Classroom Management Techniques Of Ilocos Sur Polytechnic State College: Input For A Capability Building Program

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Abstract: The study focused on the classroom management techniques of Ilocos Sur Polytechnic State College faculty that included management of: instruction, discipline, relationship, physical development, time and routine. Respondents were the 126 permanent faculty, 50 temporary contractual faculty and 1571 students in the six campuses of ISPSC, Academic year 2018-2019, first semester. Descriptive survey method of research was used, and the questionnaire as the main gathering data. Mean was used to identify level of classroom management techniques of faculty. Results were the determination of the capabilities and constraints from those numerical ratings of 3.41 and above and 3.40 below, respectively. ANOVA was used to test significant differences among perceptions of respondents on the level of classroom management techniques. Findings revealed that generally the level of classroom management techniques of the faculty is Very Satisfactory. Two indicators found constraints served as benchmark in developing a capability building program to enhance level of classroom management techniques of faculty. The rest of the indicators were all capabilities. Results showed significant differences between perceptions of permanent faculty, temporary contractual faculty and students.

Index Terms: capability building program, classroom management techniques, faculty

1 INTRODUCTION

Classroom management is a process by which faculty members and learning institutions strengthen appropriate action of students in the classroom. These are classroom management techniques and attitudes through which faculty members manage learning environment so that students’ learning exists and improper action of students are decreased. Faculty members should try their best to work on their classroom management skills/techniques continually. Thus, classroom management techniques of faculty members affect the academic performance of the students. These are attained through proper planning by the faculty, and others are resolved as they appear while classes go on and many can actually control by the faculty. The Skinner theory emphasized positive reinforcement which is integrated in classroom management and instructional development. During instruction, the following occur: the students are exposed gradually to activities to a step by step method; result of learner’s work must have immediate feedback; good performance of students must be recognized by giving good grades and questions must be arranged according to difficulty so that answers of the students are always correct, coming up to a positive reinforcement [1]. However, the Glasser’s Choice theory, emphasized love and belonging that connectedness with everybody is important as a basis in satisfying all others and the classroom must be a needs-satisfying place for students. The important role of the teacher as a classroom manager is to guide students to work hard and obedient at all times. With this, teachers can achieve by influencing positive relationships with students, making active and relevant experiences to increase learning performance. The theory further states that classroom activities are designed to satisfy the students’ needs which allows learning to increase while diminishing disruption. The students feel connected, competent, powerful, free, safety and secured environment [2]. Classroom management is the greatest role of tertiary educators in the learning process. Its effectiveness lies mainly on the part of the faculty as classroom managers. The faculty members direct and facilitate learning. They control the class as disciplinarians but they should know in handling different types of learners [3]. Nowadays, there are times that faculty members talk about the most difficult problems they experienced in their teaching; they always mention classroom management and student’s’ discipline. Although there are a lot of seminars, conferences and trainings or other professional developments attended by faculty relative to classroom management over the past years of teaching still they have anxieties about managing their classrooms. These may be due to changing family values and society culture and changing nature of learners which are very much contributory to classroom management problems of faculty members [4].

The 21st Century classroom management states that managing the classroom is a great challenge to all teachers and influential to learners. It conveys the following in order that greater involvement from the students acquired: a classroom layout should match with students’ needs and activities that occur in the classroom; being visible at all times while classroom activities are going on and caring them as individuals [5]. In order to attain positive and high quality relationships of educators to their students, take interest, listen and show respect to them [6]. However, beginning teachers are those who have rendered below three years of teaching. The most serious problems of beginning teachers are classroom management, motivating students, dealing with...
individual differences, assessing students’ work, organization of class work, insufficient materials and supplies and dealing with problems of individual differences, heavy teaching load resulting in insufficient preparation of time, relations with colleagues, effective use different teaching loads, awareness of school policies and rules, determining level of students, burden of clerical work and relations with the school heads. Further researchers found that new teachers do not have the requisite knowledge of classroom procedures to understand the complex interrelationship among management, behavior and academic tasks which impedes the new teachers from focusing on student learning [7]. In the context of the Ilocos Sur Polytechnic State College, it has six campuses and has been hiring temporary/contractual faculty for almost three years due to the fact that some permanent faculty members are recipients of the K to 12 scholarship of the Commission on Higher Education. With these, as per observation majority of them are not holders in master’s degree, still new in the teaching profession, and do not possess the skills in classroom management techniques. The quality of learning of the students depend on the faculty teaching performance and classroom management techniques which are imperatively crucial to attain success in the educative process. It is for this reason that this study was conducted to determine the level of classroom management techniques of Ilocos Sur Polytechnic State College faculty in order to give insights about the future of the programs, its potential to grow and the necessary improvements therein to meet the demands and challenges of the time like adopting new measures to enhance, enrich and update educational programs through reasonable capability program of faculty classroom management techniques.

1.1 Objectives of the Study
The aim of the study was to determine the level of classroom management techniques of Ilocos Sur Polytechnic State College faculty, academic year 2018-2019, first semester. Specifically, it sought to determine the level of classroom management techniques of ISPSC faculty as perceived by the permanent/contractual faculty and students along management of instruction, management of discipline, management of relationship, management of physical development, management of time, and management of routine; significant differences between the perceptions of ISPSC permanent faculty, permanent/contractual faculty and students’ respondents on the level of classroom management techniques of ISPSC faculty along the dimensions considered; capabilities and constraints on the level of classroom management techniques and a capability building program may be developed based from the result of the study.

1.2 The Scope of the Study and Significance
This study was conducted in the six campuses of Ilocos Sur Polytechnic State College. The respondents were the permanent, temporary/contractual faculty and students’ academic year 2018-2019, first semester. The result of the study will give insights about the future of the College programs, its potential to grow and the necessary improvements therein to meet the demands and challenges of the time like adopting new measures to enhance, enrich and update educational programs through reasonable capability building program in classroom management techniques.

2 METHODOLOGY
2.1 Respondents of the Study
Respondents of the study were the 126 permanent faculty, 50 temporary/contractual faculty, and 1571 students during the academic year 2018-2019, first semester. The sample size was determined through Slovin’s formula. Likewise, the respondents were determined using stratified random sampling per campus and were chosen through fishbowl technique.

2.2 Instrumentation
The questionnaire was the main data gathering tool and was adopted from the book of Dr. Lourdes S. Lim, et.al. on “Classroom Management Techniques. This research instrument consisted of six items specifying the level of classroom management techniques namely: management of instruction, management of discipline, management of relationship, management of physical development, management of time and management of routines. These were the benchmark in determining the capabilities and constraints. Likewise, the constraints of the study served as the basis in developing a capability building program for faculty members.

Since the instrument was already pretested and validated by the previous researchers, there is no need to undergo its validity and reliability. However, there was a slight modification of the term management of physical facilities into management of physical development in the instrument. These were perused and suggested by the members of the panel of evaluators during the College Research In-House Review. Upon refinement, the researchers submitted the research instrument to the Office of the Vice President for Planning, Information, and Research and Extension for further perusal and endorsement to the SUC President III for approval to float the questionnaire to the six campuses.

2.3 Data Gathering Procedure
Upon approval to administer the questionnaires from the Office of the SUC President III, the researchers further sought permission and help to the Campus Administrators to float and retrieve the questionnaires to the six campuses of Ilocos Sur Polytechnic State College. The researchers were the ones who administered the said instruments to the respondents after which they collated, tabulated, analyzed and interpreted accordingly. Likewise, the capabilities and constraints were gauged. From the results of the findings and the assessed constraints, a capability building program was developed.

2.4 Statistical Treatment of Data
Mean value was used to determine the level of classroom management techniques of the faculty. To find out if there are significant differences among the perceptions of the three groups of respondents on the level of classroom management techniques of faculty, analysis of variance of the Statistical Package for Social Sciences (SPSS) was used. In determining the capabilities and constraints 3.40 and below were considered constraints while 3.41 and above were considered
capabilities. In the categorization of data the five point Likert Scale was utilized for better interpretation of the respondents' responses in the determination on the level of classroom management techniques of faculty.

3 RESULTS AND DISCUSSION

Table 1 gives an account of the evaluations made by the respondents on the level of classroom management techniques of faculty.

<table>
<thead>
<tr>
<th>Classroom Management Techniques</th>
<th>Permanent Faculty</th>
<th>Temporary Contractual Faculty</th>
<th>Students</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Instruction</td>
<td>Mem 4.24</td>
<td>O 3.58</td>
<td>VS 3.74</td>
<td>VS 3.85</td>
</tr>
<tr>
<td>Management of Discipline</td>
<td>Mem 4.27</td>
<td>O 3.39</td>
<td>S 3.70</td>
<td>VS 3.79</td>
</tr>
<tr>
<td>Management of Relationship</td>
<td>Mem 4.27</td>
<td>O 3.59</td>
<td>VS 3.72</td>
<td>VS 3.86</td>
</tr>
<tr>
<td>Management of Physical Development</td>
<td>Mem 4.21</td>
<td>O 3.36</td>
<td>S 3.65</td>
<td>VS 3.74</td>
</tr>
<tr>
<td>Management of Time</td>
<td>Mem 4.28</td>
<td>O 3.57</td>
<td>VS 3.61</td>
<td>VS 3.82</td>
</tr>
<tr>
<td>Management of Routine</td>
<td>Mem 4.21</td>
<td>O 3.78</td>
<td>VS 3.69</td>
<td>VS 3.89</td>
</tr>
<tr>
<td>Over all Mean</td>
<td>4.25 O</td>
<td>3.55 VS</td>
<td>S 3.83 VS</td>
<td></td>
</tr>
</tbody>
</table>

Legend: DER-Descriptive Equivalent Rating O-Outstanding VS-Very Satisfactory

It can be seen on the table that the level on classroom management techniques of faculty assessed themselves along management of instruction 4.24 (Outstanding), management of discipline 4.27 (Outstanding), management of relationship 4.27 (Outstanding), management of physical development 4.21 (Outstanding) management of time 4.28 (Outstanding), and management of routine 4.21 (Outstanding). The overall mean is 4.25 described as Outstanding. The result showed that the permanent faculty perceived themselves as outstanding in their classroom management techniques. This result implies that most of the permanent faculty acquired adeptness in managing their classes due to their longer years in teaching.

A keener perusal on the table shows that the temporary/contractual faculty assessed themselves along management of instruction 3.58 (Very Satisfactory), management of discipline 3.39 (Satisfactory), management of relationship 3.59 (Very Satisfactory), management of physical development 3.36 (Satisfactory), management of time 3.57 (Very Satisfactory) and management of routine 3.78 (Very Satisfactory). The overall mean is 3.55 described as Very Satisfactory. The result showed that the temporary/contractual faculty assessed themselves as Very Satisfactory in their classroom management techniques although there were little problems in their classroom management technique along discipline and physical development described as satisfactory. The result also showed that some of the temporary/contractual faculty display very satisfaction level of classroom management techniques affecting those who are performing on higher level. As per observation, some contractual faculty whose academic preparations were different and they were hired by the college due to exigency of service.

Moreover the table also shows the evaluation made by the students along instruction 3.74 (Very Satisfactory), management of discipline 3.70 (Very Satisfactory), management of relationship 3.72 (Very Satisfactory), management of physical development 3.65 (Very Satisfactory), management of physical development 3.65 (Very Satisfactory), management of time 3.61 (Very Satisfactory), and management of routine 3.69 (Very Satisfactory). The overall mean is 3.69 described as Very Satisfactory. The students’ respondents assessed their Instructors/Professors as Very Satisfactory in their classroom management techniques. The result indicates that according to the student- respondents’ majority of the faculty members give their best in managing their classes although some of the faculty members are not doing their best too.

As a whole the perceptions of respondents on the level of classroom management techniques of faculty along management of instruction, management of discipline, management of relationship, management of physical development, management of time and management of routine obtained average mean values of 3.85, 3.79, 3.86, 3.74, 3.82 and 3.89 respectively with overall mean value of 3.83 described as very satisfactory. This indicates that generally the level of classroom management techniques of the faculty is very satisfactory. Such result also signifies that the permanent faculty rated themselves as outstanding because they believed that they are skillful in their classroom management techniques; the temporary/contractual faculty rated themselves as very satisfactory because some perceived they are doing their best in managing their classes and some of them are still gaining experiences in the classroom; the students’ respondents gave lower rating because they perceived that they are not nourishing sufficient knowledge to some of their teachers. It shows that it is essential to enhance the classroom management techniques of the faculty.

Table 2 gives an account on the difference between the perceptions of respondents on the level of classroom management techniques.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Group</th>
<th>Count</th>
<th>Sum</th>
<th>Average</th>
<th>Varience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent faculty</td>
<td>4</td>
<td>16.64</td>
<td>4.16</td>
<td>0.006667</td>
<td></td>
</tr>
<tr>
<td>Contractal/Temporary faculty</td>
<td>4</td>
<td>15.02</td>
<td>3.75</td>
<td>0.0073</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
<td>14.76</td>
<td>3.69</td>
<td>0.0004</td>
<td></td>
</tr>
<tr>
<td>Source of Variation</td>
<td>SS</td>
<td>df</td>
<td>MS</td>
<td>F</td>
<td>P-value</td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.518867</td>
<td>2</td>
<td>0.259433</td>
<td>54.17401</td>
<td>9.58e-06</td>
</tr>
<tr>
<td>Within Groups</td>
<td>0.0431</td>
<td>9</td>
<td>0.004789</td>
<td>0.561967</td>
<td>11</td>
</tr>
</tbody>
</table>

As reflected from the table, the computed F-value of 54.17401 with significant value of 9.58e-06 is less than 0.05 level of significant. It indicates that the hypothesis of no significant difference on the perceptions of permanent faculty, temporary/contractual faculty and students on the level of classroom management techniques is rejected. The three groups of respondents vary significantly in their perceptions to the level of classroom management techniques. Likewise, the permanent faculty, temporary/contractual faculty and students have different degree of perceptions on their assessment because of their involvement. This result implies that as per observation, most of the permanent faculty are skillful in their classroom management techniques due to their academic preparation in teaching and these skills are developed throughout the years of teaching while the...
temporary/contractual faculty who have few years in teaching in the academe are still gaining experiences. The students who come from varying groups of family orientation and upbringing expect their instructors/professors to support their individual needs and efforts in the aspiration to be educated. Table 3 shows that the six dimensions on the level of classroom management techniques were perceived generally by the respondents as capabilities. There are certain aspects of each dimension on the level of classroom management techniques were seen as constraints these were the dimensions with mean values below 3.40. A thorough analysis on the table shows that along management of instruction, management of relationship, management of time and management of routine are all considered as capabilities. As regards to management of discipline and management of physical development, these were considered as constraints.

This result implies that there was no threat observed on the level of classroom management techniques, the fact that majorities were capabilities and only two were indicators have turned out as constraints. These two indicators reveal noticeable problems on the perceptions of temporary/contractual faculty along management of discipline and management of physical development. These said two areas did not receive the mean values for capabilities, hence needed to be considered so that the level of classroom management techniques of faculty can be above the acceptable limit for recognition.

The level of the classroom management techniques of the faculty need to sustain/maintain and the constraints need to address by developing a capability building program on classroom management techniques, the output of the study.

Further, this Capability Building Program for Ilocos Sur Polytechnic State College evolved from the identified constraints on classroom management techniques of faculty which are needed to improve. The researchers believe that this CAPABILITY BUILDING PROGRAM is a big help to faculty members especially to the temporary/contractual and neophyte faculty members. This is a one day general orientation/seminar of the said participants before the start of every semester. The objectives/outcomes of the CBP: 1) enhances the classroom management techniques of faculty especially the temporary/contractual and neophyte faculty members in the field of teaching; 2) address the constraints as result in the research study; 3) equip the faculty members with the appropriate activities and strategies in dealing with classroom management techniques’ problems. The source of budget comes from the allotted Faculty Development Fund of the College.

4 CONCLUSION AND RECOMMENDATION

The six levels of classroom management techniques of faculty along management of instruction, management of discipline, management of relationship, management of physical development, management of time and management of routine are very satisfactory. The respondents have varied perceptions in their assessments on the level of classroom management techniques of faculty. There are capabilities on the level of classroom management techniques need to maintain and constraints to address and a capability building program is developed to enhance the level of classroom management techniques of the temporary/contractual faculty. Although, the level of classroom management techniques of the faculty are very satisfactory it is highly recommended that they still sustain and enhance their level of classroom management techniques by attending professional development programs as a way of updating them with the latest current trends in teaching. Top management may consider conducting enhancement program/capability building program to orient the temporary/contractual faculty and newly hired faculty on classroom management techniques before classes start every semester. These are ways of reminding and acquiring innovative approaches in dealing with classroom management techniques. The Output of the study, Capability Building Program may be validated, adopted and integrated by the College Officials to determine its responsiveness to the needs of the College Programs of ISPSC.

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REFERENCES


