

CLASSROOM MANAGEMENT PLAN OF PRIVATE HIGH SCHOOL TEACHERS IN TAAL, BATANGAS: A SCAFFOLD FOR ONLINE TEACHING

RACHELLE B. LASCANO¹, ANGELIKA C. DE ROXAS², ANGELICA C. MARCELLANA³,
ELAINE NOREEN G. BAXA⁴

<https://orcid.org/0000-0003-0509-7019>¹, <https://orcid.org/0000-0002-2010-2288>²,
<https://orcid.org/0000-0002-3569-7384>³, <https://orcid.org/0000-0001-6052-5405>⁴
rachelle.lascano@g.batstate-u.edu.ph¹, angelika.deroxas@g.batstate-u.edu.ph²,
angelica.marcellana@g.batstate-u.edu.ph³, elainenoreen.baxa@g.batstate-u.edu.ph⁴
Batangas State University- Lemery, Campus, Lemery, Batangas, Philippines

DOI: <https://doi.org/10.54476/ioer-imrjV4I2Jun20229848>

ABSTRACT

Classroom management increases meaningful academic learning. So, the researchers aimed to ascertain the classroom management plan of private high school teachers in Taal, Batangas as a scaffold for online teaching. This study determined the profile of the respondents in terms of age, sex, and grade level and sought the classroom management of the teachers in terms of space, time, materials, and activities. More so, it assessed the significant relationship between classroom management and respondents' profile. A classroom management plan was proposed to sustain an orderly classroom environment. It involved 150 Junior High school students in private high schools in Taal, Batangas as respondents. It used descriptive research using a researcher-made questionnaire as a main data gathering instrument. It employed the following statistical tools: percentage, weighted mean, and chi-square. Findings revealed that the majority of the respondents are 13-14 years old, female, and Grade 9 students. Classroom management in space, time, materials and activities are highly effective to facilitate social and emotional growth among the Junior High School students in private high schools in Taal, Batangas. Also, there is a significant relationship between classroom management and respondents' profile excluding the gender. Still, a classroom management plan was crafted to achieve intellectually-stimulating online learning.

Keyword: Classroom Management Plan, Scaffold, Online Teaching

INTRODUCTION

Teachers are considered as important character in the teaching learning arena or process. The classroom plays vital role in the development of skills to be thought by the students. Classroom management can be the most important thing a teacher can do for his or her classroom. Classroom management is ensuring that the classroom runs smoothly. Classroom management encompasses the control of space, time, materials, and activities in the classroom

(Nagler, 2015).When a classroom is managed, it creates an environment where the students are focused and there is a positive environment that creates growth in the classroom. The activities are readily available and their success lies on the classroom management by the teachers to guide students in attaining the skills and concepts needed for the development, mental, social, physical, as well as spiritual. Blake (2017) when students perceive the success possible within a well-managed classroom, they are more likely to comply with defined standards and demonstrate

work ethics that lead to a successful learning environment.

According to Johnston (2018), classroom management's primary aim is to build the ideal classroom through teacher efforts and student preparation. One benefit is that students who have experienced a well-managed classroom are more likely to collaborate in the development of another, thus assisting their potential teachers and classmates. Technology is used to communicate information, such as message boards, video conferencing, and online evaluations. The instruction in these online teaching will be great, because it can give the students a new knowledge about the innovations of technology, and they can accommodate themselves to explore more and to discover more that tends them to have a good communication even on their screens. Online teaching also helps educators and the learners to become more digital literate. At this point, technology gets more widen, broaden and deeper. In this 21st century, all individuals are the learners of the society about technology. Comparing it to face-to-face set-up that the teachers and the students are physically present, wherein that is the traditional classroom environment.

Added to this, as future educators, teachers must be responsive and innovative to use classroom management since it will ensure classroom lessons to run smoothly without disruptive behavior from students compromising the delivery of instructions. As well as having a classroom management can more organize that teacher are more focused on their student because it contains plan, techniques and strategies that can help the teachers and to have a better environment. The learning of the students can increase more meaningful to academic aspects, and it can also facilitate social and emotional growth that can help the students to be an active participant on their online classes. In other words, the primary goal of classroom management is to create the ideal classroom through teachers' efforts and students' learning in online set-up.

Owing to unforeseen circumstances, online teaching is a temporary change of instructional delivery to a different mode. In correlation with this study, online teaching is the new normal set up in today's classes wherein the student can

communicate on their screens but, giving instruction online can enable the flexibility of teaching and learning everywhere, anytime. Furthermore, with more experience in online classes, students' self-efficacy and self-regulation behaviors can improve over time. Students who have taken more online classes have higher self-efficacy and use more self-regulation and successful learning techniques (Bradley et al., 2017).

The classroom management and a scaffold for online teaching could be the way on how the learners can be more efficient on their studying. Kim et al. (2011) argued for the importance of scaffolding, which is a holistic, integrated, and synergistic approach to supporting learners through just-in-time support and proper integration of multiple scaffolding resources like human interventions, technologies, and sympathetic learning contexts, including pedagogical help in the form of continuous and faded computer-based procedural scaffolds alongside teacher-supported scaffolds at the start or finish of an activity. In fact, the classroom management plan can be used as scaffolding of the learners to become flexible, adoptive, innovative, and competitive in today's situation.

OBJECTIVES OF THE STUDY

This research study aimed to determine the classroom management plan of private high school teachers in Taal, Batangas: A scaffold for online teaching. Specifically, it sought to 1) determine what is the profile of the respondents in terms of age, sex, and grade level, 2) identify how do the teachers manage the classroom in scaffold online teaching setup in terms of space, time, materials, and activities, 3) distinguish if there any significant relationship between the profile of the respondents to the classroom management of the teachers, 4) propose activities about classroom management plan a scaffold for online teaching

METHODOLOGY

The study used the descriptive research method to answer the research problems indicated at the beginning of the study. According to Shona



(2019), descriptive research is a form of quantitative research that includes survey research that enables vast amounts of data to be gathered and analyzed for frequencies, averages, and trends.

In the same way, the researchers determined the profile of the respondents in terms of age, sex, and grade level. Classroom management in terms of space, time, materials, and activities will also be ascertained. The process of data gathering in this study started at the researchers' formulation of the survey questionnaire. The formed survey questionnaire was submitted to the researchers' thesis adviser for his approval; the survey questionnaire was subjected to testing and validation. After the questionnaire had been validated, the researchers conducted a pre-survey which was participated by 20 students according to statistician at Lemery Colleges, high school department to test the reliability of the questionnaire. After conducting a pre-survey, researchers presented the results to the statistician and found out that the forty-item questionnaire was reliable to be used in this study. The reliability test result is 0.924. After conducting the pre-survey, in distributing actual survey questionnaires, the initial move sent a request letter to the principal of the three private high schools to ask for their permission. The researchers sent an email to the chosen institution to secure a permit to conduct the actual survey. With the assistance of school principals, the researchers seek their help to spread the survey questionnaires to the students.

In selecting the respondents, stratified proportional sampling or random sampling was used to represent the private schools. The total population of Junior High school students from private high school in Taal, Batangas is 1,000. In accordance with the statistician, the researchers used Raosoft to compute the required number of students to be used as respondents in an actual survey, which is 278. Meanwhile, only 150 respondents got answers to the questionnaire, or 90 percent of Junior High school students in private high schools in Taal, Batangas. With the use of Chebyshev's Theorem, which mean is a fact that applies to all possible data sets. It refers to the

proportion of measurements that must fall within one, two, or more standard deviations of the mean.

The final draft was made using google forms. The accuracy of the instrument is considered because it can greatly affect the results and discussions of the study. The items in the questionnaire were scored using the Likert scale with four options. The highest score is 4 and the lowest is 1. It was also provided with verbal description. Lastly, the results were tallied and interpreted to make findings, conclusions, and recommendations. With the assistance of the statistician, the data were analyzed through different statistical treatments including percentage, weighted mean, and chi-square.

RESULTS AND DISCUSSIONS

1. Profile of the respondents

1.1. In terms of Age

Table 1
Distribution of High School Students in terms of Age

Age Bracket	Frequency	Percentage
13 – 14 years old	90	60
15 – 16 years old	60	40
17 – 18 years old	0	0
19 – 20 years old	0	0
21 years old and above	0	0
Total	150	100

Table 1 shows the distribution of high school students in terms of age. It can be seen from the table that the respondents come from the various age groups having a random marking of its frequency and percentage the age groups which have the highest frequency and percentage belonged in the age brackets 13-14, which gained ninety frequencies and sixty percentages. It is followed by the age bracket 15-16 which has sixty frequencies and forty percentages. There are no respondents in the age brackets of 17-18, 19-20, and 21 and above.

As a result of the frequency and percentage, the majority of the respondents are in the age bracket of 13-14. Rules will help teachers create efficient and effective rules to facilitate an organized and positive learning atmosphere for all



students, regardless of skill or age group. With this, its proven that in this study age have an impact on how the students follow the instructions of their teachers.

1.2. In terms of Sex

Table 2 flashes the distribution of high school students in terms of sex. It can be noted from the table that out of 150, most of 114 and the percentage of 76 percent are female, while male respondents got a frequency of 36 and 24 percent.

Table 2
Distribution of High School Students in terms of Sex

Sex	Frequency	Percentage
Male	36	24
Female	114	76
Total	150	100

The finding discovered that female students had more favorable attitudes toward classroom management strategies than male students in her research on classroom management strategies used by teachers.

1.3. In terms of Grade Level

Table 3
Distribution of High School Students in Terms of Grade Level

Grade Level	Frequency	Percentage
Grade 7	41	27.3
Grade 8	30	20
Grade 9	45	30
Grade 10	34	22.7
Total	150	100

Table 3 illustrates the distribution of high school students in terms of grade level. It is evident that out of 150, most of the respondents who participated in the study are Grade 9 with a frequency of 45 and a percentage of 30 percent. It is followed by Grade 7 with a frequency of 41 and a percentage of 27.3 percent. While Grade 10 respondents have a frequency of 34 and a percentage of 22.7 percent. Lastly, the Grade 8 respondents got a frequency of 30 and a percentage of 20 percent. As a result of the

frequency and percentage, the majority of respondents are Grade 9.

As a result, teachers will be able to choose the curriculum that best suited the needs of their specific grade level. Teachers will be able to choose whether to use a classroom-based approach or a school-wide approach to improve student conduct.

2. Classroom Management in terms of Space

2.1. In terms of Space

Based on the result of the assessments of the respondents on classroom management in terms of space. It obtained a composite mean of 3.36 and was interpreted as highly effective.

Deliver good discussions to the students while learning takes place obtained the highest weighted mean of 3.51 and a verbal interpretation of very highly effective. The Junior High school students at private school in Taal, Batangas experience and exercise to have a good space for discussion with their teachers in their online set-up and it is very highly effective. Teachers manage space to engage virtually with the students to be more productive with the use of learning space at home. And the teachers believe that personal space is a critical social skill for students to acquire, practice, and develop. The teachers also understand how to maintain appropriate personal space that allows children to participate more successfully in everyday interactions and personal connections with peers and adults, as well as to be safe. It makes his students more efficient.

2.2. In terms of Time

Assessment of the respondents on classroom management in terms of time. Results revealed that time was assessed as highly effective with a composite mean of 3.47. Among the items presented, set time and day when they are asynchronous and synchronous set up on their classes got a 3.65 weighted mean and interpreted as very highly effective.

To sum up, in terms of time, Junior High school students at private schools in Taal, Batangas are managed by teachers with set time



and day when they are asynchronous or synchronous set up on their classes and consider this very highly effective. The teachers were well-known that effective time management allows students to achieve more in less time. Because their attention is focused and they are not wasting time on distractions such as social media. And the teachers asking their students to have to-do list, efficient time management minimizes stress. The teachers also believe that having a time management might also provide a sense of accomplishment when the students achieve their objectives. Time can be an important factor of classroom management.

2.3. In terms of Materials

The results regarding the assessment of the respondents on classroom management in terms of materials. The whole strand has a composite mean of 3.37 and verbal interpretation of highly effective. This result revealed that materials are highly effectively provided as assessed by the respondents.

Results revealed that through materials, the respondents use google meet, zoom, teams etc. in discussing the lesson and understanding the know-hows. This item obtained the weighted mean of 3.80 and verbal interpretation of very highly effective. The result implies that the in terms of materials, Junior High school students at private school in Taal, Batangas are managed by teachers by using google meet, zoom, teams etc. in discussing the lesson and understanding the know-how's; and consider this very highly effective. Teachers are one of the resourceful people in the field of education. They can provide different materials that are needed by their students even in face-to-face classes. But because of our situation the teachers do some adjustments that can also help their students and with the help of digitized materials available to students, they can use their own devices to access them during class and view them in the size and format that suits them best. So, the teachers give the true meaning of no one will left behind. Because of their exploration, they discovered different digital materials that will them and their students also to adapt the new way of teaching and learning. Teachers give their best to

have alternative materials that can use of their students.

2.4. In terms of Activities

The assessment of the respondents on classroom management in terms of activities. As reflected on the table, the activity was assessed as highly effective with a composite mean of 3.33.

Thus, through activities, the respondents give instructions on how the students submit the activity and this item gained the highest weighted mean of 3.66 and verbal interpretation of very highly effective.

Therefore, in terms of activities, Junior High school students at private school in Taal, Batangas consider very highly effective by the classroom management of teachers in giving instructions on how the students submit the activity. Teachers know that there are pupils who always raise their hand to participate and those who are cautious about doing so in every classroom. It can be difficult to engage kids into talks who are reluctant to lend their voices, whether they are introverted, consider for a long time before contributing, or are simply having a terrible day. Deslauriers (2019) said active learning activities such as peer discussions can help students construct better understandings of the subject material. That's why teachers create different activities that will boost the confidence and capabilities of their students. Because with the use of different activities, the teachers will measure how good each student is. In line with the result, it seems that the activities given by the teachers is very useful to the see the excellency of their students.

3. Significant Relationship between the Profile of the Respondents to the Classroom Management of the Teachers

Table 4

Relationship between profile of the respondents and classroom management (Space)

Profile variables	p-values	Computed values	Decision on Ho	Verbal Interpretation
Age	.028	7.186	Reject	Significant
Gender	.299	2.417	Failed to Reject	Not Significant
Grade Level	.001	22.176	Reject	Significant



Table 4 shows the relationship between the profile of the respondents and classroom management in terms of space.

Since the p-values of the .028 and .001 are lower than 0.05 level of significance, then the computed values of 7.186 and 22.176 are found to be significant. This could also mean that the profiles of the respondents have a significant relationship in classroom management in terms of space. Students' self-efficacy of learning and intention is based on what student experience and believe. With the help of creating space at home the teachers give their students to have a calm environment while attending on the class wherein the students can able to think what of things that will help them to be even more effective. It founds that teacher possess an attitude to make their students more independent by asking them to create virtual spaces for their online classes. And with the use of this spaces the teachers and students can be more connected to their goals. Reeves and Minocha (2011) staff design spaces first, then modify and refine them in response to student feedback. Designing a learning environment that is suitable for students is essential to a large extent, but it is also important that staff and students collaborate to design spaces such that the result that students want to learn in.

Table 5
Relationship between Profile of the Respondents and Classroom Management (Time)

Profile variables	p-values	Computed values	Decision on Ho	Verbal Interpretation
Age	.009	9.390	Reject	Significant
Gender	.26	2.692	Failed to Reject	Not Significant
Grade Level	.022	14.795	Reject	Significant

Table 5 exhibits the relationship between profile of the respondents and classroom management in terms of time.

The p-values of the .009 and .022 are lower than 0.05 level of significance, then the computed values of 9.390 and 14.795 are found to be significant. This could also mean that the profiles of the respondents have a significant relationship in classroom management in terms of time.

Based on the result time have an influence to the profile of the respondents and we all know

that students must on time for class and complete all tasks and assignments to achieve their personal goals and improve their results. Although different people place different values on time, workplaces, schools, students, and other concerned workers must observe and obey. Adams and Blair (2019) stated that effective time management is linked to improved academic performance and reduced anxiety in students. The teachers know how, when, where and what they give time for their students they make more their students productive and efficient by understanding the capability of each student.

Table 6
Relationship between Profile of the Respondents and Classroom Management (Materials)

Profile variables	p-values	Computed values	Decision on Ho	Verbal Interpretation
Age	.013	8.658	Reject	Significant
Gender	.017	8.092	Reject	Significant
Grade Level	.045	12.851	Reject	Significant

It can be drawn from Table 6 the relationship between the profile of the respondents and classroom management in terms of materials. It shows that the p-values of the materials are all not higher than 0.05. It means that there is a significant relationship between the profile of the respondents and classroom management.

Materials are fundamental to language learning and teaching, but materials cannot be interpreted independently of their users This claim highlights two key characteristics of teaching materials that indicate their importance in teacher education: they are an integral part of language learning and teaching, and they are reliant on their users both teachers and learners (Graves & Garton, 2014). In relation to this, it means that classroom management in terms of materials have an impact to the profile variables of the respondents. Which means that the teachers provide exact materials to their students to engage skillfully to the online teaching. It makes more significant and reliable in the education field.

Table 7
Relationship between Profile of the Respondents and Classroom Management (Activities)

Profile variables	p-values	Computed values	Decision on Ho	Verbal Interpretation
Age	.000	16.275	Reject	Significant
Gender	.0182	4.998	Failed to Reject	Not Significant
Grade Level	.000	34.318	Reject	Significant

Table 7 shows the relationship between the profile of the respondents and classroom management in terms of activities.

As reflected on the p-values are all lower than 0.05, which means that there is significant relationship between profile of the respondents and classroom management in terms of activities.

It's proven that female students have considered their classroom experiences to be more fun and interesting than male students. That female students can give more time to collaborate and join to the activities given by their teachers. And they are more believed those activities can give them time to enjoy their lessons with different kind of activities. Male students may explore more and discover more about their feelings and experiences in terms of activities.

4. Proposed activities to attain quality education in online teaching

Although the result of this study showed that the private high school teachers have practice classroom management well, the researchers still propose activities for a classroom management plan that will further strengthen their abilities and skills to accommodate their students by improving their knowledge about classroom management a scaffold for online teaching.

CONCLUSIONS

The researchers were able to draw the following conclusions based on the study's objectives and primary findings. Majority of the respondents are 13-14 years old, female and in Grade 9. The classroom management plan for private high school teachers in Taal, Batangas are all highly effective teachers. Furthermore, space, time, materials, and activities are all highly effective, functioning and providing its purpose to the students in an online setup. In addition, there is a significant relationship between classroom management in terms of age, sex, and grade level. Activities were suggested by the researchers for the classroom management plan that may strengthen the effectiveness of classroom

management plan for private high school teachers in Taal, Batangas as a scaffold for online teaching.

RECOMMENDATIONS

The researchers crafted the following recommendations based on findings and conclusions. Teachers must discuss with their students the norms that support effective learning, teachers and students must learn more on how to use the online tools/materials that ensure that teaching and learning is appropriate for academic success, and teachers must establish ways to show appreciation when a student has done good work. Since there is a significant relationship on the assessment of respondents when grouped according to their profile, it is recommended to strengthen classroom management plan's activities that deals with time, space, materials, and activities. For further study, it is recommended to include other classroom management elements that are not included in this study.

REFERENCES

- Adams, R. Blair, E. (2019). Impact of time management behaviors on undergraduates engineering students performance. <https://doi.org/10.1177/2158244018824506>
- Blake, A. L. (2017). Classroom management strategies for novice teachers in high-poverty urban schools. <https://ntejournal.com/>
- Bradley, R. L., Browne, B. L., & Kelley, H. M. (2017). Examining the influence of self-efficacy and self-regulation in online learning. <https://eric.ed.gov/?id=EJ1162424>
- Deslauriers, L. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. <https://doi.org/10.1073/pnas.1821936116>
- Garton, S., Graves, K. (2014). In International Perspectives on Materials https://scholar.google.com/scholar_lookup?title=materials+in+elt:+current+issues+international+perspectives+on+materials&author=garton+s.garton+elt.+s.&author=graves+k.graves+k.&publication_year=2014&pages=1-15

Johnston, T. (2018) Classroom Management
<https://www2.palomar.edu/pages/tjohnston2/tag/classroom-management/>

Kim, M. C., & Hannafin, M. J. (2011) Scaffolding problem solving in Technology enhanced learning environments
<https://www.learntechlib.org/p/67172>

Nagler, S. (2015) The management of classroom space, time, materials, and activities.
<https://digitalcommons.acu.edu/etd>

Reeves, B., and Minocha L. (2011) Spaces in between us: a qualitative study into the impact of spatial practice when learning in second life.
https://www.researchgate.net/publication/271928339_spaces_in_between_us_a_qualitative_study_into_the_impact_of_spatial_practice_when_learning_in_second_life

Shonna, M. (2019) Descriptive research design.
<https://www.scribbr.com/methodology/descriptivere search/>

of Teacher Education, Batangas State University Lemery Campus.



Elaine Noreen G. Baxa. Instructor at Batangas State University Lemery, Campus, she is also the head of Development and External Affairs and adviser of Multi-Faith Ministry, a campus-based organization on the campus.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).

AUTHORS' PROFILE



Rachelle B. Lascano. Fourth Year, Bachelor of Technical Vocational Student under College of Teacher Education, Batangas State University Lemery Campus. Future Educators' Society Organization President.



Angelika C. De Roxas. Fourth Year, Bachelor of Technical Vocational Student under College of Teacher Education, Batangas State University Lemery Campus.



Angelica C. Marcellana. Fourth Year, Bachelor of Technical Vocational Student under College