Teachers' Classroom Management Proficiency in Public Elementary Schools towards an Enhanced Capability Building Program

Florenda P. Aquino
The Faculty of the Graduate School

ABSTRACT: The success of educational organizations is closely related with the knowledge, experience and classroom management skills of teachers working at that institution. Therefore, effective classroom management has become increasingly important. The researcher used and collected quantitative and qualitative data in order to determine the classroom management proficiency of the teachers as basis for a proposed capability building program. The main respondents of this study were the Grade six learners in Fourth Estate Elementary School – BF Homes with the criteria set by the researcher. It was found out that the learners viewed their teachers to have a "Very High" level of proficiency in displaying confidence and familiarity in teaching the subject matter and in providing appropriate materials that enrich and support the subject matter taking into consideration the varied interest, abilities and maturity levels of the pupils. In the assessment of the teachers' immediate superiors, the researcher found out that the teachers display skills in planning, implementing, and managing learning programs. They actively engaged themselves in cooperative and collaborative learning with the professional community and other stakeholders for mutual growth and advancement. Thus, it is suggested that teachers and the institution must frame solutions to increase personal commitments of all educators to improve their classroom management proficiency. Teachers' proficiency and competency in the teaching field is very instrumental and effective in carrying out the demands of classroom management which is supplemented and supported by institutional efforts.

KEYWORDS: Classroom management, proficiency, capability building program, teachers

INTRODUCTION
Background of the Study

One of the noblest professions in the world is teaching. Teachers are people who help students acquire necessary knowledge and prepare the learning environment. Teachers make many sacrifices and always shine a light on their students while raising them. Teachers make a significant contribution to society's advancement. Teachers play a critical role in the development of people who are honest, hardworking, and competent in their fields. These people are the ones who will provide peace in the society and move their countries forward. Therefore, the importance of education for teachers in educational institutions is very important. Education is the process of developing individuals within the society by realizing their behavioral changes from birth to death, from their physical, emotional, and social aspects. In addition to teaching and management services in educational institutions, student personality services are offered to support the development of all aspects of the learners (Wong, et al. 2017).

Teaching inside the four corners of the classroom can be a challenging task for some educators around the globe. Teachers take certain measures and interventions to create a meaningful and enjoyable learning environment for their learners. Some of the strategies may include, but not limited to having a learner-centered discussion, building trust and a strong teacher-student relationship, having clear expectations, and creating a positive learning environment.

Teachers can create quality and positive relationships with their students by taking the time to learn more about them. Educators who fail to develop effective learning approaches in the classroom may have difficulty engaging students to complete the tasks assigned to them. Educators at all levels recognize that effective classroom management has a significant impact on students' learning and development. However, it remains one of the most important areas of concern for teachers in the classroom.

The combination of connections and relationships between a teacher and students constitutes the classroom atmosphere. Teachers must be able to create and maintain an effective learning environment in order to achieve instructional goals. It is difficult to regain control of the class due to disruptive behavior by students, and in some cases, it takes more time than academic learning.

Turner (2018) asserts that effective classroom management is primarily dependent on restoring order in the classroom and controlling student behavior and academic issues. Teachers who believe in the effect of providing a productive learning environment through effective classroom management are more successful than those who do not. Teachers who believe in the effect of providing

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a productive learning environment by effectively managing the classroom are more successful than those who focus on discipline and exercising power.

The success of educational organizations is closely related with the knowledge, experience and classroom management skills of teachers working at that institution. Therefore, effective classroom management has become increasingly important. Classroom is a common area where learners and teachers meet. According to Sakui (2017), the aim of education is to change the permanent conduct of the student in the desired way. The primary sources required for education; learners, teachers, programs, and other elements are in the classroom. The main aim of education management and school management is to improve the educational activities and the quality of education (Coban, & Ataso, 2019). At the cognitive level, there is a wrong approach that school management is not directly related to classroom management. It is considered that the management takes as a basis for the development of the physical equipment of the school, the provision of the necessary equipment and materials, and the provision of educational facilities (Cetinkaya, 2019).

Classroom management is accepted as the dominance of teachers. However, to increase the level of success in education, the development of classroom management should be considered as an objective of cognitive processes (Al-Jarrah and others, 2019; Atabek, 2020). Many definitions have been used in the literature to refer to classroom management, and it is observed that the classroom is generally shaped within these concepts. For example, according to Karadag (2018), classroom consists of the activities relevant to the regulation, control and alteration of the learning environment and student behaviors to realize teaching and learning activities in line with predetermined goals in the classroom.

Classroom management in the twenty-first century has evolved dramatically in tandem with our society. Classroom management methods such as corporal punishment and yelling are relics of the past. Teachers today must be both professional and caring. According to Marzano, et al (2018), classroom management and routines must be established and should include student input. Teachers must have a plethora of interventions at their disposal. Positive teacher-student relationships are also required. Many theorists have shared their thoughts on what they believe works in classroom management. Several ideas began to emerge after reading the work of these theorists. Several ideas began to emerge after reading the work of these theorists. The main concepts underlying classroom management were student engagement, student responsibility, and student/teacher collaboration. Classroom administration. Several ideas began to emerge after reading the work of these theorists.

Classroom management as a systematic method is the management of class life like an orchestra by organizing resources and the environment effectively, observing student development, and predicting student problems that may arise (Terzi, 2017). The classroom environment where a considerable part of the academic year takes place is the living space in which teaching and learning activities are carried out, and student-teacher interaction occurs intensively.

Classroom management is related to a wide range of teacher-led activities, e.g., organizing physical space, defining the classroom space, applying classroom management procedures, observing learners' behavior, coping with unwanted behavior, using time effectively, motivating learners to the lesson, encouraging learners to learn responsibility, and encouraging them to take part in classroom activities (Tiganouria, 2017).

Wong, Wong, Rogers and Brooks (2017) explain that there are three elements which make an effective teacher. In addition to teaching for lesson mastery and practicing positive expectations, classroom management makes an effective teacher. Therefore, a teacher cannot be effective without the ability to deal with potential conflicts. In the absence of classroom management skills, the effectiveness of quality instruction is compromised as well.

There are variables that affect classroom management. These variables are plan-program activities and the arrangement of physical hardware, organization of teacher-student relations and time usage and the organization of classroom interaction and behavior (Sorakin-Balli, 2020). According to Clunies-Ross, et al (2018), factors affecting classroom management are classified as in-class and out of class. Classroom factors affecting classroom management are learners, teachers, and classroom environment. Out of class factors affecting classroom management are divided into two parts: the near environment and the distant environment. Near environment includes learners, family, school and peer groups and the distant environment is composed of the student's education management, the general management of the country and the developments in the world. Although a good education is provided by qualified teachers, effective classroom management is required for effective training. The teacher gets the information s/he needs to perform an effective learning, to prepare a better classroom environment, to get to know his/her learners better and to develop better solutions to the problems in the classroom. Gaining the desired permanent behavior which is the main target of the education system can only be realized by effective class management.

Student engagement is a major mediating factor between student learning and classroom management; according to Simonsen, et al (2018), more structured classrooms facilitate more appropriate social and academic behaviors. Similarly, research has shown a link between effective classroom management strategies and a variety of positive outcomes, such as increased on-task behavior and academic engagement.

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According to Codding, et al (2018), there is a strong positive relationship between how much time a student spends actively engaged in learning and academic performance. Furthermore, students who devote more time to academic activities tend to read at a higher level, write better, and perform better on standardized tests (Bohn, et al, 2019).

Adeniran (2017) concluded that learning takes place mostly at school, but student and teacher interaction occurs in the classroom. In short, the teacher is responsible for the management of the classes defined as ''the living space where educational activities take place." The teacher directs the training processes for necessary effective classroom management. Today, the necessity of teachers to be effective in classroom management and the management of learners' unwanted behaviors are an important aspect (Karadag, 2018). Research on classroom management has shown that teachers may face difficulties while managing unwanted behaviors.

Ramihi, et al (2018) posit that not only physical but also psychological strategies are involved in successful classroom management. They believe that teachers should be able to secure learners' psychological needs to be able to regulate the learners' behaviors. This should, in turn, result in self-discipline, and totality of the classroom management methods. As emphasized by Hue, et al (2018), desired conduct of the learners can only be increased through the teacher's classroom management competence. Considering these definitions of classroom management and as perpetuated by Scrivener (2017) effective teachers have quality of classroom management skills. It is not enough for a teacher to only know the principles of classroom management, but the teacher should apply these principles at the same time as well. In other words, successful classroom management is concomitant to the teacher's competence in classroom management. According to Ahmad and Setyaningsih (2017), the teacher should be like a doctor who feels the pulse of the class, a physician who takes care of the realization of life in accordance with certain rules, and an orchestra conductor that ensures harmony and accord in the classroom.

In order for learners to have academic success, teachers must first create an optimal learning environment. The term optimal learning environment focuses on the way in which teacher's set-up their classrooms with regard to physical space, academic opportunity and social interactions and growth. When discussing effective classroom management techniques discovered by researchers, it is important to be aware of how researchers define effective classroom management. Researchers typically use two elements to determine if a classroom management approach is successful. The first is a lack of inappropriate behavior. The other element is whether learners are on-task (Sahin, et al, 2017).

Kane, et al (2018) discuss that student achievement is impacted by teachers' practices. A teacher's effectiveness is directly related to the academic achievement of his or her learners. Teachers are the most important factors in learners' lives. Many aspects can cause a teacher to be deemed ineffective. One aspect is a teacher's ability to effectively manage the classroom.

Freiburg, et al (2019) mentioned that when learners are given chances to display accountability, they become connected to the classroom environment. This connection also allows learners to become invested in making the teaching and learning relationship work. When learners are able to find their purpose within the classroom, they can see themselves as learners and the door to academic achievement is opened.

A study on finding out the effects of classroom management on academics in fourteen inner-city elementary schools conducted by Templeton, et al (2019), they found out that when learners are self-disciplined, the teachers can use more complex instructions that include research projects, cooperative learning, and interactive centers. These types of approaches enhance learners' learning experiences and allow for deeper understanding and retention of information. It was concluded that although classroom management is considered one of the most important factors that affect student learning, most management programs lack evidence to support that they improve student learning.

West, et al. (2019) concluded in their paper "Teachers' belief about classroom management: Pre-service and in-service teachers' belief about classroom management" that both newer and veteran educators identify classroom management as an area that significantly impacts their ability to deliver instruction to learners. Today's educators appear to be under more job-related stress than ever before. What is most concerning is that these high levels of stress may have an impact on their students. This would have a negative impact on the learners' well-being, especially if the students have developed strong student-teacher relationships. Furthermore, when a teacher is stressed, the students in the classroom may become agitated and stressed, negatively impacting their academic, personal, and social well-being. They went on to say that teachers are expected to complete a variety of tasks throughout the day in order to meet the diverse needs of their students. These responsibilities include lesson planning, differentiating instruction, managing student behaviors, and meeting the social and emotional needs of students. Effective classroom management is critical for teachers who want to create a successful academic environment.

According to Igo, et al (2017), classroom management can be defined as "motivating children for learning, planning activities that are appropriate for children's development, and that encourage their active participation, managing and providing feedback for children's work". In a poorly managed classroom, effective teaching and learning cannot occur, learners' motivation for learning cannot be at the sufficient level, and the desired behaviors cannot be developed in learners at the expected level. For these reasons, the most important role of the teacher is to create a well-organized, supportive, and effective environment.

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According to Lin, et al (2017) effective classroom management includes the creation of positive relationships between teacher and learners, the creation of supportive classroom climate, coming up to student's sentimental needs. The modern school has a very important social mission. Its mission is to help children develop their social skills, that will help them to enter the society and in parallel, it creates a positive environment for social relations throughout proper educational handling.

Shoho, et al. (2018) defined classroom management as a process that improves learners' participation and cooperation in classroom discussions and activities. This process is influenced by teachers' approaches, which are a function of teachers' beliefs about the learners' behaviors. This was supported by the findings of the study "Pre-service Science Teachers' Orientations to Classroom Management" conducted by Savran and Cakiroglu (2017). They discovered that pre-service science teachers tended to have a strong control orientation over their students when it came to instructional management. Similar findings were observed in the study of Gencer, et al (2017) with teachers aiming to evaluate teachers' approaches to establish discipline in the classroom.

At the local setting, there were several studies conducted with regards to classroom management. The study conducted by Ricario (2017) identified the preferred classroom management styles and problems of elementary teachers in selected schools of Oas North and South District of Albay Division and their relation to pupils' performance during the year 2016-2017. It was found out that classroom setting or environment, classroom routine and classroom discipline were significantly related to the level of pupils' performance in the upper intermediate grade along the core subjects such as English, Mathematics, Science and Health and MAKABAYAN. The study recommended intensifying seminar and training of teachers in the upper intermediate grade which focused on classroom setting, classroom routine and classroom discipline.

Furthermore, it has been shown in succeeding National Achievement Test (NAT) results that most of the learners obtain poor learning performances. According to studies, classroom management proficiency of teachers has the major effect on the learners' learning performances or achievements. As a teacher, it is very necessary to understand the importance of classroom management.

Teachers, experienced nor inexperienced, have problems in handling learners inside the classroom. Researchers confirmed that teachers fail to deal with classroom management either because they lack basic training and theoretical framework in classroom management or strategies that would help them deal with behavior problems.

The necessity of classroom management proficiency is an inevitable task that teachers will have to acquire if they intend to have well-managed classrooms free from disruptions. Teachers need to understand that teaching depends on effectively managing the classroom and ensuring that lessons are presented smoothly. To continue teaching without attending to disruptive behavior is a purposeless teaching discourse since no effective learning is possible.

Section 7 of the Republic Act 10533 states that DepEd and the CHED, in collaboration with relevant partners shall conduct teacher education and training programs to meet the demands for quality teachers and school leaders and the standards of the K-12 curriculum. However, only few teachers are given trainings and seminars in managing a classroom.

According to Marzano (2017), teachers enter the vocation with little or no coursework concerning effective management of student behavior. Thus, it is not surprising that teachers identify classroom management as a primary concern. This problem requires instructional support and training in classroom management to be more equipped with the needed information. Effective teaching and learning cannot take place in a poorly managed classroom. Well-managed classrooms provide an environment in which teaching, and learning can flourish.

The possibility of conflict in any classroom, regardless of grade level, is unavoidable. It is the teacher's responsibility to address and attempt to prevent such conflicts. According to Wong, et al (2017), an effective teacher possesses three characteristics. Classroom management, in addition to teaching for lesson mastery and practicing positive expectations, contributes to an effective teacher. As a result, a teacher cannot be effective unless he or she is able to deal with potential conflicts. The effectiveness of quality instruction is jeopardized in the absence of effective classroom management skills.

Ineffectual classroom management skills and proficiency, according to Hart (2018), can waste instructional time, reduce time on task, and disrupt learning environments. In addition to disrupting the classroom environment, disruptive behavior by a few students can have a negative effect on the teacher's instruction, which can lead to other students joining in and cause students to question their teacher's abilities if proper classroom management is not exercised (Braniff, 2017). For these reasons, it is critical to research instructional and behavioral classroom management techniques.

According to Bassey (2017), a broader view of classroom management proficiency leads to increased student engagement, a reduction in inappropriate and disruptive behaviors among students, increased student responsibility for academic work, and improved academic performance among students. Discipline, control, and consequences, in effect, become authoritative or punitive approaches to classroom management. These are now a much smaller part of the definition of classroom management. Thus, classroom management encompasses far more than any of these terms (Charlie, 2018).

As put by Williams (2018), classroom management proficiency entails how the teacher works, how the class works, how the teacher and students collaborate, and how teaching and learning occurs. An examination of the past 50 years of classroom management research revealed that classroom management is the most important factor influencing students' learning and academic

performance, even surpassing students' aptitude (Wang, et al., 2019). Classroom management proficiency is not a gift bestowed upon some teachers, contrary to popular belief, according to Pandey (2017). While it is true that some teachers adapt to classroom management easily and giving the impression to their colleagues that they have some innate talent. Classroom management skills can be learned in the same way that any other profession can. It is a skill that must be practiced in order to become proficient. Thus, proficiency in classroom management necessitates specific skills such as planning and organizing, as well as a talent for teamwork. It necessitates a significant amount of dedication, initiative, flexibility on the part of teachers, as well as creative thinking and action (Abel, 2018).

The researcher gained interest to study classroom management proficiency of the teachers to try to provide solutions to the problems met by the teachers along classroom management to cater the needs of the learners and achieve the desired learning goals.

THEORETICAL FRAMEWORK

The study of classroom management proficiency of the targeted teachers will be anchored in the so-called Social Learning Theory of Albert Bandura (1977). In social learning theory, Bandura agrees with the behaviorist learning theories of classical conditioning and operant conditioning. The mechanism of learning and the formation of individual knowledge, according to SLT, is through observation. SLT assumes sophisticated mental modeling of observed behaviors and subsequent construction of novel behaviors, but this does not always imply direct imitation of others' behaviors. Observational learning has been identified as an important mechanism in teacher development (Lortie, 2017), as has the importance of entering a classroom with a mental model or picture of the lesson. The extent to which teachers believe they will be successful with a course of action influences how they choose and construct behaviors.

This self-regulatory process within SLT is referred to as self-efficacy. It is the belief an individual has in the level of success they will experience when they act in certain ways in specific contexts. Self-efficacy reflects cognitive capacities and underlying skills, it also incorporates affective components such as confidence, motivation, and willingness to innovate.

The core component of SLT, as referred to above, is observational learning and the mental modelling of observed behaviors. Teachers (re)construct behaviors to implement in classroom.

Another theory is the Theory of Performance by Don Elger (no date) of University of Idaho. The Theory of Performance (ToP) develops and relates six foundational concepts (italicized) to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

In a traditional context, the ToP informs learning in classrooms, workshops, and other venues that are traditionally associated with learning. It also informs learning in contexts that are not traditionally conceptualized as learning environments. Examples of these contexts include academic advising, self-development, departments, academic committees, professional research groups, colleges. A ToP informs learning by organizations through the idea of examining the "level of performance" of the organization.

CONCEPTUAL FRAMEWORK

The paradigm (Figure 1) shows the conceptual framework in the conduct of this research specifically in determining the classroom management proficiency of the teachers in Fourth Estate Elementary School – BF Homes as assessed by the targeted Grade 6 learners. The study aimed to determine the proficiency of the teachers in classroom management as basis for a Capability Enhancement Program. The independent variables of the study were the profile of the respondents and the observations of the immediate superior of the teachers regarding their classroom management proficiency. While the dependent variables were the teachers' classroom management proficiency.
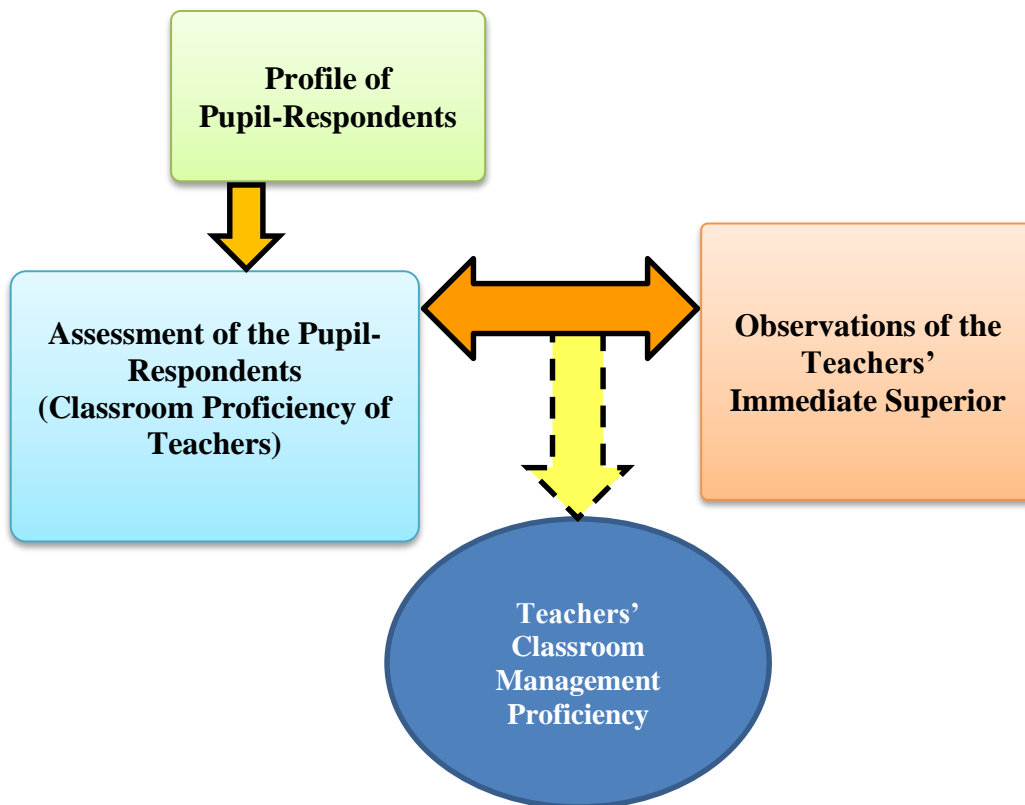
Figure 1 Paradigm of the Study

STATEMENT OF THE PROBLEM

This study aimed to describe the classroom management proficiency of the teachers.

It sought to answer the following specific problems:

1. What is the profile of the respondents in terms of:
   a. sex;
   b. class ranking; and
   c. highest grade earned?

2. What is the assessment of the pupils' respondents on the teachers' classroom proficiency in terms of:
   a. content knowledge;
   b. methodology / pedagogy;
   c. selection of appropriate learning materials (IMs);
   d. methods of assessment?

3. Is there a significant difference in the teachers' classroom proficiency based on the assessment of the pupils' respondents when they are grouped according to profile variable?

4. What are the observations of the teachers' immediate superiors regarding their classroom management proficiency across the following:
   a. content knowledge;
   b. methodology / pedagogy;
   c. selection of appropriate learning materials (IMs);
   d. methods of assessment?

5. Based on the results of the study, what enhancement program can be developed in enhancing the teachers' classroom management proficiency?

Hypothesis of the Study

1. There is no significant difference in the teachers' classroom management proficiency based on the assessment of the pupils' respondents when they are grouped according to profile variable.

Significance of the Study

The researcher believes that this particular study will be of significance to the following entities.

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School Administrators. This study will certainly be of great contribution to them. The proposed capability enhancement program crafted by the researcher could be used as a basis for them to acquire core knowledge-procedure and research-based strategies to help them assess the classroom management proficiency of the teachers.

School Heads. The result of this study is expected to better guide the school heads trouble shoot what needs to be given attention to enhance their teaching force's classroom management proficiency for the benefits of the learners. The crafted capability enhancement program for the teachers will be of significance to monitor the growth and improvement of the teachers.

Teachers. This study can be a great inspirational factor to the public elementary teachers as it is hoped to provide them valuable information so that they will push through enhancing their craft to enhance their proficiency in classroom management so as to improve the performance of their learners.

Learners. No matter how diverse these learners are they are the main beneficiaries of this research study. All benefits that maybe gained from the study are all directed toward them.

Future Researchers. The findings of this study will provide the other researchers a benchmark data to validate the findings of the study.

Scope And Delimitation

This study focused on the assessment of the teachers' classroom management proficiency in Fourth Estate Elementary School-BF Homes for the school year 2020-2021 as perceived by the learners and the teachers' immediate superiors. The study targeted the Grade Six Learners as the main respondents together with the immediate superiors of the teachers in the said locale to validate the assessment of the student-respondents.

The output of the study will be the Capability Enhancement Program to address the needs identified by researcher through the results of the study. However, the implementation of such is beyond the limit of this study due to time constraints. The proposed Capability Enhancement Program does not apply to all other teachers outside the said locale of the study.

Definition Of Terms

To provide a common base of understanding of this study, the following terms are operationally and conceptually defined.

Capability Building Program. It is the output of the study composed of the domains, objectives, programs, persons involved, budget, timeframe, and remarks.

Classroom Management Proficiency. Refers to the wide variety of skills and techniques that teachers use to keep the learners organized, orderly, focused, attentive, on task, and academically productive during classes.

Classroom Management. Refers to the methods and strategies a teacher uses to maintain a classroom environment that is conducive to student success and learning.

Content Knowledge. Competencies that teachers are expected to master for them to teach efficiently and effectively. Methods of Assessment. It is the ongoing process of gathering, analyzing and interpreting evidence, reflecting on findings, making informed and consistent judgments to improve student learning.

Proficiency. Teaching proficiency refers to demonstrating the required level of performance toward an established benchmark. It can even be a combination of expert and didactical knowledge, practical teaching experience, skills that have been learnt and practiced, insights and attitudes, above all with respect to interaction with learners and the teacher's own role.

METHODOLOGY

This chapter covers an overview of methodology used in the study. The discussion will be structured around the research design, the sources of data, instrumentation and data collection and the statistical treatment of data.

Research Design

This study employed mixed methods of research design. The researcher used and collected quantitative and qualitative data in order to determine the classroom management proficiency of the teachers as basis for a proposed Capability Enhancement Program. According to Creswell and Clark (2017), mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

The researcher utilized a survey-questionnaire in determining the classroom management proficiency of the teachers as assessed by the targeted learners and open-ended interview questions to validate the assessment of the targeted grade six learners.

Sources of Data / Sampling Design

The main respondents of this study were the Grade six learners in Fourth Estate Elementary School – BF Homes with the criteria set by the researcher. The targeted grade six learners must meet the following criteria: a.) must be enrolled as a grade 6 learner for the school year 2020-2021; b.) must not be a transferee for the said school year; c.) should have at least 3 years

residency in the school; and d.) willing to participate with a permission from his parent/guardian. Following the criteria for the respondents, the sample was determined using Criterion sampling. Criterion sampling involves the identification of particular criterion of importance, articulation of these criterion, and systematic review and study of cases that meet the criterion. Table 1 presents the distribution of the respondents.

Table 1: Distribution of the Respondents

n = 74

Number of Learners	
Section	**Number of Learners**
1	20
2	16
3	14
4	10
5	8
6	6
Total	74

Data Gathering Instrument

The researcher conducted an intensive research and collaborative efforts with her adviser to come up with a survey questionnaire based on books, dissertations and research journals read by the researcher.

The researcher used a survey questionnaire as the primary tool in gathering the necessary data for the study. Such questionnaire was made up of three parts. Part I dealt on the demographic profile of the respondents, Part II focused on the assessment of the learners in the four (4) areas of classroom management proficiency. An open-ended interview questionnaire was also crafted to validate the assessment of the targeted learners on the classroom management proficiency of the teachers in Fourth Estate Elementary School-BF Homes.

Prior to the administration of the questionnaire, its content validity was verified. Content validity is a non-statistical type of validity that is associated with the achievement test and other survey questionnaires. To establish content validity of the instrument, the researcher sought help from five competent educators and authorities in the field to judge or evaluate the adequacy and suitability of the survey items, to benefit from their valuable comments and modifications. In light of their comments and suggestions the final shape of the questionnaire was constructed. An evaluation checklist was used to establish content validity of the instruments.

The researcher created a Google Form for the approved questionnaire for easy and quick tabulation. At the same time, with regards to the health protocol provided by Department of Health and ITAIF, the respondents of the study were contacted online with the help of their classroom advisers. The researcher sent the link to the targeted respondents via email and social media such as Facebook messenger and the like to avoid face-to-face conduct of survey. The online survey form was opened until the total number of samples needed for the study was reached.

For the interview part, the immediate supervisor was interviewed face-to-face with the approval from the Department of Education Officials to validate the assessment done by the targeted Grade 6 learners in Fourth Estate Elementary School-BF Homes.

Statistical Treatment of Data

The information gathered through the questionnaires was collected, analyzed, and interpreted to provide answers to the problems embodied in this study. The data gathered were subjected to appropriate statistical treatment for interpretation using the SPSS software.

With the use of SPSS statistical package, problem 1 was treated using descriptive statistics such as frequency counts and percentage distribution, problem 2 was treated using average weighted mean to interpret the proficiency. The interpretation of the level of proficiency is as follows:

Scale	Mean Scale	**Descriptive Equivalent**
4	3.51 – 4.00	Very High
3	2.51 – 3.50	High
2	1.51 – 2.50	Average
1	1.00 – 1.50	Low

Sub-problem number 4 was treated using One-way Analysis of Variance (ANOVA).

PRESENTATION, DISCUSSION, AND INTERPRETATION OF FINDINGS

This chapter presents the data analysis and interpretation of the salient findings of this research. Specifically, the data from the survey questionnaire were collected, tabulated, and analyzed to describe the classroom management proficiency of teachers towards an enhanced capability enhancement program.

Demographic Profile of the Respondents

According to Salkind N. (2017) demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study representative sample of the target population for generalization purposes are. Usually, demographics or research participant characteristics are reported in the methods section of the research report and serve as independent variables in the research design. Demographic variables are independent variables because they cannot be manipulated.

Profile of the Respondents

In this section, the profile of the respondents with respect to their sex, class ranking, and highest grade earned is being presented. Through frequency counts, and percentage distribution the descriptions of the indicators were derived.

Table 2 shows the demographic profile of the respondents. It can be seen on the table that majority or forty-two (42) or 57 percent of them are females while thirty – two (32) of them or 43 percent of them are males. This means that the targeted learners were dominated by female.

Meanwhile, in terms of the class ranking, 14 out of 74 learners or 30% belonged to top 1-5, 26% were in top 6 to 10, 26% were in top 11-15, 11% were in top 16 to 20, while only 9% of them ranked 16 to 20 which accounts that targeted learners are academically achievers.

Ultimately, in terms of the highest grade earned, the bulk of the respondents have earned a highest grade ranging 91-95 (46%). On the other hand, 39% earned the highest grade of 96-100 and 15% of them garnered a highest grade ranging from 86-90. It is notably seen that the targeted learners in this study are academically inclined and that they perform well inside the classroom learning setting.

Table 2: Demographic Profile of the Respondents

Profile		Frequency	Percentage (%)
Sex	Male	32	43%
	Female	42	57%
Ranking	1- 5	18	24%
	6- 10	22	30%
	11-15	19	26%
	16-20	8	11%
	21 and beyond	7	9%
Highest Grade	85 and below	0	0%
Earned	86-90	11	15%
	91-95	34	46%
	96-100	29	39%

Classroom Management Proficiency

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Table 3: Classroom Management Proficiency in Content Knowledge

Indicators	Weighted Mean	DE	SD
1. CONTENT KNOWLEDGE			
1. My teachers give clear examples and offers guided practice during the discussions.	3.2	H	0.64
2. My teachers display familiarity and confidence in teaching the subject matter.	3.7	VH	0.46
3. My teachers use a range of teaching strategies that allow me to develop my literacy and numeracy skills.	2.89	H	0.65
4. My teachers provide me with information that allows me to gain a better and deeper understanding of the subject matter.	3.01	H	0.54
5. My teachers engage my interest in the lesson by making content meaningful and relevant to me.	2.95	H	0.57
6. My teachers transfer knowledge by giving examples related to practical life.	2.88	H	0.47
Overall Weighted Mean	**3.11**	**H**	**0.32**

Legend:

Scale	Mean Scale	Descriptive Equivalent
4	3.51 – 4.00	Very High
3	2.51 – 3.50	High
2	1.51 – 2.50	Average
1	1.00 – 1.50	Low

Table 3 shows the classroom management proficiency of the teachers as assessed by the Grade 6 learners. Displaying confidence and familiarity in teaching the subject matter gained the highest mean of 3.70 which can be interpreted as "Very High". This means that the learners viewed their teacher very confident and that they are knowledgeable in teaching the subject matter in their respective field of expertise. While the teachers need more improvement in transferring knowledge by giving examples related to practical life (2.88). Overall, the learners viewed their teachers' proficiency in content knowledge as "High" with an overall mean of 3.11. This signals that the teachers in the said locale of the study are proficient enough when it comes to teaching the learners relevant principles and concepts in their assigned subjects to teach.

These findings mirror the conclusion of Olowe and John (2017). They concluded that the schoolteachers in Ondo West Local Government were effective in the delivery of their lessons and that they are conversant in explaining and deploying information regarding the subject presented to their learners. Another study that ratifies the observation of the researcher is the findings of Balls, Thames and Phelps (2018) in assessing the knowledge of content and teaching of mathematics teachers. They found out that the targeted teachers displayed a high level of proficiency in delivering the essential facts, concepts theories and principles.

Table 4: Classroom Management Proficiency in Methodology/Pedagogy

Teachers' Classroom Management Proficiency in Public Elementary Schools towards an Enhanced Capability Building Program

Indicators	Weighted Mean	DE	SD
MEDOTHODOLGY/PEDAGOGY			
1. My teachers use material appropriate for my level of understanding and knowledge of subject.	3.59	VH	0.62
2. My teachers include activities which engaged me in critical and creative thinking.	2.92	H	0.82
3. My teachers use technology such as multimedia tools (e.g., PowerPoint presentation, video, sound, online resources, etc.) to facilitate learning.	2.74	H	0.89
4. My teachers organize learners in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.	2.89	H	0.65
5. My teachers assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.	3.04	H	0.63
6. My teachers use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.	3.15	H	0.77
Overall Weighted Mean	**3.06**	**H**	**0.30**

Legend:

Scale	Mean Scale	Descriptive Equivalent
4	3.51 – 4.00	Very High
3	2.51 – 3.50	High
2	1.51 – 2.50	Average
1	1.00 – 1.50	Low

The table shows that the targeted learners assessed their teachers' proficiency to be "very high" in terms of the use material appropriate for the learner's level of understanding and knowledge of subject with a mean of 3.59 while the use of technology in teaching needs more improvement garnering a mean of 2.74 which is described as "high" proficiency. This means that the teachers are effective and efficient in utilizing available resources in teaching to meet the objectives of the lesson. Integrating ICT in teaching and learning needs to be enhanced by the teachers to make an inviting and motivating learning environment for the 21st century learners. Generally, the teachers displayed a "high" level of proficiency in teaching approaches. This means that teachers know how to apply developmentally appropriate and meaningful pedagogy grounded on content knowledge.

In support of the above findings is the study of Venterez (2020) in assessing the pedagogical proficiency of the teachers in the District of Calasiao, Pangasinan. He found out that the teachers know how to apply developmentally appropriate and meaningful

pedagogy grounded on content knowledge. He continued that they were proficient in the use of communication strategies, teaching strategies, and technologies to promote high quality learning outcomes.

Another study that is similar to this finding is the study of Cruz (2018) in assessing the Teaching Proficiency of Senior High School Teachers Based on the Philippine Professional Standards for Teachers. She found out that the targeted teachers, as assessed by both themselves and their school heads, displayed a high-level teaching proficiency in the pedagogical aspects. She further explained that academic advising, orientations, facility improvements, mentoring, and continuous modifications to curriculum and pedagogy must continuously improve to ensure that the controllable variables are explored without reducing then self-determination of the learners.

Table 5: Classroom Management Proficiency in the Selection of Appropriate Learning Materials

Indicators	Weighted Mean	DE	SD
SELECTION OF APPROPRIATE LEARNING MATERIALS			
1. My teachers link instruction to real-life situations.	2.61	H	0.72
2. My teachers explain the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up confusion.	2.97	H	0.74
3. My teachers provide materials that enrich and support the subject matter taking into consideration the varied interest, abilities and maturity levels of the pupils served.	3.61	VH	0.52
4. My teachers provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.	2.89	H	0.61
5. My teachers provide information in a variety of formats to accommodate the varied abilities, interests, and needs of the learners.	2.7	H	0.66
Overall Weighted Mean	**2.96**	**H**	**0.39**

Legend:

Scale	Mean Scale	Descriptive Equivalent
4	3.51 – 4.00	Very High
3	2.51 – 3.50	High
2	1.51 – 2.50	Average
1	1.00 – 1.50	Low

Table 5 posits the classroom management proficiency of the teachers as assessed by the targeted learners in the selection of appropriate learning materials. It was found out that the teachers provide appropriate materials that enrich and support the subject matter taking into consideration the varied interest, abilities and maturity levels of the pupils served garnering a mean of 3.61 which can be interpreted as 'very high". On the other hand, linking instructions to real-life situations gained the lowest mean of 2.61 which described as "high" level of proficiency. This means that the teachers are very resourceful in the utilizing of available learning materials taking into account the different levels of interest, understanding and motivation of the learners. Although, the teachers, based on the data above, need more improvement in relating the subject matter into the day-today life of the learners for better understanding.

In broad-spectrum, the teachers exhibited a high level of proficiency in the selection of appropriate learning materials in teaching the subject matter inside the classroom setting with an overall weighted mean of 2.96. The results of the study echo the findings of Venterez (2020) that the teachers professed that they model to colleagues the setting of achievable and challenging learning outcomes that are aligned with learning competencies to cultivate a culture of excellence for all learners and that they are advanced in evaluating and creating and selecting design of learning programs/ materials that develop the knowledge and skills of

learners at different ability levels. It is worth to note that contextualized learning materials can also be used to relate the instructions in a real-life situation that can be easily understood by young learners. (Rivera, 2019).

Similarly, Fernando (2017) affirmed the role of teachers in her study by being proficient in selecting effective teaching materials that lead learners to be active and engaged in the class. The findings revealed that, when assessed by the learners, using appropriate teaching materials contributes to the teachers' proficiency level.

Table 6: Classroom Management Proficiency in Methods of Assessment

Indicators	Weighted Mean	DE	SD
METHODS OF ASSESSMENT			
1. My teachers use appropriate assessment tools like rubrics, portfolio, and journals.	2.69	H	0.81
2.My teachers monitor and evaluate our progress and achievement using our attainment data.	3.53	VH	0.65
3. My teachers provided timely and accurate feedback to encourage us and to monitor our own learning growth.	3.61	VH	0.52
4. My teachers conduct regular meetings with our parents and guardians to report our academic progress.	2.65	H	0.65
Overall Weighted Mean	**3.09**	**H**	**0.53**

Legend:

Scale	Mean Scale	Descriptive Equivalent
4	3.51 – 4.00	Very High
3	2.51 – 3.50	High
2	1.51 – 2.50	Average
1	1.00 – 1.50	Low

Table 6 displays the classroom management proficiency of the teachers as assessed by the learners in methods of assessment. It was found out that providing timely and accurate feedback to encourage the learners and to monitor their own learning growth topped the most with a weighted mean of 3.61 which can be interpreted as "very high" level of proficiency. While the conduct regular meetings with the parents and guardians to report the learners', academic progress gained the lowest mean of 2.65 which can be described as "high" level of proficiency. Overall, it is worthy to note that the learners perceived that their teachers exhibited a "high" level of proficiency in the use of different methods of assessing the progress of the learners with an overall mean of 3.09. This means that the teachers are consistent in gathering, analyzing, and interpreting evidence, reflecting on findings, making informed and consistent judgments to improve student learning.

Benitez (2020) found out that the assessed teachers were competent in handling variety of assessment tools and strategies they used in monitoring, evaluating, documenting, and reporting learners' needs, progress, and achievement of the learners. He further explained that teachers need to constantly provide necessary feedback to the learners in a timely manner.

This observation also echoes the findings of Biason (2019) in assessing the classroom management practices of the teachers. He found out that most of the teachers only talk or conduct meeting with the learners 'guardian or parents quarterly during the release day of the learners' report cards.

The need to use appropriate assessment tools like rubrics, portfolio, and journals need to be enhanced in terms of using these tools to improve teaching-learning process.

Difference between the Classroom Management Proficiency and the Learners Profile
Table 7: Difference between the Classroom Management Proficiency and the Learners' Profile (Sex)

Learners' Profile	ANOVA			
	F value	F crit	Remarks	
Sex	627.96	3.91	Statistically Significant	

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Table 7 shows that the considered profile variable-sex has a statistically significant relationship with teachers' classroom management proficiency. This means that, when sex is taken into account, there is a significant difference in the level of the teachers' classroom management proficiency as assessed by the targeted grade 6 learners.

Table 8: Difference between the Classroom Management Proficiency and the Learners' Profile (Class Ranking)

| Learners' Profile | ANOVA | | |
	F value	F crit	Remarks
Class Ranking	258.37	3.91	Statistically Significant

Table 8 posits the difference between the classroom management proficiency and the learners' class ranking. It demonstrates that the computed F-value (258.37) is greater than the computed FCrit (3.91), indicating that the level of classroom management proficiency of the teachers has a significant difference with the respondents' class ranking.

Table 9: Difference between the Classroom Management Proficiency and the Learners' Profile (Highest Grade Earned)

| Learners' Profile | ANOVA | | |
	F value	F crit	Remarks
Highest Grade Earned	15.91	3.91	Statistically Significant

Table 9 posits the difference between the classroom management proficiency and the highest grade earned by the learners. It shows that the computed F-value (15.91) is greater than the computed FCrit (3.91), indicating that the teachers' level of classroom management proficiency differs significantly from the highest grade earned by the learners.

Classroom Management Proficiency of the Teachers as assessed by their Immediate Superiors

The researcher interviewed three (3) immediate superiors of the grade 6 teachers. These superiors were Master Teachers in the said locale of the study. As to overall classroom management proficiency of the teachers, their immediate superiors believed that they have high level of proficiency as reflected in the data gathered by the researcher.

One of them said:

"Teachers here are very proficient when it comes to their classroom management skills and strategies. They are very creative in how they manage their classroom environment, from lesson delivery to assessment and reporting methods to track the progress of the learners."

Master teacher 2 substantiated the preceding statement by saying:

"Lahat naman sila proficient enough. They are well-versed and confident in their delivery of the lesson. One of my observations was that they used different approaches to learning and teaching to account for the diversity of our students. I am impressed with how they handle discussions when students ask questions about their subject matter or when someone misbehaves. When I was observing them in the classroom, I noticed their professionalism. Lahat sila very proficient talaga."

The researcher specifically asked the participants about their perceived classroom management proficiency of the teachers in terms of content knowledge; methodology/pedagogy; selection of appropriate learning materials; and methods of assessment to confirm the learners' assessment.

As to content knowledge, one of the participants stated:

"...they demonstrate a high level of confidence in delivering their prepared lesson, which is supported by their DLLs, in order to pique the learners' interest in the lesson."

Another said:

"They mastered classroom management and were always looking for ways to accelerate learning and maintain a strong connection with their students."

Participants 3 also stated that the teachers in the study's area were highly skilled, when she said:

"They are capable of explaining and deploying information about the subject matter presented to their students.

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Our teachers demonstrated a high level of proficiency in delivering the necessary facts, concepts, theories, and principles."

This implies that the teachers are knowledgeable about the teaching process, including the most effective ways of representing and communicating content, as well as how students learn specific concepts and topics in a subject.

In terms of methodology/pedagogy, the targeted participants believed that the teachers at Fourth Estate Elementary School-BF HOMES demonstrated a high level of proficiency in implementing pedagogical approaches in light of the diverse nature of the learners.

According to one of the participants:
"Teachers here are competent in utilizing different pedagogical approaches of teaching with respect to the learners' capability to understand things. They can make use of appropriate methods of teaching such us contextualization, peer-teaching and so on."

On the other hand, master teacher 2 mentioned:
"One of our goals is to help students develop their higher order thinking skills, or HOTS as we call them, and I am proud to say that our teachers work very hard to help students develop their Higher Order thinking skills. They used a variety of teaching strategies to help students improve their literacy and numeracy skills."

This suggests that teachers understand how to implement developmentally appropriate and meaningful pedagogy based on content knowledge. They are skilled in the application of communication strategies, teaching strategies, and technology to achieve high-quality learning outcomes. This result reflects how the teacher at Fourth Estate Elementary School- BF HOMES place a high value on instructional mastery and appropriate pedagogy in teaching.

With regards to the teachers' proficiency in the selection of appropriate instructional materials (IMs), one of the participants stated:
"I am proud to say that the teachers here are very creative in their use of the teaching materials that are available in the schools. They sometimes created their own teaching materials, which we evaluated to ensure a high level of content validity."

While the other participant commented:
"...while some struggle with selecting appropriate IMs especially the newbies. But their colleagues are always eager to share their insights and ideas on the IMs they believe to be effective in their respective classes."

This implies that, while others demonstrate creativity in the selection of appropriate instructional materials, some struggle. This demonstrates that teachers have skills in planning, implementing, and managing learning programs; however, they must actively engage in cooperative and collaborative learning with the professional community and other stakeholders for mutual growth and advancement. They must be more reflective practitioners who constantly consolidate beginning teachers' knowledge, skills, and practices.

As to methods of assessment, one participant emphasized:
"They are capable of employing appropriate assessment tools and strategies. They also give timely feedback on their students' development and academic progress. They are very good at keeping records and using appropriate test and assessment tools to evaluate the performance of learners."

Participant 3 agreed with this statement. She expressed her thoughts as follows:
"They understand how to create, select, organize, and implement diagnostic, formative, and summative assessment strategies that are aligned with curriculum requirements. They provide learners with timely and accurate feedback in order to encourage and monitor their own learning growth."

This demonstrates that, in terms of assessment methods, teachers are regarded as competent in handling a variety of assessment tools and strategies used in monitoring, evaluating, documenting, and reporting learners' needs, progress, and achievement. It can also be deduced that they consistently and timely provide necessary feedback to the learners.

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Overall, this means that both the targeted learners and the teachers' immediate superiors perceived teachers to be competently independent in the relevant skills in classroom management that are critical to the teaching and learning process. The teachers are deemed proficient in terms of classroom management ability, as evidenced by quantitative and qualitative results. They were discovered to be capable of providing focused teaching programs that meet curriculum and assessment requirements. They demonstrate abilities in the planning, implementation, and management of learning programs.

Based on the findings of this study, the researcher crafted a proposed capability enhancement program to enhance and become updated with the current trends in the Classroom Management Proficiency of the teachers. This proposed program aims to enhance the skills of the targeted teachers in both teaching and learning. The program provides the opportunity and knowledge for the respondents to develop, update, and strengthen the necessary skills and capabilities.

The implementation of the proposed capability enhancement program will be overseen by the school head. They will be guided by the expected output the program. The School Head will regularly monitor the appropriate implementation, management, and the progress in the targeted teachers in the area.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the investigation conducted, the conclusions drawn, and the recommendations offered.

Salient Findings of the study:

The following summarizes the salient findings of the study:

It was found out that majority of the respondents, composed of forty-two (42) or 57 percent of them are females while thirty – two (32) of them or 43 percent of them are males. This means that the targeted learners were dominated by female.

Meanwhile, in terms of the class ranking, 14 out of 74 learners or 30% belonged to top 1-5, 26% were in top 6 to 10, 26% were in top 11-15, 11% were in top 16 to 20, while only 9% of them ranked 16 to 20. This means that targeted learners are academically achievers.

Ultimately, in terms of the highest grade earned, the bulk of the respondents have earned a highest grade ranging 91-95 (46%). On the other hand, 39% earned the highest grade of 96-100 and 15% of them garnered a highest grade ranging from 86-90. It is notably seen that the targeted learners in this study are academically inclined and that they perform well inside the classroom learning setting.

In terms of their classroom management proficiency, the learners viewed their teachers to have a "Very High" level of proficiency in displaying confidence and familiarity in teaching the subject matter which gained the highest mean of 3.70. The targeted learners assessed their teachers' proficiency to be "very high" in terms of the use materials appropriate for the learner's level of understanding and knowledge of subject with a mean of 3.59 while the use of technology in teaching, needs more improvement garnering a mean of 2.74 which is described as "high" proficiency. It was found out that the teachers provide appropriate materials that enrich and support the subject matter taking into consideration the varied interest, abilities and maturity levels of the pupils served garnering a mean of 3.61 which can be interpreted as 'very high". It was also observed that providing timely and accurate feedback to encourage the learners and to monitor their own learning growth topped the most with a weighted mean of 3.61 which can be interpreted as "very high" level of proficiency.

Null hypothesis stating that there is no significant difference in the teachers' classroom management proficiency based on the assessment of the pupils' respondents when they are grouped according to profile variable was rejected by the researcher.

In the assessment of the teachers' immediate superiors, the researcher found out that the teachers display skills in planning, implementing, and managing learning programs. They actively engaged themselves in cooperative and collaborative learning with the professional community and other stakeholders for mutual growth and advancement.

CONCLUSIONS

Based on the findings the following conclusions were drawn:

1. The researcher, therefore, concludes that most of the respondents are female and that majority of them excel in the classroom. They are achievers academically.
2. As to their teachers' classroom management proficiency, they consistently display high level of proficiency in their teaching practice and manifest an in-depth and refined understanding of the teaching and learning process. They have high education-focused situation cognition, and they are more adept in problem solving and optimize opportunities gained from experience.
3. The researcher also concludes that there is a significant difference between the teachers' classroom management proficiency based on the assessment of the pupils' respondents when they are grouped according to profile variable.

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4. It can also be concluded that the proficiency level of the targeted elementary school teachers as perceived by the learners is closely parallel with respect to perception of their immediate superiors.
5. It is also concluded that the proposed capability enhancement program could be used to enhance and update the proficiency level of Teachers along with different aspects of classroom management.

RECOMMENDATIONS

In line with the findings and conclusions drawn from the study, the study recommends that:

The proposed capability program to enhance the proficiency level of the teachers should be adopted to continuously improve the teachers' competency and proficiency in classroom.

Teachers are encouraged to engage in seminars, fora, and conventions which could update, if not, boost their knowledge, skills, and attitudes in improving the learning environment, leaners' holistic development, assessment of learning, pedagogical approaches in teaching and more importantly, classroom management.

It is also further recommended that teachers and the institution must frame solutions to increase personal commitments of all educators to improve their classroom management proficiency. Their proficiency and competency in the teaching field is very instrumental and effective in carrying out the demands of classroom management which is supplemented and supported by institutional efforts.

The researcher also recommends that future researchers should make further studies regarding teachers' proficiency in line with the Classroom Management Framework.

Research Output
Proposed Capability Enhancement Programs for Teachers

Strategic Goal: To enhance teachers' capability in Classroom Management Proficiency					
Key Responsibility Areas	**Key Objectives**	**Strategies / Activities**	Persons Involved	**Time Frame**	**Expected Output**
Content Knowledge	Enhance teachers' ability to transfer knowledge by providing practical examples situations in teaching.	**Webinar:** Organize Learning Action Cell Sessions that involves School Head, Master Teachers, and all Teachers regarding effective and efficient assessment and reporting methodologies and the utilization of practical activities in teaching.	School Head Master Teachers and all Teachers	LAC Session can be done twice a month	Increased Proficiency Performance of the Teachers in RPMS.

Key Responsibility Areas	**Key Objectives**	**Strategies / Activities**	Persons Involved	**Time Frame**	**Expected Output**
Methods Of Assessment	Improve / update teachers' assessment and reporting skills.	LAC Sessions to be conducted will also aim to come up with intervention measures to improve both the proficiency of the teachers in content knowledge and assessment methodologies and learners' performance.	School Head Master Teachers and all Teachers	2nd month of the new school year	Improved learners' academic achievement As seen in the Quarterly report of the learners'

					General Weighted Average (GWA)

Key Responsibility Areas	Key Objectives	Strategies / Activities	Persons Involved	Time Frame	Expected Outcome
Methodology / Pedagogy	Enhance the pedagogical competency of the Teachers	Conduct school-wide Workshop - style training by session/phase regarding trends in Innovative trends in teaching.	School Head Master Teachers and all Teachers	3 days per session (for 3 Months)	Improved Pedagogical Competence of Teachers. Teachers submitted Programs /Innovations wherein learners will be beneficial. Example: Numeracy Program for Primary Grades

Key Responsibility Areas	Key Objectives	Strategies / Activities	Persons Involved	Time Frame	Expected Output
Methodology / Pedagogy	Enhance the pedagogical competency of the Teachers	Conduct of Action research utilizing innovative pedagogical approaches in teaching to improve learners' academic and learning performance.	School Head, Master Teachers, and all Teachers	Semi-annual (conduct of an action research)	Improved learners' academic achievement. At least 2 Action Research per Grade level conducted and fully implemented annually. Improved teaching and learning through research-based teaching. Introduction to new intervention programs that could be used to augment School Performance

					in Achievement test such as NAT/LAPG.

Key Responsibility Areas	Key Objectives	Strategies / Activities	Persons Involved	Time Frame	Expected Output
Selection Of Appropriate Learning Materials (IMs)	Organize a consultation meeting to discuss the challenges teachers faced in providing materials and teaching diverse learners, as well as to share best practices.	SLAC Sessions. Conduct Training/Workshop about crafting effective and contextualized instructional materials such as SIMs and the like.	School Head, Master Teachers, and all Teachers	Once a month	Created of Contextualized Instructional Materials for better learning experience of the learners. Video lessons that can be used during the conduct of Distance Learning.

Key Responsibility Areas	Key Objectives	Strategies / Activities	Persons Involved	Time Frame	Expected Output
Overall Classroom Management Competency	To organize a Coaching Session for teachers to continuously improve their overall classroom management proficiency. (Wellness Program for Teachers)	To organize a H2H (Heart-to-Heart) Session which involves Teachers and School head. H2H session will serve as a mentoring/ coaching session to improve their proficiency in all areas of Classroom Management. The session will serve as an avenue for the Teachers to set goals and actions to improve their proficiency. School Heads / Master Teachers or Invited Guest speaker- who is proficient and will	School Head, Master Teachers, and all Teachers	H2H Session can be done once a month	Improved Teachers performance and established classroom proficiency and 100% efficiency in accomplishing assigned tasks.

		serve as the mentor for this program to empower the Teachers' well-being.			

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Teachers' Classroom Management Proficiency in Public Elementary Schools towards an Enhanced Capability Building Program

Unpublished Research Materials

1) Bulseco, Jezreel G (2017). Behavioral Problems of Grade VI Pupils as Perceived by the Teachers. Unpublished Master thesis. Sorsogon State College.
2) Dealca, Jonah Joy G. (2018). Classroom Management Intervention (CMI) Model for Behaviorally Challenged Learners. Unpublished Master thesis. Sorsogon State College.
3) Marzano, J. S., & Pickering, D. (2017). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.
4) Ricario, T. R. (2017). Preferred classroom management styles and problems of elementary teachers in selected schools of Oas North District, School year 2016-2017. Master's thesis. Bicol University.

Other Resources

1) https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=13243&context=rtd
2) http://learntech.uwe.ac.uk/da/Default.aspx?pageid=1442
3) http://granthaalayah.com/Articles/Vol6Iss1/48_IJRG18_A01_1107.pdf
4) Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
5) Elger, Don (no date) Theory of Performance. University of Idaho Idaho, USA.
6) Jones, A. (2018). Effects of Positive Behavior Support training on Children's Maladaptive Behavior, Parenting Skills and Parental Support of Families with Children with Disabilities. Retrieved from http://www.yahoo.com.
7) Merriam Webster. Retrieved from http://www.merriam-webster.com
8) Steel case education. (2018). How Classroom Design Affects Student Engagement.

Internet Resources

1) I recommend going to www.teachercreated.com. This site has almost three dozen links to classroom management resources on the web. Some particularly good links from this site include:
2) www.geom.umn.edu/~dwiggins/plan.html
   This site contains an example of a classroom management plan.
3) 7-12educators.miningco.com/msub49.htm
   Entitled "Classroom Discipline Resources," this is a good general reference site.

Research Questionnaire

Thank you for taking time to complete this questionnaire. Please answer each question to the best of your knowledge. Your individual name or identification number will not at any time be associated with your responses. Your responses will be greatly appreciated and will be kept completely confidential. It will not influence your academic standing.

Name:(Optional)_____

PART I: DEMOGRAPHIC PROFILE

Please check on the underline that is applicable to you.

1. Sex: ____ Male   ___ Female

2. Class Ranking
   _____ 1-5
   _____ 6-10
   _____ 11-15
   _____ 16-20
   _____ 21 and beyond

3. Highest Earned Grade
   _____ 85 and below
   _____ 86-90
   _____ 91-95
   _____ 96-100

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Part II: TEACHERS' CLASSROOM MANAGEMENT PROFICIENCY

Please check one in each column corresponding on how you rate each objective according to your teachers' level of proficiency.

4-Very High
3-High
2-Moderate
1-Low

Domain	LEVELOF PROFICIENCY			
	1	2	3	4
1. CONTENT KNOWLEDGE				
1. My teachers give clear examples and offers guided practice during the discussions.				
2. My teachers display familiarity and confidence in teaching the subject matter.				
3. My teachers use a range of teaching strategies that allow me to develop my literacy and numeracy skills.				
4. My teachers provide me with information that allows me to gain a better and deeper understanding of the subject matter.				
5. My teachers engage my interest in the lesson by making content meaningful and relevant to me.				
6. My teachers transfer knowledge by giving examples related to practical life.				
MEDOTHODOLGY/PEDAGOGY				
1. My teachers use material appropriate for my level of understanding and knowledge of subject.				
2. My teachers include activities which engaged me in critical and creative thinking.				
3.My teachers use technology such as multimedia tools (e.g., PowerPoint presentation, video, sound, online resources, etc.) to facilitate learning.				
4. My teachers organize learners in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests, to promote interaction.				
5. My teachers assists written and oral language development through modeling, eliciting, probing, restating, clarifying, questioning, praising, etc., in purposeful conversation and writing.				

6. My teachers use effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement, and achievement.				
SELECTION OF APPROPRIATE LEARNING MATERIALS				
1. My teachers link instruction to real-life situations.				
2. My teachers explain the material clearly and in ways that are easy to understand, offers alternative explanations or additional examples, and clears up confusion.				
3. My teachers provide materials that enrich and support the subject matter taking into consideration the varied interest, abilities and maturity levels of the pupils served.				
4. My teachers provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.				
5. My teachers provide information in a variety of formats to accommodate the varied abilities, interests, and needs of the learners.				
METHODS OF ASSESSMENT				
1. My teachers use appropriate assessment tools like rubrics, portfolio, and journals.				
2.My teachers monitor and evaluate our progress and achievement using our attainment data.				
3. My teachers provided timely and accurate feedback to encourage us and to monitor our own learning growth.				
4. My teachers conduct regular meetings with our parents and guardians to report our academic progress.				

INTERVIEW QUESTIONS (IMMEDIATE SUPERIOR)
1. Based on your observation, what is the classroom management proficiency of the teachers under your supervision?
_____
_____
_____
_____
_____

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2. How proficient are the teachers under your department in terms of the following:

A. Content Knowledge

_____
_____
_____

B. Methodology/Pedagogy

_____
_____
_____

C. Selection of Appropriate Learning Materials

_____
_____
_____

D. Methods of Assessment

_____
_____
_____

APPENDICES

APPENDIX "A"
RESEARCH INSTRUMENT A
 (Student Respondent)
Dear Respondent,

 This questionnaire is designed to obtain information about my research study.   You are requested to answer all the items as completely and honestly as possible.   Rest assured that your answers would be treated in strict confidentiality.

 Thank you for your cooperation.

<div align="center">

FLORENDA P. AQUINO
Researcher

</div>

PARENT'S CONSENT

I, the parent, or guardian of _____, of Grade VI- _____, permit his/her participation in a program of research named above and being conducted by Mrs. Florenda P. Aquino of Fourth Estate Elementary School-BF Homes.

 _____
Signature Over Printed Name
(Parent or Guardian)

Date _____

Noted:

_____
Learner's Class Adviser

APPENDIX "B"
Letter to Conduct Online Survey

MR. GLENN O. DUCTA
Education Program Supervisor II / OIC-Principal
Fourth Estate Elementary School – BF Homes

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Division of Parañaque City

RE: Permission to Conduct Research

Sir,

I am currently enrolled in Master of Arts in Education major in Supervision and Administration at Emilio Aguinaldo College-Manila, and on the process of carrying out my thesis.

For this reason, may I ask for your permission to allow me to conduct an Online Survey among the Grade 6 pupils of FEES-BF Homes. This is to gather data for my thesis entitled "Teachers' Classroom Management Proficiency in Public Elementary Schools Towards an Enhanced Capability Building Program".

The survey will only last for about 5 to 10 minutes through Google Forms wherein the link will be sent through FB messenger.

Data privacy will highly be observed during the conduct of the said survey and the data gathered needed for my research will remain confidential and for academic purposes only.

Attached herewith is the printed copy of my survey questionnaire for your reference.

I hope that this request will merit your favorable approval.

God bless and stay safe always!

Respectfully yours,

FLORENDA P. AQUINO
Researcher

Noted:
NELITA F. BELENA, Ph.D.
Thesis Adviser