health problems brought on by the COVID-19 pandemic (Dela Cruz & Natividad-Franco, 2021), how would teachers think and be creative in their approach to teaching that would maximize students' potential for learning especially in a vocational school?

How do teachers go about developing a sense of efficacy in the area of classroom management to produce students with excellent performance in their learning? As suggested throughout, the decisions about how teachers teach involve a delicate blend of who they are, whom they want to be, what they believe about the students and learning, and how they integrate this into the classroom (Regala, 2020; Salendab, 2023). In a very real sense, the most effective classroom management will be that which they create based on being a teacher–researcher in their classroom. The theories, research, and strategies provided can serve as an important and necessary foundation for the role of teacher–researcher (Dizon & Sanchez, 2020).

However, the most important factor will be the willingness to continually ask questions about student's behavior and learning, to blend this with the teacher's considerable knowledge of research and best practice in the area of classroom management, and to think critically and deeply about the dynamics in the classroom as a basis for working with students to make changes they believe will enhance the quality of students' learning in the classroom. They have attempted to help the teacher in this process throughout the text by including Pause and Consider activities to assist in developing the habit of asking how research can inform the practice by analyzing the teaching context in light of new information.

Teachers continue to experience persistent and often serious problems stemming from students acting in ways that disrupt the learning environment, especially since China nowadays is again experiencing health problems during this pandemic.

Fortunately, research in classroom management has expanded dramatically during the past forty years (Salendab & Dapitan, 2021a). Teachers no longer need to depend on simplistic advice or unidimensional answers to the complex tasks of motivating and managing students. Teachers can increasingly draw on an expanding body of

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methods that will enable them to create more positive, supportive classroom environments; better, organize and instruct their students and more effectively respond to the behavior of students who act irresponsibly, even in supportive, well–managed classrooms characterized by clear, meaningful instruction (Sanchez & Sarmiento, 2020).

The efficacy of new methods can be enhanced if teachers have a clear philosophy of classroom management and understand their own responsibilities and those of their students and school support personnel (Flores, 2022; Salendab, 2021; Sanchez, Sanchez & Sanchez, 2023).

Finally, school systems can better assist students with serious behavior problems if all educators within the system understand the methods to be followed in responding to unproductive students' behavior.

Students who create classroom management and instructional challenges are, in fact, the best staff development specialists. They let them know that even though they may be very good, they can always expand their skills. Fortunately, almost without exception, the new methods they implement to assist the students who are struggling with their learning and behavior will be beneficial for all students. Effective classroom management is not a zero–sum game in that effort to assist students in need necessarily detracts from other students. When they use the methods suggested, they not only enhance the ability to reach students with special academic and/or behavioral needs but also simultaneously enrich the learning experience of all students.

In today's society, schools are being held accountable for every aspect of students' achievement (Sanchez, 2022; Flores, 2020; Regala, 2019a). Classroom management plays a major role in a student's classroom achievement. Classroom management as a whole is the process of organizing and conducting the business of the classroom. Many perceive it as the presentation of order through teacher control.

It is much more than that as it involves establishing and maintaining the classroom environment so that educational goals can be accomplished.

Unfortunately, many of the education reforms have failed to mention or address the relationship between students' classroom management strategies and disruptive behavior (American Association of School Administrators, 2022). Throughout the decades, classroom disruptive behavior has been cited as a major issue for teachers (Martin & Sass, 2020). According to Shupe (2018), student achievement has been affected in schools where discipline and behavioral issues are not appropriately handled. School discipline issues are increasing in public focus. Despite longstanding attention to the problem, there is a growing perception that not all schools are safe places of learning, highlighted by extensive media coverage of school-based violent acts, like the recent one. Disruptive behavior varies in type, severity, and prevalence. There are actions that negate the principles of decency and orders, including conflicts with the societal rules, ranging from such misdemeanors as disobedience, lying, stealing, cheating, dishonesty, and disrespect, etc. (Egaga, Ataben & Sunday, 2021). In line with these views, Anagbogu and Owor (2021) had claimed that some students attribute their examination malpractice to school factors

According to Bassey (2020), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. In the same vein, adopting innovative management in classes requires the acquisition and utilization of specific managerial skills that will facilitate the realization of goals in school (Sule & Okoi, 2019; Salendab & Cogo, 2022). Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise-making, miscopying of notes, eating, calling of nicknames, and verbal or physical threats to fellow students or the teacher (Ekere, 2016). These disruptive behaviors disorganize learning processes and hamper the academic performance of students. In most schools, children are seen roaming the streets instead of staying in the school to learn or to help their teachers with some school duties. These disruptive behaviors are very common in our primary schools today. Aletan (2017) observed that students in primary schools in Calabar urban get into repeated conflicts with customs, rules, and laws of the society, portraying them as those that are deviant. According to Killiam (2016), disciplinary issues consistently rank as one of the largest concerns in America's society. In Nigeria, resulting from their findings, Anagbogu, Onu and Owor (2021), recommended that many supervisors be engaged in Examination supervision, sincere implementation of disciplinary actions on culprits irrespective of who they are, and lecturers who do not report disciplinary cases should be queried, in all issues of malpractice. This may be attributed to the fact that discipline is handled in some different ways today. In the past, students may have been paddled for offenses. However, today, this type of discipline is seldom used in public schools.

Due to societal changes over the past 100 years, schools have more behavior issues that affect the way a teacher manages the classroom (Etheridge, 2020). As research shows, disruptive behavior does not only affect the student who is non-compliant with the rules but every other student in the classroom (Daly, 2019). According to Daly (2019), there's not a teacher alive who has not felt the frustration of trying to manage a classroom with at least one

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student who repeatedly pulls other students off-task with annoying, disorderly behavior. In addition, Canter (2019) and Marzano (2017) have both documented harmful results of continuous classroom disruptions. Based on the studies above, classroom management issues are having a devastating impact on student achievement

Boynton and Boynton (2019) explained how ineffective classroom management skills might waste instructional time, reduce time on tasks, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behavior by students can have a negative effect on the teacher's instruction, which can lead to other students joining in and can cause students to question the abilities of their teachers (Braden & Smith, 2016). For these reasons, it is important to study instructional and behavioral classroom management.

In schools today, teachers are concerned about disciplining students in ways that will remove the students from the learning environment, because when students are removed from the classroom environment, they are losing instructional time, which may result in learning gaps (Etheridge, 2020). Class size as well as classroom management is a concern is a significant part of an effective learning process (Flores, 2019b; Regala, 2019b; Muñoz & Sanchez, 2023; Salendab & Dapitan, 2021b). Due to effective classroom management students flourish in a positive class climate and a compassionate environment. From a student's perspective, effective classroom management provides the students the opportunities to socialize themselves while learning.

From a teacher's perspective, effective classroom management involved precautionary discipline and fruitful teaching (Neh, 2018). Okli (2020) asserted that the physical environment of the classroom and seating arrangement are interrelated and managed alongside. The ability to manage, lead and supervise students during the learning process has been shown to be an indispensable component of effective teaching and learning. In a country like Nigeria, the school population increases as class size also increase. The performance of students becomes an issue. According to Dfor (2017), class size has become a phenomenon often mentioned in the educational literature as having an influence on students' feelings and academic performance, administration, quality, and school budgets.

An inquiry into class size as a correlate of students' discipline in Nigerian secondary schools was carried out by Jacob, Olawuyi, and Jacob (2016) in a study predicated on a descriptive survey approach. Teachers of schools in Kogi State served as the population while 127 respondents were purposively selected. A questionnaire was used for data collection and the study's hypotheses sought to determine the extent to which class size related to student's discipline. PPMC was used for data analysis and the class size was found to be a significant correlate of students' discipline. Therefore, the finding here meant that a significant and positive correlation existed between class size and students' discipline. Unlike most of the previously reviewed studies which revealed statistically significant effects and relationships between class size and academic achievement, this one has revealed the effect of class size on another dimension that is closely related to the academic achievement of students.

As the school population increases, class size also increases, and therefore behavioral problems of students become an issue. According to Dror (2017), class size has become a phenomenon often mentioned in the educational literature as an influence on student performance, administrative quality, and school budgets. In his words, he noted that class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that the size of the class proves a significant determinant of the degree of success of students. In fact, with the exception of a few, many studies have reported that under ideal situations class size in itself appears to be an important factor. The first issue that calls for immediate clarification is what number of students should constitute a large group a what should be described as a small group. In describing a small group, Bray (2020) observed that they have few teachers with small pools of talent, offer a limited range of subjects, and characteristically find it hard to justify the costly investment in libraries, their students lack competition and interest with relatively few peers as they get sucked with the same teacher for an entire school career.

The descriptive appears to be an antitype of what obtains in a large group. Large class sizes on the other hand are often impersonal, having broader circular with teachers being given wider support, while students may suffer discipline problems as teachers cannot get to know their students very easily. They find it easy to stream students according to ability while commitment to work may stand the test of time. In terms of numerical strength, the National Policy on Education specified 20 in pre-primary, 30 in primary, and a maximum of 40 in secondary school. These directives appear unrealistic in urban areas as a result of the high population. An inquiry into the class size and students' discipline, engagement, and communication in Nigerian secondary schools was conducted by Ajayi, Audu and Ajayi (2017). A descriptive survey approach was utilized for the study while all senior secondary school teachers in Ekiti State composed the population. Quantitatively designed data was obtained from 128 purposively drawn respondents. The chi-square statistical technique was employed for data analysis and the class size was revealed as a significant determinant of classroom discipline. The result, therefore, suggested that students in large

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classes are most likely to be more ill-disciplined than those in smaller classes. The finding here seems to corroborate that of Jacob and Olawuyi (2016), thus strengthening the assertion that large classes could be detrimental to the discipline levels of the students therein. The digression of this review into the effect of class size on classroom discipline is based on the perception that when there is discipline in the class, it makes a teacher's job of interacting with, and facilitating the students toward his/her set objectives easier but when discipline levels are low, the reverse could most possibly be the case. The above-reviewed study was earmarked as being reasonable for review contingent upon its appraisal of the association between class size and discipline of students.

The school environment, classrooms, libraries, technical workshops, laboratories, teachers' quality, school management teaching methods, peers, etc., are variables that affect students' academic performance (Natividad-Franco, 2022). Hence the school environment remains an important area that should be studied and well-managed to enhance students' academic performance (Ajayi, 2015). The physical characteristics of classroom management by the teacher have a variety of effects on students and the learning process. Poor lighting, improper seating arrangement, noise high levels of carbon dioxide in the classroom, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students, which leads to poor academic performance and disruptive behavior (Frazier, 2017).

An inquiry into class size as a correlate of students' discipline in Nigerian secondary schools was carried out by Jacob, Olawuyi, and Jacob (2016) in a study predicated on a descriptive survey approach. Teachers at schools in Kogi State served as the population while 127 respondents were purposively selected. A questionnaire was used for data collection and the study's hypotheses sought to determine the extent to which class size related to students' discipline. PPMC was used for data analysis and the class size was found to be a significant correlate of students' discipline. Therefore, the finding here meant that a significant and positive correlation existed between class size and students' discipline. Unlike most of the previously reviewed studies which revealed statistically significant effects and relationships between class size and academic achievement, this one has revealed the effect of class size on another dimension that is closely related to the academic achievement of students.

The finding here seems somehow unique in that class size has been found to serve as a significant correlate of students' discipline and another intriguing feature of this finding is that, unlike all other reviewed studies in this subsection, the respondents here are the teachers themselves. Could it be that preschool teachers would most possibly also yield similar responses about their children's discipline in terms of its perceived relationship with class size if investigated? The above-reviewed study was valued as being well-suited for review as a consequence of its determination of class size as a correlate of students' discipline. An inquiry into the class size and students' discipline, engagement, and communication in Nigerian secondary schools was conducted by Ajayi, Audu, and Ajayi (2017). A descriptive survey approach was utilized for the study while all senior secondary school teachers in Ekiti State composed the population. Quantitatively designed data was obtained from 128 purposively drawn respondents and included in the study's posers was an inquiry into the influence of class size on classroom discipline. The chi-square statistical technique was employed for data analysis and the class size was revealed as a significant determinant of classroom discipline. The result, therefore, suggested that students in large classes are most likely to be more ill-disciplined than those in smaller classes.

Empirically, King (2018) conducted a study to investigate the influence of discipline management on students' achievement in geography. The study area was the Ikom Local Government Area of Cross River State. In this study, two (2) null hypotheses were formulated and tested at a .05 level of significance. The research design adopted for the study was ex-post facto research design. Two instruments namely: The teacher discipline management questionnaire (TDMQ) and the geography achievement test (GAT) were used for the collection of data. The data collected were collated and analyzed using a one-way analysis of variance and multiple regression. From the statistical analysis, the following funding emerged: discipline management has a significant influence on students' achievement in geography.

Shorthand is a business education subject in-office education. It is the art of representing spoken sounds with written signs. It has plenty of use in the business world; it is very useful to secretaries in public and private organizations to record minutes of meetings, telephone communication, and spell checking which helps them in their everyday work.

Shorthand is taught right from junior secondary schools to tertiary institutions in Nigeria. The acquisition of shorthand skills by a trained secretary makes him/her relevant in the business world. This has made it an indispensable tool in every aspect of an organization that performs secretarial duties (Adeboye, 2020). A successful shorthand student is likely to have a brighter future ahead because of its usefulness in the world of work. For example, shorthand notes are documents that can be used legally. Furthermore, shorthand is a vital skill for court

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journalists because in most jurisdictions cameras and recorders are not allowed in court during the trial. It takes a longer time to get transcripts because they are not easily released. In the developed world, such as the U.S. and Britain, journalists are paid extra if they keep their shorthand skills above a certain minimum speed requirement. Secretaries are needed in every organization and competent secretaries cannot do without shorthand.

It is very important for a business studies teacher to create and maintain a productive classroom setting so as to attain the aim of the course. It requires some measures of teaching techniques or special methodology to impact students offering a skilled course like shorthand. The majority of these objectives are activated and achieved through the interaction of recipients and instructors in the class, hence, the classroom needs proper planning (Adeboye, 2020). There are many classroom management techniques that can influence the academic achievement of business studies students. These include rules, routines, classroom organization, expectations of student behavior, the teacher's understanding of the students, attention, affection, and praise. This study will discuss a few of them that impinge on the achievement of students in a course like shorthand.

Classroom Management Affecting Classroom Performance

Classroom organization has been shown across many research studies as one of the main factors that affect students' academic performance (Marzano & Pickering, 2020). Classroom management is seen as one of the actions teachers use to create an accommodating environment for the academic and social-emotional learning of students (Everton & Emmer, 1982; Sanchez, 2023a; Regala, 2023). It can also be seen as the instructor's skill to jointly manage time, space, resources, students' roles, and behaviors to provide an environment that encourages learning (Alberto & Troutman, 2018). Webster's Dictionary (2020) defines a rule as "a fixed standard that regulates conduct." The instructor should set some rules for the students to adhere to for effective teaching and learning of shorthand. For example, the shorthand teacher can inform the class that he does not tolerate late coming to his class so any student that comes late will not be allowed.

Another example is that the shorthand teacher can tell the students that they must have their writing materials before entering the shorthand class, so students without their writing materials will not eligible to enter the class. In the classroom, rules are occasionally modified to fit the classroom. Nonetheless, rules create the confines for students' behavior (Nakamura, 2020), and constancy in their implementation is necessary for effective classroom organization (Salendab & Dapitan, 2020; Flores, 2019a; Sanchez, 2023b).

A teacher ought to set rules for the students to adhere to for effective teaching and learning to go on (Sanchez, et al., 2022). For example, a teacher can inform the class that he does not tolerate talking when lessons are going on. Rules are one of the basic techniques that teacher uses to curb the excesses of students' misbehavior in the class and when such rules are followed by the students, the teaching of business studies will go on smoothly without any distractions when such rules are not followed by students, sanctions should be given.

Routines are more bendable than rules; they are precise ways of doing things. For example, some common routines include taking attendance, disposals of trash, labeling of work, turning in homework, making a change during or between class activities, genuine emergencies, and moving from one activity to another. Hence, routines shape the classroom environment (Wallace, 2018). It is necessary for the instructors to regularly give the recipients cues/routines that will remind them of suitable behavior. It is also necessary for a shorthand teacher to be excellent at planning and maintaining a good classroom environment because of the skills involved in teaching shorthand (Wallace, 2018). Routines empower the recipients to be more accountable for their own behavior and knowledge in the classroom. Routines or procedures are precise ways of doing things that for the most part very little during the course of the lesson. For classrooms to operate efficiently and effectively, they need routines (McLeod et al., 2020). That is, routines include how to enter and exit the classroom, take attendance, lunchtime, secure teaching resources, throw trash away, label work, submit homework, make a change during or between instructional activities, get to safety during drills and actual exigencies, and change from one action or place to another. Hence, routines determine the classroom environment. Efficient instructors use routines for daily tasks more than their ineffective colleagues (Stronge et al., 2020). They take their time at the beginning of the school session to teach the routines. After the routines are mastered, attention can now be on instruction (McLeod et al., 2020). Efficient instructors usually give students cues to remind them of behavior that is acceptable and efficient instructors are good at planning and managing a positive classroom environment.

Students' Academic Achievement

Student's academic achievement means performance outcomes that show the extent to which a student has accomplished a particular goal that was the focus of activity in the instructional environment. Hence, the academic achievement should be considered to be a comprehensive construct that comprises diverse areas of learning. Due to the fact that the field of academic achievement is very wide and covers a broad variety of educational outcomes, the

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meaning of academic achievement is dependent on the indicators used to calculate it. The instruction of shorthand is facing serious criticism among teachers in Edo state. There are doubts about the actual classroom management techniques used in teaching shorthand which has led to poor academic achievement of the students.

Students' achievement and performance are influenced by the critical role of teachers (Lasley et al., 2016). Teachers are the ones who set the standards and create the conditions for students. Teachers deliver a plethora of information to enhance students' achievements. However, as Akbari et al. (2018) point out, less attention has been directed to teachers than students in English language teaching (ELT) research. Whereas, in order for any educational system to be successful, teachers should be given adequate attention (Scheopner, 2020).

One of the most central psychological mechanisms that affect action, in general, and teaching in particular, is one's self-perceptions of one's capabilities, which is termed "self-efficacy" (Bandura, 1997). In other words, a teacher's level of self-efficacy is the extent to which he or she believes that he or she can enhance students' outcomes. In recent years, it has been proven that teachers' self-efficacy could have a deep influence even on the daily lives of teachers and students (Klassen et al., 2019). In the same vein, previous studies have provided empirical evidence supporting the effective dimensions of the teachers' sense of self-efficacy in educational contexts (Tschannen-Moran & Woolfolk-Hoy, 2021).

Teachers' sense of burnout is another factor that has proven to have a critical role in teachers' actions. Researchers such as Skaalvik and Skaalvik (2020) believe that burnout is created through long-term occupational stress, particularly among those who have jobs providing services to other people. Although most teachers deal successfully with such senses of stress, the sense of burnout is often the endpoint and the last step of dealing unsuccessfully with stress (Jennett et al., 2020).

Another commonly voiced issue that may contribute to successful teaching and learning is classroom management ability (Marzano & Marzano, 2020). Classroom management refers to the exercises that aim to compose and guide classes so as to accomplish particular objectives. Barton et al. (2018) also indicated that in order to make the atmosphere conducive to learning some degree of classroom discipline is needed. Otherwise, the process of learning and teaching and the effectiveness of even the most carefully planned lessons will be ruined by students' misbehavior.

Over the last decades, self-efficacy has remained a deep-seated and important construct of social cognitive theory (Barros et al., 2020). As stated by Schunk and Pajares (2019), self-efficacy is the staple of all human behaviors influenced by individuals' vicarious experiences, mastery of experiences, and social persuasion. According to Bandura's (1994) social cognitive theory, self-efficacy can predict human motivation precisely. Based on this theory, an individual's work is correlated with his or her cognitive, behavioral, personal, and environmental factors. In research, in relation to teachers, the role of self-efficacy in instruction has been investigated with respect to the extent to which teachers are sure that they have the ability to develop the learning and engagement of their students (Tschannen-Moran & McMaster, 2019).

In addition, Bandura (1994) indicated that a teacher's self-efficacy is related to instructional strategies, classroom organization, levels of task persistence, degree of risk-taking, innovation, techniques of questioning, teacher feedback to students, and also the management of students' on-task time. Usher and Pajares (2016) also believe that teachers' self-efficacy may be effective on students' sense of self-efficacy, their efforts in facing difficulties, and, as a result, fostering their involvement in classroom activities (Ross, 2018).

Akbari et al. (2018) studied the relationship between teachers' self-efficacy and students' achievement. In the study, 30 Iranian EFL teachers teaching in high schools participated in the research and answered the Teacher Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk-Hoy (2021). As the dependent variable, students' final exam scores were collected. The results revealed a significant relationship between teachers' self-efficacy and their students' l2 achievement.

Another study done by Mojavezi and PoodinehTamiz (2020) investigated the impact of teachers' self-efficacy on students' motivation and achievement. To do so, 80 senior high school teachers and 150 senior high school students were asked to answer two different questionnaires about Teacher's Self-Efficacy and Students' Motivation. The findings of the study indicated that teachers' self-efficacy has a positive association with students' motivation and achievement.

Hassan (2019) also carried out a quantitative ex post facto study to probe the effect of teachers' self-efficacy on students' achievement scores. In this study, multilingual instructions were used for students' success in a randomly selected sample of 300 secondary school teachers and 800 students. The obtained data from teachers were collected by conducting the complete form of the Teachers' Self-Efficacy Scale, and students' achievement

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scores were obtained from the Board of Intermediate and Secondary Education in Lahore, Pakistan. Findings depicted that overall, teachers' self-efficacy accounted for 65% of students' achievement scores.

Classroom management is the heart of teaching and learning in any educational setting (Saghir et al., 2017). Teachers have reported that classroom management is the most formidable responsibility to cope with and master for new and, sometimes, even for experienced teachers (Wolfgang, 2019). In fact, classroom management is a broad umbrella term that describes a teacher's attempts to oversee classroom activities such as students' behavior, learning, and social interaction (Martin et al., 2018). Evertson and Weinstein (2016, as cited in Mahmoodi et al., 2015) define class management as the actions that teachers take to create an environment that supports and facilitates emotional, social, and academic learning. In all fields, teachers have always reported classroom management as one of their common and enduring challenges in the classroom (Manning & Bucher, 2020).

Rahimi and Hosseini-Karkami (2015) investigated the role of EFL teachers' management strategies on their teaching effectiveness and their students' motivation and l2 achievement. Data were collected from a total of 1,408 junior high school students who were asked to express their perceptions of the strategies their teachers had employed; also, the students evaluated the teaching effectiveness of their teachers by responding to some questionnaires. Then, based on the student's scores on their final exam, their l2 achievement in English was determined. The results showed that motivation, teaching effectiveness, and l2 achievement were all associated with discipline strategies.

In another study, Mahmoodi et al. (2015) investigated the relationship between EFL teachers' classroom management orientations and students' l2 achievement. To this end, 105 high school EFL teachers were asked to fill out the Attitudes and Beliefs on Classroom Control Inventory (Martin et al., 2018). Then, their third-year high school students (n = 2,673) scores on the English final exam were collected. The results revealed that there was a significant correlation between the teachers' classroom management strategies and students' l2 achievement. Their findings also indicated no significant differences between the two genders regarding teachers' classroom management orientations.

In another study, Talebi et al. (2015) examined the impact of classroom management strategies and academic achievement among English language students. To do so, 410 students in Payamenoor University were selected, and as evaluating tools, the student's final exam scores and the classroom management questionnaire of Javaher et al. (2014) were used. It was concluded that there was a significant relationship between classroom management and the academic achievement of the EFL students.

In the research done by Saghir et al. (2017) on the relationship between classroom management strategies and student's academic performance at the college level, a sample of 370 teachers was selected from public colleges in Lahore. The findings of the study showed that there was a positive correlation between teachers' classroom management orientations and the performance of the students. Estaji and Vafaemehr (2018) also had a study on the effects of EFL teachers' reflection on their sense of classroom administration; the findings of which attested that more reflective teachers applied various types of management strategies to cope with their student's social, emotional, and behavioral problems in comparison with their low reflective counterparts. However, in the study conducted by Zamanian and Soleimani-Pouya (2017), which examined the relationship between novice and experienced teachers' classroom management strategies and different styles of teaching, an overall relationship between the teaching styles of each group of teachers and their classroom management strategies were not evidenced.

In the study done by Rostami et al. (2015), the external factors that affect second language learning motivation were investigated. In their study, 120 EFL teachers along with 1,270 of their students participated and Dornyei's l2 Motivation Self-System Scale for students and the educator version of the Maslach Burnout Inventory (MBIES) were used for data collection purposes. The results showed that teachers' burnout significantly influenced students' motivation and attitudes toward learning English in a negative way.

Moreover, there is another study conducted by Shamsafrouz and Haghverdi (2015) on the effect of burnout and, more specifically, its three subcomponents on the teaching performance of EFL teachers teaching in private language institutes in Iran. The participants of this study consisted of 30 English teachers and their l2 students (n = 150). The data were collected via the Maslach Burnout Inventory and the Characteristics of Successful Iranian EFL Teachers Questionnaire developed by Moafian and Pishghadam (2019). The results showed that burnout did not influence the teachers' performance significantly and there were no significant differences between male and female teachers regarding their level of burnout

In a mixed-methods study conducted by Roohani and Dayeri (2019) on the relationship between Iranian EFL teachers' burnout and motivation, however, it was found that a majority of the 115 participants, in general, did not

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report a high level of burnout. Also, the qualitative analysis indicated that both organizational and personal factors had contributed to the observed minor burnout experience among the EFL teachers. The main factors included conflict, lack of support in administration, lack of job security, demotivation, lack of autonomy, and students' impropriety in the classroom.

There is another research done by Shirazizadeh et al. (2019) who examined the relationship as regards perfectionism, reflection, and burnout among 156 Iranian EFL teachers. The findings showed that teachers' reflection had a significant negative correlation with burnout, but there was no significant relationship between the aspects of teachers' perfectionism and burnout; their further analysis of two path models which considered their primary findings, revealed that components of perfectionism affected reflection positively, which, in turn, affected teachers' burnout negatively.

Theoretical Framework

This study uses the interventionist model as its framework. According to Wolfgang (2019), classroom management models are classified into three levels. First, the interventionist model according to which students' appropriate behaviors will improve as they receive feedback in the form of rewards or punishment from their teachers. Second, the non-interventionist model contends that there is an inner drive within students that needs to find its expression in the classroom. In fact, non-interventionists believe that students should be allowed to exert significant influence in the classroom. Third, the interactionalist model, according to which students' interaction with the outside world of proper people and objects enhances their appropriate behaviors. In addition, Evertson and Weinstein (2016, as cited in Mahmoodi et al., 2015) have proposed a frequently used framework in studies of classroom management which has introduced six distinct approaches of classroom management strategies: internal control of behavior, external control, classroom ecology, curriculum, discourse, and interpersonal relationships.

Conceptual Framework

Therefore, the researcher finds out the variables of how teachers develop their approach to effective and professionally responsible classroom management.

Specifically, it assessed the teacher's style in classroom management in terms of managing classroom behavior, specific teaching techniques, working with parents, planning and supporting their frequency and usefulness; differences in the assessment; and this will lead to developing the teacher's approach to effective and professional responsible classroom management.

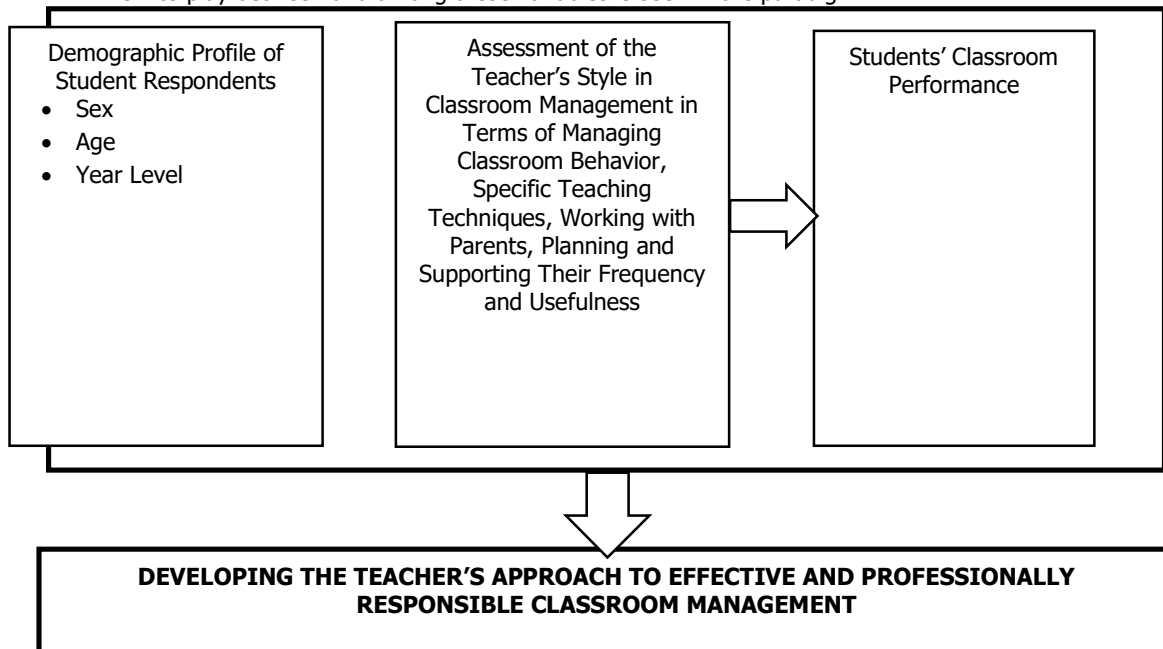The interplay between and among these variables is seen in the paradigm.

Figure 1. *Research Paradigm*

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As shown in the figure, the researcher gathered data on the demographic profile of the student respondents in terms of their sex, age, and year level.

Then, the researcher looked into the student respondents' assessment of the teacher s' style in classroom management in terms of managing classroom behavior, specific teaching techniques, working with parents, planning, and supporting their frequency and usefulness.

Also, the researcher then looked at the student respondents' self-assessment of their classroom performance.

Finally, this led to developing the teacher's approach to effective and professionally responsible classroom management.

Objective:

This study aimed to determine the relationship of the assessment of students on the teacher's classroom management styles and their classroom performance.

Specifically, the following were answered:
1. What is the demographic profile of the student respondents in terms of:
   1.1. Age
   1.2. Sex
   1.3. Year Level
2. What is the assessment of the student respondents on the classroom management styles of teachers in terms of:
   2.1 managing classroom behavior
   2.2 specific teaching techniques
   2.3 working with parents
   2.4 planning, and support
3. Is there a significant difference in the assessment of the student respondents on the classroom management styles of teachers when their demographic profile is taken as a test factor?
4. What is their classroom performance based on the last term's average?
5. Is there a significant relationship between the assessment of the student respondents on the classroom management styles of teachers and their classroom performance?
6. Based on the result of the study, what developed teacher's approach to effective and professionally responsible classroom management can be proposed?

Hypothesis

The following hypothesis were tested at 5%:
1. Ho1: There is no significant difference in the assessment of the student respondents on the classroom management styles of teachers when their demographic profile is taken as a test factor
2. Ho2: There is no significant relationship between the assessment of the student respondents on the classroom management styles of teachers and their classroom performance.

Significance of the Study

The researcher formulated the study in benefit, by part and whole, to the following people:

Teachers – The study will serve as the teachers' guidelines for establishing effective classroom management. This is essential, most especially in the new normal setup, for teachers to establish classroom management. Furthermore, effective classroom management entails an effective teaching-learning process.

Supervisors and School Heads – This study is also beneficial to supervisors and school heads, specifically on how they can assess teachers' effective establishment of classroom management. It allows them to assess teachers' performance in the new normal setup. Moreover, it can allow them to identify and implement programs for effective classroom management in the new normal. It can also serve as an avenue for further action research by the teachers and administrators regarding the topic.

MOE Officials – This study may also be beneficial for MOE Officials in terms of refining the evaluation of the school's programs for training teachers in effective classroom management. Furthermore, the study can serve as a precursor for further studies about the topic. They can then disseminate results to schools for professional development programs.

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Definition of Terms

For the intended readers to have a clearer understanding of this paper, the researcher has given both the conceptual and operational definitions of the following terms:

Classroom Management – It refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Classroom Behavior – It is referred to as the stimulus-driven responses that occur specifically within the classroom or how students are acting in the classroom in response to what is going on or present around them.

Teaching Techniques – It refers to an integrated organization that includes a set of materials, devices, tools, and educational attitudes that the teacher uses to clarify an idea or to change a vague concept in order to contribute to a better state of the educational process.

METHODS

Research Design

The researcher made use of the descriptive-comparative-correlational research design in this study. The researcher determined if the classroom performance of the students is affected or influenced by the teachers' style in classroom management.

Descriptive design is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word survey signifies the gathering of data regarding the present conditions. A survey is useful in (1) providing the value of facts, and (2) focusing attention on the most important things to be reported.

Specifically, the type of descriptive aside from the generic descriptive design is status which is problem-solving and seeks to answer questions about real facts relating to existing conditions. This is a technique of quantitative description that determines the prevailing conditions in a group of cases chosen for the study.

Descriptive comparative considers two variables (not manipulated) and establishes a formal procedure to compare and conclude that one is better than the other. After the comparative assessment, the researcher considered the evaluative part of the paper where it appraises carefully the worthiness of the present study.

Research Locale

This study was conducted at the Guangdong Vocational and Technical University of Business and Technology in China.

Guangdong Vocational and Technical University of Business and Technology is located in Zhaoqing City, Guangdong Province. It is a full-time private undergraduate college approved by the Ministry of Education and a demonstration school of innovation and entrepreneurship education for college students in Guangdong Province.

The school's predecessor is Zhaoqing Oriental Talent School founded in 1996, Zhaoqing Industrial and Commercial Vocational School founded in 1997, Zhaoqing Industrial and Commercial Vocational College founded in 1999 and upgraded to Zhaoqing Industrial and Commercial Vocational and Technical College in 2019. In 2014, it was renamed Guangdong Vocational College of Industry and Commerce. In 2019, it was upgraded to Guangdong Polytechnic University of Industry and Commerce with the approval of the Ministry of Education.

By June 2022, the university has two campuses, Xinghu and Dawang, covering an area of 1,742 mu with a building area of 580,000 square meters. The total value of teaching and research equipment is 186 million yuan. There are 19300 full-time students and 1072 full-time teachers. It has 14 teaching units, offering 22 undergraduate majors and 53 junior majors.

Population and Sampling Technique

The researcher made use of students as respondents to the study. From the almost 19,300 students at Guangdong Vocational and Technical University of Business and Technology in China, the researcher used a simple random technique using the Qualtrics calculator for Samples.

Research Instruments

Questionnaire. The researcher used a questionnaire that is a researcher-made in this study. The questionnaire has three parts. The first part was the demographic profile of the students. The second part is the

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student's classroom performance based on their last term's average. The third part is on the assessment of the students on their teacher's manifestations of the classroom management styles.

Data Gathering Procedure

The method of gathering data was a survey questionnaire which is a product of a thorough reading of related literature and studies. After the construction, the questionnaire has been validated by the experts and the researcher's colleagues and she asked for the help of her former professors in the graduate school in the revision of the survey. Moreover, the last step in the validation is proposal defense where the comments and suggestions of the panel were included in the revision.

After the gathering of data and asking permission from the different offices, the gathered data were subjected to the statistical treatment of data.

The instrument was developed using a 4-point scale (Salkind, 2020).

The gathered data was subjected to statistical treatment which is as follows:

1. Frequency Count – This was used by the researcher in the analysis of the data profile of the respondents from the subject school.
2. Weighted Mean – This was used by the researcher in determining the degree of the responses of the respondents from the subject school.
3. T-test/Anova - This tool was used by the researcher in the analysis of the comparison of the assessment of the respondents from the subject school.

The following values of the computed mean were interpreted as follows:

Point	Range of Values	Qualitative Description	Interpretation
1	1.00 – 1.50	Not True of Me	Not Efficient
2	1.51 – 2.50	Somewhat True of Me	Somehow Efficient
3	2.51 – 3.50	True of Me	Efficient
4	3.51 – 4.00	Very True of Me	Very Efficient

Furthermore, this study made use of the 5% level of significance in all the statistical analyses thereby providing a 95% level of confidence in the rejection or acceptance of the stated hypothesis. Using the SPSS software, any value of Sig found lower than 0.05 level will be rejected.

RESULTS and DISCUSSION

Profile of the Student Respondents

Table 3.1 shows the demographic profile of the student respondents in terms of their age, sex, and section.

Table 3.1
Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Age		
Less than 19 years old	119	29.8%
19-20 years old	85	21.3%
21-22 years old	98	24.5%
More than 22 years old	98	24.5%
Total	**400**	**100%**
Sex		
Male	160	40%
Female	240	60%
Total	**400**	**100%**

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Year Level		
Year 1	133	33.3%
Year 2	134	33.5%
Year 3	133	33.3%
Total	**400**	**100%**

In terms of age, one-hundred and nineteen (119) or about 29.8% of the student respondents are less than 19 years old, eighty-five (85) or about 21.3% of the student respondents are within 19 to 20 years old, ninety-eight (98) or about 24.5% of the student respondents are within 21 to 22 years old, and ninety-eight (98) or about 24.5% of the student respondents are more than 22 years old. This means that majority of the student respondents are less than 19 years old. This may be taken to mean that the students are in the appropriate grade level for their age.

In terms of sex, one-hundred sixty (160) or about 40% of the student respondents are male and the remaining two-hundred forty (240) or about 60% of the student respondents are females. This means that majority of the student respondents are females in terms of sex. This illustrates that there are more female students in the institution than male students.

In terms of year level, one-hundred and thirty-three (133) or about 33.3% of the student respondents are from Year 1, one-hundred and thirty-four (134) or about 33.5% of the student respondents are from Year 2, and one-hundred and thirty-three (133) or about 33.3% of the student respondents are from Year 3. This means that majority of the student respondents are from Year 2. This may be taken to mean that the students are in the appropriate year level considering their age.

Assessment of Student Respondents on the Classroom Management Styles of Teachers

Tables 3.2 to 3.5 show the assessment of the student respondents on the classroom management styles of teachers in terms of managing classroom behavior, specific teaching techniques, working with parents, and planning and support.

Table 3.2
Assessment of Student-Respondents on the Classroom Management Styles of Teachers in terms of Managing Classroom Behavior

My teacher is doing his / her best in the classroom management by . . .	Mean	Qualitative Description	Interpretation
1. Being confident in managing current behavior problems in the classroom	2.31	Somewhat True of Me	Somehow Efficient
2. Being confident in the ability to manage future behavior problems in the classroom	2.22	Somewhat True of Me	Somehow Efficient
3. Being confident in the ability to promote students' emotional, social and problem-solving skills	2.34	Somewhat True of Me	Somehow Efficient
4. coaching positive social behaviors (helping, sharing, waiting)	2.23	Somewhat True of Me	Somehow Efficient
5. describing or commenting on bad behavior	2.32	Somewhat True of Me	Somehow Efficient
6. rewarding targeted positive behaviors with incentives	2.32	Somewhat True of Me	Somehow Efficient
7. using Time Out (Time Away to calm down) for aggressive behavior	2.33	Somewhat True of Me	Somehow Efficient
8. singling out a student or a group of students for misbehavior	2.27	Somewhat True of Me	Somehow Efficient
9. using physical restraint	2.26	Somewhat True of	Somehow Efficient

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		Me	
10. reprimanding in a loud voice	2.27	Somewhat True of Me	Somehow Efficient
11. doing in-house suspension (sending Students to the prefect office for misbehavior)	2.31	Somewhat True of Me	Somehow Efficient
12. giving warning or threatening to send student out of classroom if they don't behave	2.29	Somewhat True of Me	Somehow Efficient
Composite Mean	**2.29**	**Somewhat True of Me**	**Somehow Efficient**

Legend: 3.51-4.00 Very True of Me/ Very Efficient; 2.51-3.50 True of Me/ Efficient; 1.51-2.50 Somewhat True of Me / Somehow Efficient; 1.00-1.50 Not True of Me / Not Efficient

Taking into consideration the assessment of the student respondents on the classroom management styles of teachers in terms of managing classroom behavior, the highest mean of 2.34, with the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 3 which states that teacher is doing his / her best in the classroom management by being confident in the ability to promote students' emotional, social and problem-solving skills. Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. Social-emotional skills also help kids successfully manage everyday life. They help students focus, make good decisions, and become supportive members of their community well beyond school.

Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

On the other hand, the lowest mean of 2.22, the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 2 which states that teacher is doing his / her best in the classroom management by being confident in the ability to manage future behavior problems in the classroom. Behaviour management is important in the classroom, not least because it creates an appropriate environment for learning to take place. If there are clear boundaries then children are enabled to develop positive behaviour, such as respect, towards each other.

Behaviour management is vitally important within the classroom. It is not just about punishing unwanted behaviour or even rewarding desired behaviour. Rather it is about having strategies in place to support children to behave in ways that help them gain the most from their schooling. Oxley (2015) considers that building positive learning relationships and intrinsically motivating children to learn are important for effective behaviour management. 'Intrinsically' is important here as it is about children being motivated for reasons inside the person, such as for enjoyment, or because it makes them feel better about themselves; as opposed to extrinsic motivations, such as stickers, money, etc.

The overall mean of 2.29 shows that the students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of managing classroom behavior. Behavior problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. They also change the classroom dynamic as the focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviors.

It has been stated that —local schools are the most important venue for opportunity and advancement for many less advantaged students‖ (Palumbo & Sanacore, 2007, p. 67). Student learning, academic achievement, as well as student involvement is connected to classroom management (Reinke, Lewis-Palmer, & Marrell, 2008; Sterling,

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2009; Wong & Wong, 2001). Although, classroom management is not the only major factor in establishing a good education it helps set up the frame work for genuine teaching to occur (Palumbo & Sanacore, 2007). In 1979 classroom management was defined —as the provisions and procedures necessary to establish and maintain an environment which instruction and learning can occur‖ (Unal & Unal, 2009, p. 256). The procedures for classroom management clearly communicate behavioral expectations; they are different from classroom rules (Johnson, Rice, Edgington & Williams, 2005). Most researchers point out that classroom management is the major concern for experienced as well as beginning teachers (Little & Akin-Little, 2008; Rosas, 2009; Unal & Unal, 2009). In fact, it was pointed out that lack of classroom management, or poor classroom management is a cause for some teachers to burnout or leaves the field (Little & Akin-Little, 2008; Rosas, 2009).

Table 3.3
Assessment of Student-Respondents on the Classroom Management Styles of Teachers in terms of Specific Teaching Techniques

My teacher is doing his / her best in the classroom management by . . .	Mean	Qualitative Description	Interpretation
1. Sending student home for aggressive or destructive misbehavior	2.29	Somewhat True of Me	Somehow Efficient
2. calling parents to report bad behavior	2.27	Somewhat True of Me	Somehow Efficient
3. ignoring misbehavior that is non-disruptive to class	2.31	Somewhat True of Me	Somehow Efficient
4. using verbal redirection for a student who is disengaged	2.31	Somewhat True of Me	Somehow Efficient
5. using a problem-solving strategy (e.g., define the problem, brainstorm solutions)	2.33	Somewhat True of Me	Somehow Efficient
6. using an anger management strategy for self (e.g., deep breaths, positive self-talk)	2.31	Somewhat True of Me	Somehow Efficient
7. preparing students for transitions with predictable routine	2.31	Somewhat True of Me	Somehow Efficient
8. using group incentives	2.36	Somewhat True of Me	Somehow Efficient
9. using special privileges (e.g., special helper, extra computer time)	2.38	Somewhat True of Me	Somehow Efficient
10. setting up individual incentive programs	2.28	Somewhat True of Me	Somehow Efficient
11. giving clear positive directions	2.32	Somewhat True of Me	Somehow Efficient
12. giving warning of consequences for misbehavior (e.g., loss of privileges)	2.30	Somewhat True of Me	Somehow Efficient
13. use clear classroom discipline plan and hierarchy	2.26	Somewhat True of Me	Somehow Efficient
14. using emotion coaching	2.32	Somewhat True of Me	Somehow Efficient
15. using nonverbal signals to redirect student who is disengaged	2.28	Somewhat True of Me	Somehow Efficient
Composite Mean	**2.31**	**Somewhat True of Me**	**Somehow Efficient**

Legend: 3.51-4.00 Very True of Me/ Very Efficient; 2.51-3.50 True of Me/ Efficient; 1.51-2.50 Somewhat True of Me / Somehow Efficient; 1.00-1.50 Not True of Me / Not Efficient

Taking into consideration the assessment of the student respondents on the classroom management styles of teachers in terms of specific teaching techniques, the highest mean of 2.36, with the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that

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they are somehow efficient, was found for item 3 which states that teacher is doing his/ her best in the classroom management by using group incentives. Incentives are tangible or intangible rewards used to motivate a person or group to behave in a certain way; for example, motivating children to increase their work effort and overall performance in school. Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning. Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy.

Extrinsic rewards do carry advantages. Reeve (2001) mentions that "rewards can make an otherwise uninteresting task seem suddenly worth pursuing" (p. 130). For instance students already may be unmotivated because of the nature of the subject. Students that are required to take certain classes often bring an unmotivated and negative attitude into the classroom. However, teachers who can facilitate engaging discussions and involve their students in activities may be able to motivate them to learn. Furthermore, if the teacher gave the students participation points for active participation, students likely would see the task ahead of them as worth pursuing. Extrinsic motivators have been used in a variety of instances to increase socially important, yet uninteresting tasks: motivating young children to do their homework (Miller and Kelley, 1994), teaching nearsighted children to wear contact lenses (Mathews et al., 1992), and getting children to participate in recycling (Austria et al., 1993; Brothers, 1994).

On the other hand, the lowest mean of 2.26, the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 2 which states that teacher is doing his / her best in the classroom management by using clear classroom discipline plan and hierarchy. A classroom discipline plan is a system that allows the teacher to spell out the behaviors expected from students and what they can expect from the teachers in return. The plan provides a framework around which all the teacher's classroom behavior management efforts can be organized. The following are the benefits of a classroom discipline plan: A discipline plan makes managing student behaviour consistent, protects students' rights, increases the likelihood of parental support, and helps ensure administrator support.

The idea of classroom contracts has existed since the 1980s. Studies have shown (Adolina, Jenkins, Zukin, & Keeter, 2003) that youth socialization and interaction in schools can lay the groundwork for civic and political habits that persist into adulthood. Believing that "schools can [and should] provide training grounds for civic involvement, offer opportunities for open discussion" (Andolina et al., 2003, p. 333) and create democratic classrooms, this research not only refined a model program but also charted the results of using classroom management to teach democratic citizenship. Indeed, an earlier study reports that it is when teachers encourage open discussion that student scores on scales of civic behavior/knowledge of democracy climb (Andolina et al., 2003).

The overall mean of 2.31 shows that the students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of specific teaching techniques. Classroom management establishes and sustains an orderly environment for your students. creates opportunities for meaningful academic learning and fosters social and emotional growth. reduces negative behaviors and increases the amount of time actually devoted to the lesson.

Teachers have a large impact on the behavior as well as classroom management that takes place within their classrooms. Walker conducted a study on teacher practices impacts on behavior. In the study she compared the teachers' practices to that of parenting styles. There are three parenting styles, authoritative, authoritarian, and permissive. These three styles are based on the parents' responsiveness to the child and to the demands (i.e. rules, control, expectations) they have established. Authoritarian parents and teachers have high demands, but very little to no responsiveness. Passive parents have very few demands but a lot of responsiveness. The authoritative parents and teacher have a balance between the responsiveness and demands which are realistically high (Walker, 2008).

The results were similar to that of parenting style research; authoritative parents and teachers consistently achieved the best results from students. The balance between demands and expectations allows for the students to find autonomy and conform to expectation. In the classroom this manifested in students showing higher levels of engagement and achievement, as compared to authoritarian and permissive classrooms. Teachers with and authoritative style are consistent with rewards and punishment, have effective transitions, give clear instructions. These teachers are also responsive to what the student needs, set appropriate tasks, and give reason for those tasks (Walker, 2008).

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Table 3.4
Assessment of Student-Respondents on the Classroom Management Styles of Teachers in terms of Working with Parents

My teacher is doing his / her best in the classroom management by . . .	Mean	Qualitative Description	Interpretation
1. using persistence coaching (focusing, being patient, working hard)	2.33	Somewhat True of Me	Somehow Efficient
2. sending home notes to report problem behavior to parent	2.35	Somewhat True of Me	Somehow Efficient
3. sending notes/happy grams home about positive behavior	2.33	Somewhat True of Me	Somehow Efficient
4. calling student after a bad day	2.34	Somewhat True of Me	Somehow Efficient
5. taking a student interest survey	2.40	Somewhat True of Me	Somehow Efficient
6. calling parents to report good behavior	2.34	Somewhat True of Me	Somehow Efficient
7. modelling self-regulation strategies for students	2.33	Somewhat True of Me	Somehow Efficient
8. Teaching specific social skills in circle time	2.44	Somewhat True of Me	Somehow Efficient
9. using imaginary play/drama, stories to teach problem-solving	2.32	Somewhat True of Me	Somehow Efficient
10. set up problem-solving scenarios to practice prosocial solutions	2.29	Somewhat True of Me	Somehow Efficient
11. promoting respect for cultural differences in my classroom	2.27	Somewhat True of Me	Somehow Efficient
12. teaching students to ignore disruptively behavior	2.33	Somewhat True of Me	Somehow Efficient
13. teaching students anger management strategies (turtle technique, calm down thermometer)	2.30	Somewhat True of Me	Somehow Efficient
14. promoting parent involvement in classroom	2.37	Somewhat True of Me	Somehow Efficient
15. teaching parents skills to enhance classroom learning at home (e.g, coaching, reading, use of incentives)	2.29	Somewhat True of Me	Somehow Efficient
Composite Mean	**2.33**	**Somewhat True of Me**	**Somehow Efficient**

Legend: 3.51-4.00 Very True of Me/ Very Efficient; 2.51-3.50 True of Me/ Efficient; 1.51-2.50 Somewhat True of Me / Somehow Efficient; 1.00-1.50 Not True of Me / Not Efficient

Taking into consideration the assessment of the student respondents on the classroom management styles of teachers in terms of working with parents, the highest mean of 2.44, with the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 8 which states that teacher is doing his/her best in the classroom management by teaching specific social skills in circle time. Social skills help children to form positive relationships, have conversations, develop body language, cooperate, share and even play together. Having well developed social skills also leads to improved mental capacity and cognitive abilities, as well as good overall mental health.

Social competence is "the ability to obtain successful outcomes from interactions with others" (Spence, 2003, p. 84) or social functioning. Social competence requires students to adapt to different social contexts, and know appropriate behavior and communication skills in a variety of situations. Social competence has been shown to have a long-term effect on psychological, academic, and adaptive functioning (Elliot, Malecki, & Demaray, 2001).

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Social skills are one essential component of social competence. They represent the skills which, if present, lead a person to be socially competent.

On the other hand, the lowest mean of 2.27, the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 11 which states that teacher is doing his / her best in the classroom management by promoting respect for cultural differences in my classroom. Culturally responsive teaching builds on cultural awareness, using that competence to better communicate with students and their families. The goal is to empower students by understanding their cultural backgrounds and tailoring learning to meet and celebrate their experiences.

Education contexts should provide learners and teachers suitable atmospheres in which they can easily take part in both intracultural and intercultural conversations. Teachers, as primary figures in classrooms, need to have necessary skills in order to communicate with learners from various cultures by keeping mutual intelligibility in an open and respectful manner without harming their cultural sensitivies. Additionally, teachers need to be prepared to cope with both students' available problems and increasing number of students from different cultures, and getting ready for becoming active and responsible citizens (Clewell and Villegas, 2001).

They are also responsible from bringing their students up as active students who can see differences as positive factors. Thus, developments must be followed to overcome these problems, and teachers must be able to adapt different values, communication types by relating them successfully, if they are at these positions (Spinthourakis, 2006).

The overall mean of 2.33 shows that the students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of working with parents. Parent/carer engagement is important because working together (with mothers, fathers and carers) has been shown to have a promising impact on the wellbeing, attendance, behavior, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds. Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies and emotional well-being. When parents and teachers work as partners, children do better in school and at home.

Most teachers think about having a good relationship with parents. However, just as images of teaching and learning environments vary, so do images of good parent-teacher relationships. At one end of the spectrum, the image of a good relationship is an effective separation of roles and functions between home and school, an optimal social distance combined with mutual respect. The family meets the school is expectations efficiently, and the school effectively educates the child without undue demands on the home (Henry, 1996; Epstein, 1995; Powell, 1989; Lortie, 1975). At the other end of the spectrum is the image of the school functioning as an extended family, a more open system. Family and school intersect around the life of the child (Powell, 1989; Galinsky, 1977; Taylor, 1968).

Now parents and teachers share the community less frequently; teachers do not have the same sense of belonging to the community that they did when they lived in the same town. Teachers often come from a socioeconomic class, race, or ethnic group that is different from the children they teach. Differences in these realms are associated with different interactional styles and language systems, as well as values, and present challenges to developing effective partnerships (Burke, 1999; Langdon & Novak, 1998; Henry, 1996).

Table 3.5
Assessment of Student-Respondents on the Classroom Management Styles of Teachers in terms of Planning and Support

My teacher is doing his / her best in the classroom management by . . .	Mean	Qualitative Description	Interpretation
1. collaborating with parents on a home-school behavior plan and share goals for students	2.31	Somewhat True of Me	Somehow Efficient
2. holding extra parent conferences for particular problems	2.32	Somewhat True of Me	Somehow Efficient
3. talking with parents about special activities to do with student at home	2.29	Somewhat True of Me	Somehow Efficient
4. developing teacher-parent partnerships	2.27	Somewhat True of Me	Somehow Efficient

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5.	sending home Teacher-to-Parent Communication letters or newsletters	2.29	Somewhat True of Me	Somehow Efficient
6.	asking parents to share ways to incorporate their cultural history/ stories/ traditions in the classroom	2.28	Somewhat True of Me	Somehow Efficient
7.	making Home Visits	2.32	Somewhat True of Me	Somehow Efficient
8.	holding parent support groups	2.28	Somewhat True of Me	Somehow Efficient
9.	using self-reflective inventories to plan personal teaching goals	2.30	Somewhat True of Me	Somehow Efficient
10.	Reviewing my progress in reaching goals for individual student behavior plans	2.37	Somewhat True of Me	Somehow Efficient
11.	reviewing my discipline hierarchy according to the student's developmental ability	2.29	Somewhat True of Me	Somehow Efficient
12.	collaborating with other teachers for solutions and support	2.37	Somewhat True of Me	Somehow Efficient
13.	giving support to other teachers	2.32	Somewhat True of Me	Somehow Efficient
14.	reading the classroom management book	2.31	Somewhat True of Me	Somehow Efficient
15.	managing my stress level utilizing positive cognitive strategies	2.30	Somewhat True of Me	Somehow Efficient
16.	encouraging a positive school community (e.g., including input from teacher aides, sharing successes in the classroom with the school)	2.33	Somewhat True of Me	Somehow Efficient
Composite Mean		**2.31**	**Somewhat True of Me**	**Somehow Efficient**

Legend: 3.51-4.00 Very True of Me/ Very Efficient; 2.51-3.50 True of Me/ Efficient; 1.51-2.50 Somewhat True of Me / Somehow Efficient; 1.00-1.50 Not True of Me / Not Efficient

Taking into consideration the assessment of the student respondents on the classroom management styles of teachers in terms of planning and support, the highest mean of 2.37, with the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for items 10 and 12 which respectively state that the teacher is doing his/her best in the classroom management by reviewing his/her progress in reaching goals for individual student behavior plans and by collaborating with other teachers for solutions and support. Progress monitoring is important in a response to intervention system because it provides teachers with the data that they need to make decisions about whether students should be moved between the different tiers. Teachers often worry that doing progress monitoring takes too much time away from their instruction.

The evaluation of teacher performance and classroom practice is a common praxis worldwide. International recognition of teachers' influences on student achievement and the desire to increase instructional quality has led many countries to establish teacher performance assessments and evaluation procedures (Isore, 2009; Organization for Economic Cooperation and Development [OECD], 2009). For example, Chile follows a four-domain evaluation model occurring every four years, while England follows a three-domain model occurring once per year (Avalos & Assasel, 2006; Training and Development Agency for Schools, 2007). Although teacher evaluation systems vary from country to country in terms of method, criteria, and data collection instruments, they share two common purposes: (a) the monitoring of teacher performance to promote maximal student learning and (b) the improvement of teacher practice via identifying strengths and growth areas (Isore, 2009).

On the other hand, the lowest mean of 2.27, the qualitative description of the students evaluating that this is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient, was found for item 2 which states that teacher is doing his/her best in the classroom management by developing

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teacher-parent partnerships. A strong school-family relationship can greatly benefit the child as well as parents. It is proven that children do better and achieve more when parents are involved in their progress in school. Their concerns can also be sorted out quicker when parents have a positive relationship with the school staff.

A key aspect of parental engagement involves family-school partnerships. Family-school partnerships involve the ways families and schools work together to support children's academic achievement. Research shows that when a partnership approach between parents and teachers is evident, children's work habits, attitudes about school and grades improve. They demonstrate better social skills, fewer behavioral problems and a greater ability to adapt to situations and get along.

In their work, Mislan, Kosnin, and Yeo (2009) define collaboration as a process of two or more parties working together hand in hand to achieve a common objective and goal. Effective collaboration is based on all parties' efforts in pursuit of similar goals. Collaboration is important for a reflection of practices and exchange of knowledge. It has been used as a main strategy to generate creativity and innovation for creating effective educational programs (Adams, 2005). Teachers face great challenges and often find it difficult to effectively meet the needs of all students (Narinasamy & Mamat, 2013). The creation of effective inclusive schools requires a combination of teachers' and parents' knowledge and skills on instructional strategies and assessment practices (Friend & Cook, 2007; Kampwirth, 2003). Many studies show that an inclusive school can be identified through is its ability to work as a cohesive team (Ainscow & Sandill, 2010).

The overall mean of 2.31 shows that the students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of planning and support. Successful planning and support help a school define what it intends to achieve when it comes to their student success objectives and organizational goals. A combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals.

Planning is fundamental to the achievement of set goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Akpan (2011) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious, and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavor politically, socially, economically and academically.

Significant Differences in the Assessment of Student-Respondents on the Classroom Management Styles of Teachers

Table 3.4 to 3.6 show the significant differences in the assessment of student respondents on the classroom management style of the teachers when the respondent's demographic profiles are taken as test factors.

Table 3.4
Differences in the Assessment of Student-Respondents on the Classroom Management Styles of Teachers According to Age

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Age	Less than 19 years old	2.31	.12	.94	.41	Accepted	Not Significant
	19-20 years old	2.32	.13				
	21-22 years old	2.29	.14				
	More than 22 years old	2.32	.14				

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		Total	2.31	.13				

In terms of age, a computed F-value of 0.94 and a significance value of 0.41 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of student respondents on the classroom management style of the teachers when their age is taken as a test factor. This means that there is no difference in the assessment of student respondents on the classroom management style of the teachers despite the difference in the age of the students. This may be taken to mean that the older and younger students have similar assessment of the classroom management style of the teachers. Thus, the factor age does not affect the assessment of student respondents on the classroom management style of the teachers.

Table 3.5
Differences in the Assessment of Student-Respondents on the Classroom Management Styles of Teachers According to Sex

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Sex	Male	2.28	.12	11.36	.49	Accepted	Not Significant
	Female	2.33	.13				
	Total	2.31	.13				

In terms of sex, a computed F-value of 11.36 and a significance value of 0.49 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of student respondents on the classroom management style of the teachers when the respondents are grouped according to sex. This means that there is no difference in the assessment of student respondents on the classroom management style of the teachers although there is a difference in the sex of the students. This may be taken to mean that the male and female students have similar assessment of the classroom management style of the teachers. Thus, the factor sex does not affect the assessment of student respondents on the classroom management style of the teachers.

Table 3.6
Differences in the Assessment of Student-Respondents on the Classroom Management Styles of Teachers According to Year Level

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Year Level	Year 1	2.31	.14	.07	.92	Accepted	Not Significant
	Year 2	2.31	.13				
	Year 3	2.31	.13				
	Total	2.31	.13				

In terms of year level, a computed F-value of 0.07 and a significance value of 0.92 were identified. Since the significance value is greater than 0.05 level of significance, the null hypothesis is accepted which means that there is no significant difference in the assessment of student respondents on the classroom management style of the teachers when their grade level is taken as a test factor. This means that there is no difference in the assessment of student respondents on the classroom management style of the teachers considering the difference in the year level of the students. This may be taken to mean that the students in the lower grade levels and those in the higher grade levels have similar assessment of the classroom management style of the teachers. Thus, the factor year level does not affect the assessment of student respondents on the classroom management style of the teachers.

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Conclusion

1. The demographic profile of the student respondents showed that majority of the student respondents are less than 19 years old, are females in terms of sex, and are from Year 2.
2. The students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of managing classroom behavior. Behavior problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. They also change the classroom dynamic as the focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviors.
3. The students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of specific teaching techniques. Classroom management establishes and sustains an orderly environment for your students. creates opportunities for meaningful academic learning and fosters social and emotional growth. reduces negative behaviors and increases the amount of time actually devoted to the lesson.
4. The students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of working with parents. Parent/carer engagement is important because working together (with mothers, fathers and carers) has been shown to have a promising impact on the wellbeing, attendance, behavior, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds. Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies, and emotional well-being. When parents and teachers work as partners, children do better in school and at home.
5. The students evaluated their teachers and observed that being efficient is somewhat true among the teachers and is interpreted as the teachers showing that they are somehow efficient in terms of planning and support. Successful planning and support help a school define what it intends to achieve when it comes to their student success objectives and organizational goals. A combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals.
6. The factors age, sex, and year level do not affect the assessment of student respondents on the classroom management style of the teachers.

Recommendations

1. Get to know each student as an individual. Build rapport with them based on trust and understanding. Be sure to let your compassion for each student reflect through your nonverbal behavior and your paraverbal communication.
2. Choose not to take the behavior personally and use positive self-talk. For example, instead of thinking, "I can't take this disrespect anymore," think, "I've seen this before. This behavior is not about me. What is it about and how can I help?"
3. Review and post your classroom expectations so that they are clearly visible. Expectations should be clear, simple, and stated positively as what you "can do."
4. As you're teaching, try making friendly eye contact with the student. Encourage them to focus on what is being taught by asking questions and using names. Remember that sometimes disruption is just misguided energy that simply needs to be invited into the conversation.
5. Be mindful of Precipitating Factors—preexisting circumstances that cause distress behavior—and early warning signs to help you focus on prevention. If a student seems consistently irritable or inattentive in the morning, could hunger be causing the behavior? Could you make sure the student gets breakfast in the cafeteria before class or keep granola bars in your desk? Keep in mind, classroom management is not just about avoiding student disruptions but about creating an environment that enables students to focus on learning.

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