

Classroom Management Continuum Style and Teaching Competencies: Key Variables to Teachers' Professional Development

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Abstract

The main objective of this study was to investigate the relationship of classroom management continuum style, teaching competencies and professional development of teachers in selected schools in the District of Calauan, Laguna.

The study employed descriptive correlational method of research in assessing the relationship of classroom management continuum style, teaching competencies and professional development. This study was participated in by 200 teachers from selected schools in the District. The data were collected through a survey questionnaire adopted from reviewed literature with some modifications and researcher- made questionnaire. Simple descriptive statistics such as frequency count and percent distribution were used in describing the personal information of the respondents. Weighted mean and standard deviation were utilized in perceiving the classroom management style, teaching competencies and teacher's professional development. To determine the relationship of the independent variable with the dependent variable, Pearson Product Moment Correlation Coefficient was used at 0.05 level of significance.

Based from the result, it was found out that using the behavior and instructional management scale, majority of the respondents were characterized as Interventionists. Perceptions on teacher's professional development reveal significant correlation to classroom management continuum styles, both behavior and instructional management. Similarly, teacher's professional development shows significant correlation to teaching competencies.

Keywords: classroom management continuum style; teaching competencies; teachers professional development

Introduction

Educators play significant roles in a classroom situation, and one of the most vital is that of being a classroom manager. Teacher's competence contributes a lot in the efficiency of the school; hence effective instruction produces high achievement. Operative teaching and learning cannot take place in an unwell-managed classroom (Andaya, 2016). If pupils are disorganized and disrespectful, and there are no clear rules and guided behavior, chaos becomes the outcome. In these situations, both teachers and students may suffer. If teachers find it hard to organize and manage, then they are most likely to acquire less than what they should.

In contrast, well-managed classrooms provide an environment in which teaching and learning successfully arise. However, it does not just seem out of nowhere. It takes further effort and determination to produce ideal pupils.

One of the utmost concerns of the primary education in our country is to enhance students by providing them the skills, knowledge and values they need to be a productive, competitive, caring, self-reliant and patriotic citizens as stated in R. A 9155 of 1991 SECTION 3.2 which is known as Governance of Basic Education. This provision strongly upholds that our students today are future leaders of our nation. Therefore, it is indeed imperative that we, educators should be the main instrument in making this provision into reality.

However, the person who is most responsible for creating it and the artist who would take the most critical roles in achieving the most significant objective of the government for basic education is the teacher. Achieving indicates good management on the part of the teachers. Quitain, as cited by Bernardo (2003), showed that the school administration and teachers serve as the key players in the development of the Filipino students.

Classroom management is essential both in teaching and in the learning process. It refers to the methods, strategies, and skills of the teachers to maintain an encouraging classroom environment that results in a students' learning success. Effective classroom management assured to influence the professional development of the teachers. Professional development focuses on formal in-service training to upgrade the content knowledge and pedagogical skills of teachers and is widely viewed as an essential means of improving teaching and learning. It is a process of refining competencies and works performance through personal and professional growth in knowledge, skills, and attitude. Professional development is vital to prepare and support educators to help all students achieve high standards of learning and development.

The researcher intended to know whether classroom management continuum style and teacher's competencies are related to the teacher's professional development.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher- respondent in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 civil status;
 - 1.4 highest educational attainment;
 - 1.5 plantilla position; and
 - 1.6 years of teaching experience?

2. Using the behavior and instructional management scale, which among the classroom management continuum styles would characterize the teacher as:
 - 2.1 Interventionist;
 - 2.2 Interactionalist; and
 - 2.3 Non- interventionist?

3. To what extent is the level of teacher's competencies in terms of:
 - 3.1 planning;
 - 3.2 instructional strategies;
 - 3.3 communication;
 - 3.4 learner reinforcement- involvement; and
 - 3.5 professional standards?

4. What is the extent of teacher's professional development in terms of?
 - 4.1 content knowledge and quality teaching;
 - 4.2 research- based practices;
 - 4.3 collaboration with peers;
 - 4.4 diverse learning needs;
 - 4.5 student learning environment; and
 - 4.6 professional growth?

5. Is teacher's professional development significantly related to:
 - 5.1 Classroom Management Continuum Style; and
 - 5.2 Teacher's Competencies

Review of Related Literature

Classroom Management Continuum Style

According to Sowell (2013), classroom management has a significant role in aiming the mandates of No Child Left Behind (NCLB) by raising high rates of students passing statewide standardized tests. More importantly, this definition highlights the potential of identifying classroom management styles towards fostering quality education for all. Classroom management is crucial to any elementary school classroom.

Some studies evaluated here indicate a relationship between a teacher's classroom management style (noninterventionist, interventionist, and interactionalist) and the teacher's demographic variables (Baker 2005). Santiago (2012) found that gender, number of years of teaching, and highest education degree can affect BIMS instructional management scores in high school teachers. Brannon (2010) explored the relationship between student academic success and classroom management beliefs on fifth grade English language arts and math scores.

Behavior Management

Caguioa (2016) stated that for education in school to be effective, the environment needs to be conducive to learning; allowing the pupil's space and time to interact within the learning and teaching process. Classroom management has been defined as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, as cited by Gusi, 2016).

Behavior management whether it is noninterventionist, interventionist and interactionalist are related to the expectation of a teacher from their students. Zimmerman (2011) says that students need to understand the expectations you want from them from walking the in the four walls of a classroom, to handle sharpening pencils and to turn in papers and how you want them to sit at their desks. Lanoue (2009) showed that interactionalist beliefs could be inculcated in teachers, with the belief that interactionalist classroom management is superior to interventionist or noninterventionist approaches to classroom management in fostering student outcomes.

Instructional Management

Instructional management is when the educator maintains control within their classroom with the rigor of the lesson. It is based on planning useful lessons within the classroom where the students remain engaged while working on the task. Students are very vulnerable and require teachers who know how to create the best among everyone in the learning environment (Sowell, 2013).

Teaching Competencies

Planning

According to Gusi (2016), management skill starts with planning and proper prior planning prevents issues and the rest of all. Without a plan, there will be no productive output. Making a goal will just have been luck or chance and is not repeatable. One can hasten in making the goal achievable, but one could never have the chance to track the accomplishments which success is made.

Instructional Strategies

Research tells us what can be expected from a teacher employing instructional strategies and practices that are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students (Hattie, 2009).

Communication

Effective teaching presupposes effective communication. The teacher makes effective communication possible by identifying the needs of the students, addressing these needs at the appropriate level, and creating a relaxed atmosphere in which a free, democratic flow of discussion is possible. Active classroom participation is not in itself sufficient; however; the cognitive processes must be brought into play. If the needs of the students have been accurately identified, and if appropriate verbal and non-verbal communication is employed, the chances of success are correspondingly high.

Learner Reinforcement- Involvement

Students who are engaged in the lesson are motivated to learn. Students felt good about their involvement and success with the tasks and were observed those who are focused on their lessons do not give much attention to misbehaving. Sometimes, proper instruction does not prevent all behaviors of concern. Building in reinforcement strategies to address specific behaviors or to motivate students can be a simple and effective way to re-energize a class according to Peters (2010).

Professional Standards

According to an article of Australian Institute for Teaching and School Leadership (2011), developing professional standards for teachers certainly guide professional learning, practice, and engagement to facilitate the improvement of the quality of teachers and contribute positively to the profession. The main elements of quality teaching are described within the set of standards which can be the guide and framework of a teacher proceeding to their unqualified success.

Teacher's Professional Development

Professional development is significant for both educators and students as it serves as the preparation and support to attain knowledge, learnings, and development. There are three suggestions for professional development. It must be focused on student achievement; it must meet the needs of individual teachers and must be evaluated based on the impact on teachers, leaders, and students (Reeves, 2010).

Girvan, as cited by Badri (2016), stated that professional development should provide an essential scheme for improving schools, increasing teacher quality, and cultivating student learning.

Content Knowledge and Quality Teaching

Blanton, as cited by Maruli (2014), defines quality teaching as being focused on teacher performance, teacher knowledge, and teacher creativity. It is what teachers are most likely to obtain when there are willingness and effort on the part of the learner, a supportive social surround, ample opportunity to learn, and ethical practices employed by the teacher. Similarly, quality teaching concentrates on how to attract, prepare, support and develop expert teachers who can teach in a more transformative way.

In an article of Iasevoli (2017), the most common indicator of professional development provided to U.S. public school teachers in the previous school year focused on their content area knowledge wherein it has the potential to not only improve teacher practice but to make a real difference for students.

Research-based Practices

From the Teaching and Learning International Survey (2013), one most frequently reported activity to test professional development is the education seminars and workshops with more than two-thirds of the respondents, same as the individual and collaborative research. . In order to become a great teacher, one must go beyond the textbook and attend workshops and seminars to master the practice truly. Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in technology for their students.

In undertaking research, educators begin by asking how current practice might be improved. They then study the relevant literature and research to select an approach that might improve current practice. Teachers often use their classrooms as research sites. For example, teachers might teach a concept in different ways to determine which had the most significant effect on student learning. Likewise, teachers might experiment to see what approach is most effective in facilitating cooperative learning among students.

Collaboration with Peers

Moran, as cited by Fabunan (2017), in order to create smart schools which are likewise regarded as learning organizations, individuals including administrators and teachers must collaborate in order to find out new ways in solving problems. Through this, it may create deeper ownership of the school improvement effort by teachers, foster leadership skills and create an organizational culture that values the perspective of teachers. The more teachers collaborate, the more they can converse knowledgeably about theories, methods, and processes of teaching and learning, and improve their instruction.

Diverse Learning Needs

Yang, together with Badri on their study, indicated that out of the 14 activities for professional development, teachers gave a high score for diverse learning needs. This shows significance because it is probably a reflection of current trends in educational policy. The result is an indication that teachers do not feel adequately prepared to cope with these challenges.

Student Learning Environment

Nowadays, because students spend more time in school than in their homes, it becomes essential to observe the roles of management and discipline as essential dynamics in the pupil's success and experience. The classroom has been called the experimental laboratory for the students wherein learning occurs. No one

can get this treasure away from an individual who has a firm and solid education within. There are workshops on how to integrate technology into the classroom and how to make it cross-curricular (Hill, 2012).

Professional Growth

In the study conducted by Jaraplasan, as cited by Delas Alas (2016), teachers who are exposed to activities relevant to staff development have great tendency to acquire higher performance than those who are not given a chance to do so. Statistically, the findings lead to the generalization that seminars, training and dealing with other activities deals with professional growth will generally increase the level of performance.

Methodology

Research Design

Descriptive correlational method of research was used in this study. As stated in Taole (2008), research design is a plan that guides the researcher in the process of collecting, analyzing and interpreting observations. It is a logical model of proof that allows the researcher to draw inferences concerning causal relations among the variables under investigation.

Respondents of the Study

The respondents of the study were the public elementary teachers in the District of Calauan, Schools Division of Laguna. Because of their prior knowledge and experiences, they provided the necessary information required by the study.

Research Instrument

The researcher-made questionnaire was the primary instrument of the study. Analyses of documents and information were done to substantiate the data gathered. The questionnaire consisted of four parts. Part I describes the profile of the respondents based on their age, gender, civil status, highest educational attainment, years of teaching experience and plantilla position. Part II focuses on teaching competencies in terms of planning, instructional strategies, communication, learner reinforcement- involvement and professional standards. Part III identifies the teacher's classroom management style whether he is classified as interventionist, interactionalist or non- interventionist using the Behavior and Instructional Management Scale (BIMS) developed by Wolfgang and Glickman (1980) and Martin and Sass (2010). The items were reviewed and modified using a small sample of K-12 teachers (Martin & Sass, 2010, p. 1126). Part IV of the questionnaire deals with the professional development of teachers in the District of Calauan, Division of Laguna.

Research Procedure

This study focused on the competencies, classroom management continuum style, and teacher's professional development. It aimed to answer the general questions and problems of the research study.

To carry out the study, the researcher sought permission from the District Supervisor for the conduct of the survey by sending her a request letter. Then, the researcher talked to the teacher- respondents in the concerned schools to gather the data needed through the administered survey questionnaires. The retrieved data were collated, tallied and encoded for statistical analyses.

Statistical Treatment of Data

To answer the questions under study, the data gathered were subjected to the following statistical tools. Descriptive statistics such as frequency count and percent distribution were used in describing the personal information of the respondents while the mean and standard deviation were utilized in perceiving the classroom management style, teaching competencies and teacher's professional development.

The Pearson Product Moment Correlation Coefficient was used to determine the relationship between the independent and dependent variables. The research hypotheses were tested at a 0.05 level of significance.

Result and Discussion

Table 1. Correlation Between Classroom Management Continuum Style and Teacher’s Professional Development

Classroom Management Continuum Style	Teacher’s Professional Development					
	Content Knowledge and Quality Teaching	Research-based Practices	Collaboration with peers	Diverse Learning Needs	Student Learning Environment	Professional Growth
Behavior Management						
Interventionist	.150*	.242**	-	-	-	-
Interactionalist	-	-	-	-	-	-
Instructional Management						
Interventionist	.197*	-	-	.185*	.186*	.200**
Interactionalist	-	.535**	-	-	-	-

*N= 200 **Correlation is significant at 0.01 level (2-tailed) *Correlation is significant at 0.05 level (2-tailed)*

As gleaned in the table, content knowledge and quality teaching ($r=.150$) and research- based practices ($r=.242$) are the indicators of teacher’s professional development that show a significant correlation to behavior management as for Interventionist at 0.05 level of significance.

Behavioral management is found related to the expectation of a teacher from their students. Zimmerman (2011) says that students need to understand the expectations from them from walking around the classroom, to sharpening pencils and turning in papers to sitting at their desks among others. Furthermore, the findings indicate that there is a need to focus on research practices, as it is a tool to help teachers and other educators uncover strategies to improve teaching practices. As viable and realistic endeavor for all educators be investigated, they must keep in mind that everyday problems need to especially managing their behavior as cited in the study of Guanzon (2016).

Indicators of professional development such as content knowledge and quality teaching ($r= .197$), diverse learning needs ($r= .185$), student learning environment ($r= .186$), and professional development ($r= .200$) shows significant correlation to instructional management as being interventionist. Research- based practices ($r= .535$) is the only indicator that shows significant correlation to interactionalist. Instructional management indicates that teachers keep control within their classroom with the consistency of the lesson. It is based on teaching within the classroom where the pupils remain engaged while working on task. This style from the study of Sowell (2013) is not significantly related to the pupils’ achievement. The analysis of the research is vital towards nurturing best practices for teachers and optimal outcomes for elementary school students.

Table 2. Correlation Between Teaching Competencies and Teacher's Professional Development

Teaching Competencies (IV)	Teacher's Professional Development (DV)					
	Content Knowledge and Quality Teaching	Research-based practices	Collaboration with peers	Diverse Learning Needs	Student Learning Environment	Professional Growth
Planning	-	-	-	-	-	-
Instructional Strategies	.161*	-	-	.228**	.139*	.152*
Communication	.218**	.148*	.147*	.262**	.174*	.153*
Learner reinforcement-involvement	.175*	-	.144*	.153*	.145*	.177*
Professional Standards	.252**	-	-	.303**	.237**	.179*

*N= 200 **Correlation is significant at 0.01 level (2-tailed) *Correlation is significant at 0.05 level (2-tailed)*

As indicated in the table, teacher's professional development in terms of content knowledge and quality teaching shows a significant correlation as to instructional strategies ($r= .161$) and learner-reinforcement involvement ($r= .175$) at 0.05 level of significance. From the result, it can be gleaned that teacher expresses resourcefulness to develop instructional teaching strategies and method for the pupils to improve and widen their knowledge. Moreover, it has something to deal with teachers' knowledge of the subject matter, the learning environment that they can produce and the growth or progress in terms of their profession. Through this, they can help their pupils generate their interest and eagerness for more opportunities of learning, making all the individuals feel that they are being taught in their own unique way despite of their differences.

Furthermore, research- based practices show significant correlation to communication ($r=.148$) at 0.05 level of significance. Ndongko (2005) stated that communication exists in a simple causal relationship with successful classroom management. Effective teaching presupposes effective communication. In this way, teacher may identify the needs of the students, addressing these needs at the appropriate level, and creating a relaxed atmosphere in which a free, democratic flow of discussion is possible and may be put into practice.

Collaboration with peers shows significant correlation to communication ($r=.147$) and learner-reinforcement involvement ($r=.144$) at 0.05 level of significance.

It can be gleaned that having a smooth cooperation, teamwork with peers and good relationship with others may affect learners positively. Several studies have been conducted to provide insight into the teacher-learner communication relationship, in general, and what inspires or motivates a pupil to learn or to become interested in a topic, in particular. Pupils who are engaged in the lesson are motivated to learn and they feel good about their involvement and success with the tasks. Additionally, pupils who are engaged in the lesson are not focusing their energy on misbehaving.

Professional development of teachers as to diverse learning needs shows a significant correlation to instructional strategies ($r= .228$), communication ($r= .262$), and professional standards ($r= .303$) at 0.01 level

of significance, and to learner reinforcement- involvement ($r = .153$) with 0.05 level of significance. The result indicates that identifying the individual needs based on learners' differences may touch on how teachers communicate with one another and involving them to reinforce pupils and motivate them to learn. Competencies of teachers serve as the framework, preparation and support to attain knowledge, learnings and development.

Student learning environment shows a significant correlation to teachers' competencies in terms of instructional strategies ($r = .139$), communication ($r = .174$), learner reinforcement- involvement ($r = .145$) at 0.05 level of significance and to professional standards ($r = .237$) at 0.01 level of significance. Similarly on the result gained from the correlation of professional growth to instructional strategies ($r = .152$), communication ($r = .153$), learner reinforcement- involvement ($r = .177$) and in professional standards ($r = .179$) showed significance at 0.05 level of probability. The findings has something to do with the study of Quint (2011), professional development shows positive effects on some targeted instructional practices but not all of their competencies. Likewise, it upgrades the content knowledge and pedagogical skills of teachers and is widely viewed as an important means of teaching and learning. It has something to do with the activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Learning activities and programs with the involvement of teachers can be used to their students, and encourage the development of learning communities.

Conclusions

The findings gathered in the study led to the following conclusions:

1. Content knowledge and quality teaching and research- based practices are the indicators of teacher's professional development that show a significant correlation to behavior management as being Interventionist. Therefore, the null hypothesis asserting that teacher's professional development is not significantly related to behavior management is **not sustained**.

1. Indicators of professional development such as content knowledge and quality teaching, diverse learning needs, student learning environment, and professional development shows significant correlation to instructional management as Interventionist. Research- based practices shows significant correlation to instructional management as Interactionalist. Thus, the null hypothesis affirming that teacher's professional development is not significantly related to instructional management continuum style is **not sustained**.

2. Teacher's professional development in terms of content knowledge and quality teaching shows significant correlation to instructional strategies, communication, learner- reinforcement involvement, and professional standards. Research- based practices is significantly related to communication. Collaboration with peers shows significant correlation to communication and learner- reinforcement involvement. Diverse learning needs, student learning environment and professional growth shows significant correlation to all indicators of teaching competencies except planning. Therefore, the null hypothesis stating that teacher's professional development is not significantly related to teaching competencies is **not sustained**.

Recommendations

In view of the aforementioned findings and conclusions obtained in the study, the following recommendations are hereby suggested:

1. School administrators and supervisors may propose and conduct trainings and seminar workshops to serve as springboard for the teachers in improving their instructional management that would enhance their professional development.

2. Elementary school teachers may continue to enrich their teaching competencies specifically in terms of planning since management skill starts with it and a course for the achievement of one's goal. It absolutely provides direction and reduces risks of uncertainty. They may further develop this for the

accomplishment of the pupil as well.

3. Future researchers may conduct similar study with larger, more diverse samples with other sources of information regarding behavior and instructional management. They may also consider other measures to assess the different styles of management done inside the classroom properly to enhance the level of development in the profession.

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