

## **Enhancing Classroom Management Skills of New Teachers through Hybrid Training**

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### **Abstract**

Classroom management is an important skill that every teacher should possess. Thus, acquiring this skill is needed to establish and create an orderly learning environment for their pupils. Furthermore, this intervention is much needed after 2 years of distance learning. Because of the circumstances brought about by the absence of face-to-face classes, new teachers were not exposed to the usual classroom setup. In this research, new teachers were engaged in a hybrid training that utilized video lectures and handouts in a self-paced approach. The objective of this intervention is to increase the knowledge of teachers regarding classroom management. This research is experimental with a pretest-posttest design. The participants were 21 new teachers who belong to the overall population who are 0-3 years in service in Tayuman Elementary School. A paired Samples t-test was used to determine the improvement of their knowledge in classroom management. The obtained overall mean for the pretest was 6.30 and 9.05 for the posttest. The findings revealed that there was a significant difference in their test scores. The study showed that hybrid training increased the knowledge of new teachers in classroom management. This will help new teachers improve their competence in face-to-face classes and in creating an organized learning environment for their pupils. Also, this intervention may be utilized as supplementary or optional training for teachers' professional development.

*Keywords: Education, classroom management, experimental design, Philippines*