Teachers' Management Styles and Pupils' Interactions

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Abstract

This study aims to determine teachers' management styles in terms of authoritative, charismatic, delegative, and democratic approaches. It also explores the interactions among pupils, including interactions between classmates, interactions between teachers, and interactions between schoolmates. Furthermore, the study examines the relationship between teachers' management styles and pupils' interactions. An adapted and modified 5-Point Likert questionnaire from Nasir (2019) was used for this study. The researcher utilized a descriptive–correlational research design to justify and achieve the study's objectives. Ninety-nine (99) grade VI pupils from Lagonglong Central School participated as respondents in this study. Statistical analyses, such as mean, standard deviation, and Pearson product-moment correlation coefficient (Pearson r), were employed to analyze the gathered data. The results showed that teachers' authoritative management style received the highest rating at very high level, and pupils' class behavior during interactions with teachers was also at a very high level. A moderate positive correlation was found between perceived teachers' classroom management styles and pupils' class behavior. Thus, the teachers' classroom management styles can significantly influence the behavior of the pupils. The researcher recommends conducting training sessions and workshops to refresh and update teachers on various classroom management styles. Additionally, involving parents in the development of pupils' positive behavior is also recommended.

Keywords: Authoritative, Charismatic, Delegative, Democratic, Pupils' Behavior

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1. Introduction

Classroom management is the process teachers use to ensure that classroom lessons run smoothly, without disruptive conduct by students compromising the delivery of instruction. It involves both pre-emptively preventing disruptive behaviour and effectively responding to it when it occurs. Classroom management is crucial in classrooms because it supports the proper execution of curriculum creation, the development of effective teaching methods, and their implementation. The classroom management style can be described as the actions and strategies that teachers employ to create a successful learning environment, as it has a positive impact on pupils learning needs and goals. To ensure that all pupils receive the best education, it would be beneficial for educator programs to invest more time and effort in equipping educators and instructors with comprehensive knowledge of classroom management.

The Enhanced Basic Education Curriculum, also known as K - 12, was developed by the Department of Education (Deped) to elevate3 the standard of education for teachers in the 21st century. Effective communication is essential, requiring originality, creativity, and professionalism. Teachers must also exhibit deep commitment to their work and have their attitudes closely examined. Such qualities can inspire individuals to assume leadership roles and approach their work with tremendous zeal. Irrespective of whether students are children or adults, teachers in 21st-century teaching models facilitate meaningful learning experiences for their learners. This is the prevailing practice in education today. Teachers wield significant influence over the lives of the students in their classrooms, with their primary responsibility being the education of the children under their care. Additionally, teachers perform a variety of functions within the classroom.

Hence, this study aims to determine the teachers' management styles and examine the interactions among pupils. The teachers' management styles are categorized as authoritative, charismatic, delegative, and democratic, while pupils' interactions are explored in terms of interactions between classmates, teachers, and schoolmates.

This study is anchored by B.F. Skinner, often referred to as the father of operant conditioning, B.F. Skinner's theory is based on the idea that learning is influenced by changes in overt actions. Behavioral changes occur as individuals respond to events (stimuli) present in their environment. When teachers give praise or rewards for desirable behavior, pupils gradually learn to engage in those actions independently. Punishments operate on the same principles. According to behaviorists, both internal and external stimuli prompt human actions. Key components of a behavioral approach to classroom management include establishing clear expectations for good behavior, monitoring behavior, rewarding appropriate behavior, and addressing problematic behavior (Mcleod, 2023).

The current study by Nisar (2019) examines the relationship between classroom management and students' academic achievement. In her investigation, she concludes that the DepEd Code of Ethics serves as the foundation for several behavioral rules that may conflict with the management style. This research is guided by the "Behaviorism Theory" through "Operant Conditioning for the classroom". Teachers can utilize the fundamental principles of operant conditioning to motivate students in various classroom activities such as learning and testing, as well as at home for homework and studying. Operant conditioning is a type of learning where behavior is influences by consequences. The key concepts in operant conditioning include positive reinforcement, negative reinforcement, positive punishment, and negative punishment.

On the other hand, the selection of a particular management style may be influenced by the characteristics of the teachers and the prevalent issues in the classroom, such as chronic tardiness, disruptive talking, questioning rules, procedures, and expectations, making disparaging remarks, low participation, monopolizing class time, and habitual absenteeism. The interaction between the dependent and independent variables indicates that the independent variable indicates that the independent variable has some influence on whether the dependent variable correlates significantly or not. In this scenario, the teachers' management styles, such as authoritative, charismatic, delegative, and democratic, act as the independent variable.

2. Methodology

A quantitative-descriptive research design was employed for this study. This design involves the collection and analysis of quantitative data to generate a statistical representation of a sample's behavior. According to Mbuva (2023), this approach utilizes numerical measurements to assess variables, and it is commonly referred to as descriptive research. The term "quantitative" is used to highlight the emphasis on quantitative measurement of variables. The researcher used both descriptive and inferential statistical techniques to describe the variables of the study. For addressing problems 1 and 2, frequency, mean, and standard deviation were used. Problem 3 was tackled using Pearson correlation.

3. Results and Discussion

Problem 1. What is the level of the teachers' management style of the Grade Six pupils as to:
      1.1   Authoritative;
      1.2   Charismatic;
      1.3   Delegative; and
      1.4   Democratic?

Table 1 presents the findings for the teachers' authoritative management style. It shows an overall mean of 4.29 with a standard deviation of 0.94, which is described as 'Always' and interpreted as a 'Very High Level.' Additionally, most of the indicators were rated at a 'Very High Level.' This indicates that the

pupils perceive their teacher as implementing an authoritative management style in teaching at very high level. During the teaching and learning process, the teacher aims to direct the pupil's attention and focus towards the lesson. Therefore, the teacher employs an authoritative style to impose discipline and command.

In essence, the authoritative management approach involves the teacher having total authority over the class. It is very likely that a Pupil who disobeys the rules will face punishment in this kind of class management. In this extremely regimented manner, there is no room for cordial pupil-teacher connections. Additionally, the method of classroom management described lacks pupil autonomy, as students have limited freedom to make choices regarding their studying methods, working with peers, or participating in class activities.

Table 1

*Teachers' Authorita*tive Management Style

Indicators	Mean	SD	Description	Interpretation
1. My teachers is concerned about what we should	4.52	0.89	Always	Very High
2. My teachers always explain the reasons and principles behind his/her rules and decisions.	4.48	0.74	Always	Very High
3. During the discussion, my teacher helped us understand and asked relevant questions.	4.46	0.85	Always	Very High
4. My teachers correct us in accordance with our mistake.	4.14	1.18	Almost Always	High
5. I am free to express my feelings.	4.23	0.99	Always	Very High
6. My teachers appreciates when I do good.	4.45	0.83	Always	Very High
7. My teachers checks assignments on time.	4.29	0.93	Always	Very High
8. My teachers conducts tests in classroom which promotes academic achievements.	4.44	0.79	Always	Very High
9. My teachers give individual attention to problematic pupils and give proper feedback.	4.20	0.86	Almost Always	High
10. My teachers sets firm limits and controls on what we can do inside the classroom.	4.44	0.69	Always	Very High
Overall	**4.37**	**0.55**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

The study's findings support Sakpal's (2022) research, highlighting the authoritarian nature of the authoritative management style. While this style effectively maintains discipline, it can hinder the development of independent thinking, decision-making skills, and positive pupil-teacher relationships. Educators must be mindful of the potential impact of an authoritative management approach on students' motivation, engagement, and overall well-being. Striking a balance between discipline and opportunities for autonomy, collaboration, and fostering positive relationships can create a more inclusive and supportive learning environment.

In the same table, the highest-rated indicator is 'My teacher is concerned about what we should do,' with a mean score of 4.64 and a standard deviation of 0.77, which is described as 'Always' and interpreted as 'Very High Level.' This indicates that the pupils perceive their teacher to be highly concerned about their activities and studies at school. The pupils recognize the need for guidance and assistance from their teachers as they are still in the process of developing their skills and potential.

While the authoritative management style may initially appear strict and commanding, teachers can blend it with care and compassion towards their students. This demonstrates that teachers are not solely focused on enforcing rules, but genuinely care about the well-being of their students. By incorporating compassion, teachers create a nurturing and supportive environment that addresses the holistic needs of students beyond academic achievement. Catid (2022) supports this approach, emphasizing that integrating

caring and compassionate behaviors into an authoritative style fosters positive student-teacher relationships. By demonstrating understanding and concern for student well-being, teachers can strike a balance between enforcing rules and prioritizing student welfare. This approach enhances pupils' sense of belonging, trust, and motivation in the classroom, supporting their overall growth and development.

Meanwhile, the lowest rated indicator is 'My teacher gives individual attention to problematic pupils and gives proper feedback,' with a mean score of 4.02 and a standard deviation of 1.180, which is described as 'Often' and interpreted as 'High Level.' This means that the pupils find that their teacher has less time or opportunity to provide attention to stubborn or problematic pupils. This means that the teacher employs less fairness and equality among the pupils. Being fair and equal in your dealings with the pupils has a lot of advantages for both the teacher and the pupils. This is important for the pupils, as they will not feel violated as they were properly reprimanded. Sakpal (2022) stated that teachers must implement fairness and equality in handling their pupils so that no one will feel outcast, insecure, or favoured, which may lead to misunderstandings between teachers and pupils.

Table 2
Teachers' Charismatic Management Style

Indicators	Mean	SD	Description	Interpretation
1. My teachers discuss our lessons well.	4.63	0.68	Always	Very High
2. My teachers shows enthusiasm during our class.	4.33	0.87	Always	Very High
3. My teachers shows sensitivity in our needs.	4.34	0.88	Always	Very High
4. My teachers is sensitive to our feelings and emotions.	4.18	0.98	Almost Always	High
5. My teachers is humorous.	4.23	0.95	Always	Very High
6. My teachers praise us in our accomplishments and important events.	4.43	0.82	Always	Very High
7. My teachers encourage creativity and self-expression.	4.31	0.94	Always	Very High
8. My teachers radiates happiness.	4.46	0.79	Always	Very High
9. My teachers listen without hesitations	4.17	0.93	Almost Always	High
10. My teachers calls us sweetly with our name.	4.15	1.09	Almost Always	High
Overall	**4.32**	**0.55**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Table 2 shows the teachers' charismatic management style. It registered an overall mean of 4.20 with a standard deviation of 1.01, which is described as 'Often' and interpreted as 'Very High.' Moreover, most of the indicators were rated at a 'Very High Level.' This means that the pupils observed that their teachers implement charismatic management styles at a high level. This means that teachers who are charismatic towards their pupils are often well received and loved by them, as they feel that they are caring. There are some teachers who exude charismatic charm. They have an effortless charm the feeling of ease. This unspoken factor motivates students to conduct themselves well and strive to earn their teachers' favor. These findings imply that the students observed their teachers implementing charismatic management styles to a considerable degree.

In essence, the study's results suggest that charisma plays a significant role in teacher-student dynamics. When teachers exhibit charisma, they create a positive and nurturing learning environment. Students are inspired to perform their best and establish strong connections with their teachers. As Linsin (2018), suggests, tapping into one's natural charismatic qualities can have a profound impact on the teacher's relationship with their students.

In the same table, the highest-rated indicator is 'My teacher discusses our lessons well,' with a mean

score of 4.65 and a standard deviation of 0.70 which is described as 'Always' and interpreted as 'Very High.' This implies that the pupils observed that their teachers gave their best efforts and performance in teaching lessons to them. The pupils appreciate that the teachers make sure that in teaching them, they give their all so that they will learn in the best way possible. This means that teachers are always giving their best, especially during the teaching and learning process. Hawthorne (2022) claimed that regardless of job title or level of experience, understanding what makes for good teaching is a crucial component of continual professional growth.

However, keeping up with best practices can be difficult when combined with the regular responsibilities and obligations of the position. But having a firm grasp of successful teaching and its significance does not have to be a time-consuming task. Trialing the newest, flashiest techniques might divert the focus from the fundamentals of good teaching, which are frequently extremely easy to put into practice in the classroom. Thus, to be able to become effective and competent in discussing a lesson, the teacher must update themselves with various teaching strategies and skills.

Meanwhile, the lowest-rated indicator is 'My teacher listens without hesitations' with a mean score of 4.05 and a standard deviation of 1.05 which is described as 'Often' and interpreted as 'High level.' This implies that the pupils feel that their teacher does not give attention and time to listening to their queries. This means that teachers should listen to the queries and confusions that the pupils have, especially during the class discussions. Listening to the pupils will let them feel comfortable conversing with their teacher and sharing their ideas during the teaching and learning process. Linsin (2018) claimed that teacher listens to their pupils' needs and queries are often loved and admired by pupils as they seem to be sweet, caring, and charismatic. They seem to show care and concern for the pupils. This makes the pupils feel comfortable knowing that the teacher is not strict or harsh with them.

Table 3
Teachers' Delegative Management Style

Indicators	Mean	SD	Description	Interpretation
1. My teachers gives us activity and work out the problem on our own.	4.29	0.87	Always	Very High
2. My teachers allows us to appraise our own work.	4.35	0.75	Always	Very High
3. My teachers gives us to do the assigned tasks on our own	4.21	0.93	Always	Very High
4. My teachers give us enough time to do our task.	4.31	0.87	Always	Very High
5. My teachers gives orders and clarify procedures.	4.12	1.02	Almost Always	High
6. My teachers provide guidance without pressure.	4.20	1.08	Always	Very High
7. My teachers is caring with our needs.	4.48	0.82	Always	Very High
8. My teachers applies various teaching strategies.	4.26	0.84	Always	Very High
9. My teachers maintains a friendly classroom environment.	4.48	0.84	Always	Very High
10. My teachers incorporate humor appropriately.	4.27	0.82	Always	Very High
Overall	**4.30**	**0.54**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Table 3 exhibits the teachers' delegative management style. It registered an overall mean of 4.20 and a standard deviation of 0.99 which is described as 'Often' and interpreted as 'High.' This means that the pupils appreciate the delegative activities that their teacher shows and the experiences wherein they feel entrusted and responsible. Delegative management allows pupils to feel a sense of responsibility as they are assigned or given tasks. In this style of management, the teacher stays out of the way and lets the group decide what to do. The researcher further stated that one of the advantages of delegative management is that it promotes the

importance of being responsible on the pupils' part. According to research, this management approach typically results in better productivity among group members or pupils. Teachers can monitor task progress and provide frequent comments to aid in improving delegation management. It is also useful for teachers to understand when this approach should be used (Cherry, 2022).

In the same table, the highest-rated indicator is 'My teacher maintains a friendly classroom *environment,'* with a mean score of 4.39 and a standard deviation of 0.96 which is described as Always interpreted as Very High Level. This means that the pupils noticed that their teachers are letting them feel that they are well taken care of as they are being monitored and guided about their needs, and that the teachers are letting them feel that inside the classroom, they are all friends and a family. Pupils should be able to reach their full potential in a secure and friendly atmosphere, which is what is meant by a learning-friendly environment. It is a setting where learning is child-centered and where teachers and pupils get along well. While the teachers may teach more efficiently and enjoy themselves in this setting, the pupils are encouraged to participate actively in their learning. A classroom that is child-friendly is one that is child-centered, inclusive, and offers a protective, safe, and healthy atmosphere. The learning environment is a crucial component of a child-friendly school. But from a child-centered perspective, it is also crucial to consider what pupils contribute to this environment and how this environment should support a pupil's overall wellbeing to assist learning (Bindusha, 2018).

Meanwhile, the lowest rated variable is 'My teacher gives orders and clarify procedures' with a mean score of 3.99 and a standard deviation of 1.12 which is described as 'Often' and interpreted as 'High level.' This means that teachers need to provide clear and accurate instructions as to the assignments that are given to the pupils. This means that it is important as it provides proper directions and instructions that will allow pupils to comply and even perform beyond what is expected. Thus, clear instructions must be always exercised by the teachers. Catid (2022) stated that teachers should provide clear instructions and even explanations to learners so that they will not get lost or confused in following instructions and so that they can achieve what is expected from them by the teachers.

Table 4
Teachers' Democratic Management Style

Indicators	Mean	SD	Description	Interpretation
1. My teachers consider our emotional well-being.	4.18	0.83	Almost Always	High
2. If one pupil requests a hall pass, I always comply with the request.	4.16	0.83	Almost Always	High
3. My teachers gives us the right to understand the rules	4.60	0.74	Always	Very High
4. My teachers help us to accept responsibility for completing our works.	4.47	0.69	Always	Very High
5. My teachers allow us to play with my classmates.	3.90	1.09	Always	Very High
6. My teachers allow us to express my opinions.	4.07	1.09	Almost Always	High
7. My teachers gives the right punishment every time I commit a mistake.	4.27	0.88	Always	Very High
8. My teachers treats us equally.	4.30	0.95	Always	Very High
Overall	**4.25**	**0.53**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Table 4 reveals the Teachers' Democratic Management Style. It registered an overall mean of 4.13 and a standard deviation of 1.01 which is described as 'Often' and interpreted as 'High Level.' Moreover, most of the indicators were rated at a high level. This implies that the pupils appreciate the efforts of their

teacher in promoting freedom and democracy in the classroom. This means that the pupils are allowed to express themselves if they do not violate the rights of their classmates or disrespect others. However, the teachers must improve their implementation of democratic management to a much higher level. Livings (2020) stated that classroom management styles like democratic form part of the emotional development of the pupils. Thus, it is important to properly implement and assess it, as pupils' developmental years are crucial foundations of their learning development. Thus, teachers and pupils must work collaboratively to make sure that democratic management is utilized to its fullest potential.

In the same table, the highest-rated indicator is 'My teacher gives us the right to understand the rules,' with a mean score of 4.49 and a standard deviation of 0.90 which is described as 'Always' with interpretations of 'Very High Level.' This means that the pupils observed that their teachers provide explanations and concrete examples for them to better understand the given instructions or rules being presented. This allows the pupils to fully grasp the rules being set, and, in that case, they also understand the possible consequences if they violate them. This further means that it motivates the pupils to exert their best knowing that they are guided and have a clear vision of what they will do and try to achieve. (Karim, 2022) claimed that when pupils fully understand and grasp the idea and purpose of implementing rules and regulations, they become attentive and participative as they fully understand that it is for their own good and best interest.

Meanwhile, the lowest-rated indicator is If one pupil requests a hall pass, I always comply with the request, with a mean score of 3.99 and a standard deviation of 1.02 described as Often and interpreted as High Level. This means that the teachers do not always allow their pupils to go out of class whenever they want to. This means that the teachers will ask more questions on the reasons why the pupils want to go out. Cherry (2022) stressed that clear, concise, and specific instructions and rules must be implemented so that pupils will not have doubts and misunderstandings that sometimes result in violations of the rules being set. Queries on pupils' whereabouts are also important, as they will provide ideas and information on what the pupil will do outside the classroom, which is sometimes hard to monitor.

Problem 2. What is the pupils' behavior as perceived by the teachers?
2.1 Interaction between classmates.
2.2 Interaction with teachers; and
2.3 Interaction with schoolmates?

Table 5 reveals the pupils' Interactions between classmates. It registered an overall mean of 4.28 with a standard deviation of 0.99, which is described as 'Always' and interpreted as 'Very High Level.' This means that the pupils have high level of interaction with their classmates. This is a good indicator for developing their social skills, as they have the experience of in-person interaction and socialization. They are exposed to real-life situations from which they can learn. Seating students close to one another is not the only way to ensure teamwork. Many children lack the basic social skills necessary to effectively behave around their peers. Simply put, they lack the social abilities required to complete even the most fundamental cooperative learning tasks. Candler (2020) claimed that the most significant barrier to academic team performance is likely a lack of social skills. Fortunately, just like academic talents, social skills can be taught. The pupils' confidence to express themselves and even face a crowd can improve with the development of their social skills. Therefore, it must be emphasized by the teachers.

In the same table, the highest-rated indicator is 'I share my books with my classmates' with a mean score of 4.53 and a standard deviation of 0.85, which is described as 'Always' and interpreted as a 'Very High Level.' This means that the pupils understand the value of sharing their books with their classmates or friends. While the school provides books for almost all the pupils, additional references are only available to those whose parents can afford to buy and provide them. Learning to share with their classmates is thus, a good indicator that the pupils realize not all of them are equally fortunate, but it is also not a reason to withhold their blessings. Bartolome, et al (2017) claimed that the positive attitude of sharing can be influenced by

parents and family members are observed and emulated by the learners. Pupils tend to idolize and imitate the older individuals, so what they see and observe is likely to be copied by them as well.

Table 5
Interactions between classmates

Indicators	Mean	SD	Description	Interpretation
1. I share my books with my classmates.	4.64	0.72	Always	Very High
2. I am friendly to my classmates.	4.54	0.80	Always	Very High
3. I am kind to my classmates.	4.43	0.85	Always	Very High
4. I am sensitive to the needs of my classmates e.g., paper, ballpen.	4.31	0.79	Always	Very High
5. I share my snacks with my classmates.	4.19	0.93	Almost Always	High
6. I am sensitive to my classmates' emotions.	4.27	0.93	Always	Very High
7. I maintain harmonious relationship with my classmates.	4.32	0.99	Always	Very High
8. I show respect to my classmates.	4.50	0.82	Always	Very High
9. I share ideas with my classmates.	4.35	0.90	Always	Very High
10. I show concerned about my classmates.	4.44	0.81	Always	Very High
Overall	**4.40**	**0.50**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Meanwhile, the lowest-rated indicator is '*I am sensitive to my classmates' emotions*' with a mean score of 4.05 and a standard deviation of 1.13, which is described as 'Often' and with interpretations as a 'High Level.' This indicates that the pupils need to develop their ability to understand the feelings and emotions of their classmates. Consequently, teachers must assist their pupils in understanding their own emotional side as well as that of their classmates. Cruz et al (2021) claimed that fostering an attitude of being able to understand the feelings and emotions of others helps pupils become considerate and compassionate individuals. It also helps them recognize that not everyone experiences the same emotions every day, and that they should respect and understand these differences.

Table 6 presents pupils' interactions with teachers. It registered an overall mean of 4.42 and a standard deviation of 0.90, which is described as 'Always' and interpreted as a 'Very High Level.' Moreover, most of the indicators are rated at very high level. This indicates that the pupils have a high level of interaction with their teachers, particularly during the teaching and learning process. This interaction is important as it allows the pupils to share their ideas, opinions and seek clarifications. It helps them grasp the lessons effectively and address any confusions and misunderstandings. Establishing a good working relationship between the teacher and students in the classroom is essential for fostering mutual respect and trust. This relationship can be built by getting to know the students better, providing them with choices, and motivating them to improve as learners every day. Teachers who act in this manner demonstrate respect for their students, value their uniqueness, and show kindness. Positive interactions with pupils not only enhance their academic progress but also create a friendly and safe environment for all children in the classroom (Colistine et al., 2022).

In the same table, the highest-rated indicator is 'I show respect to my teachers' with a mean score of 4.67 and a standard deviation of 0.67, which is described as 'Always' and interpreted as a 'Very High level.' This indicates that the pupils have a deep respect and value for their teachers. It demonstrates that the pupils not only admire their teachers but also follow their set of rules teachings. Colistine et al. (2022) claimed that when the pupils are shown and positive attitude and treated with respect, they tend to reciprocate those behaviours towards their teachers and even their classmates. It is an instinctual response where if someone is

treated well, they are likely to do the same for the others.

Table 6
Interactions between Teachers

Indicators	Mean	SD	Description	Interpretation
1. I show respect to my teachers.	4.74	0.58	Always	Very High
2. I listen to my teacher.	4.59	0.67	Always	Very High
3. I participate actively in my teacher's discussion.	4.49	0.76	Always	Very High
4. I attend classes regularly and on time.	4.57	0.73	Always	Very High
5. I finished all the assignment that our has assigned.	4.38	0.94	Always	Very High
6. I care for my teachers	4.57	0.76	Always	Very High
7. I show kindness to my teacher.	4.55	0.79	Always	Very High
8. I am polite to my teacher.	4.40	0.86	Always	Very High
9. I am obedient to my teacher.	4.35	0.90	Always	Very High
10. I immediately respond to my teachers call.	4.35	1.01	Always	Very High
Overall	**4.50**	**0.52**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Meanwhile, the lowest-rated indicator is 'I immediately respond to my teachers call' with a mean score of 4.25 and a standard deviation of 1.06, which is described as 'Always' and interpreted as a 'Very High Level.' This indicates that the pupils are obedient and responsive to their teachers' instructions. It demonstrates the significant influential teachers have on their pupils. Teachers should exemplify good values and behaviors towards their pupils, encouraging them to follow and apply those values in their own lives. Llego (2020) claimed that one of the benefits of implementing inclusive education is the promotion of fairness and equality among learners. When learners feel that they are treated equally alongside their peers, they become cooperative, inspired, and obedient towards their teacher. Therefore, positive actions beget positive attitudes.

Table 7 reveals that pupils' interaction with schoolmates registered an overall mean of 4.27 with a standard deviation of 0.98, which is described as 'Always' and interpreted as a 'Very High Level.' Moreover, most of the indicators are rated at a very high level. This indicates that the pupils engage in interactions with their classmates at very high level. This represents a significant development of social skills for the learners as they expand their circle of interactions beyond just the pupils near them, reaching out to those they may not regularly meet inside the classroom. Spending time with close friends or family members can be uplifting. Everyone benefits from spending time spent with people they trust and who care about them. It is crucial to make an effort to spend time with others because excessive solitude may lead to feelings of loneliness and disconnection. During a child's formative years of growth, social connection is essential. They learn more when they interact with others. Playing, conversing, forming friendships, and engaging in various activities are all part of the learning process when children are in the company of others. It is important for children to acquire and improve these skills as well (Biswas, 2020).

In the same table, the highest-rated indicator is 'I am friendly with my schoolmates' with a mean score of 4.51 and a standard deviation of 0.91, which is described as 'Always' and interpreted as a 'Very High Level.' This indicates that the pupils are friendly with each other. Being friendly towards one another creates an opportunity to foster a positive environment and get the chance to know one another. It eliminates hesitation with peers. Having friends is a significant advantage as it provides someone to support, confide emotions and feelings in, and most importantly, someone to listen to. Jamie (2021) claimed that being friendly can attract many friends and even earn respect from others. Therefore, it is one of the essential skills that

individuals should possess.

Table 7
Interactions between schoolmates

Indicators	Mean	SD	Description	Interpretation
1. I am friendly with my schoolmates.	4.61	0.78	Always	Very High
2. I show respect to my schoolmates.	4.53	0.81	Always	Very High
3. I consider the feelings to my schoolmates	4.24	0.93	Always	Very High
4. I value myschoolmate'sopinion.	4.13	0.93	Almost Always	High
5. I am sensitive towards my schoolmate's behavior.	4.16	0.87	Almost Always	High
6. I maintain harmonious relationship among my schoolmates.	4.22	1.06	Always	Very High
7. I play with respect with my schoolmates.	4.55	0.87	Always	Very High
8. I am sensitive to the needs of my schoolmates.	4.19	1.02	Almost Always	High
9. I show concerned about my schoolmates.	4.14	0.94	Almost Always	High
10. I help my schoolmates in cleaning school ground.	4.34	1.10	Always	Very High
Overall	**4.31**	**0.58**	**Always**	**Very High**

Note: 4.21-5.00 Very High, 3.41-4.20 High, 2.61-3.40 Moderately High, 1.81-2.60 Low, 1.00-1.80 Very Low

Meanwhile, the lowest-rated indicator is 'I value my schoolmates' *opinions,'* with a mean score of 4.15 and a standard deviation of 1.05, which is described as 'Often' and interpreted as a 'High Level.' This indicates that the pupils demonstrate respect for their classmates and make them feel valued. As the school is considered a second home for the pupils, it is important for them to develop friendships and even brotherly or sisterly relationships with their classmates. Jamie (2021) claimed that in order to maintain good relationships and engage in meaningful conversations, it is necessary to respect and value the opinions and ideas of others. While there may be occasional arguments, they should be expressed in a polite manner to prevent escalation. It is essential for everyone to understand that even among friends, there can be variations in opinions despite shared similarities.

Problem 3. Is there a significant relationship between teachers' management styles and pupils' interactions in Lagonglong Central School and Kabulawan Elementary School Year 2021-2022?

Table 9 presents the correlation between teachers' management styles and pupils' interactions. In the case of authoritative management style and pupils' behavior, it registered an r-value of 0.767 and a p-value of 0.000, which is lower than the 0.05 level of significance. This indicates that a positive relationship was established between the two variables, leading to the rejection of the null hypothesis. The authoritative management style correlates with the development of the pupils' behavior. Therefore, it should be given attention, emphasis, and importance. Achonu et al. (2019) claimed that authoritative management styles have a significant impact on learners' behavior and overall performance in school. Consequently, they recommend the implementation of authoritative management styles in conjunction with other management styles.

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Table 9
Correlation between teachers' management styles and pupils' interactions

	Pupils' Interactions (OVERALL)		Interaction with classmates		Interaction with Teachers		Interaction with schoolmates	
	r	p-value	R	p-value	r	p-value	r	p-value
Classroom Management Style	.767**	.000	.663**	.000	.717**	.000	.636**	.000
Authoritative	.640**	.000	.515**	.000	.600**	.000	.563**	.000
Charismatic	.673**	.000	.575**	.000	.581**	.000	.608**	.000
Delegative	.709**	.000	.668**	.000	.649**	.000	.551**	.000
Democratic	.709**	.000	.605**	.000	.724**	.000	.540**	.000

Note: *significant at 0.05 level   **significant at 0.01 level

For the charismatic management style and pupils' behavior, it registered an r-value of 0.640 and a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that a positive relationship was established between the two variables, leading to the rejection of the null hypothesis. Charismatic classroom management correlates with the development of pupils' behavior. Therefore, it should be given attention, emphasis, and importance. Ozgenel (2020) claimed that charismatic management, whether exhibited by school heads, teachers, or pupils, promotes a positive and nurturing culture. Charismatic individuals are often admired and idolized. Hence, this type of management should emphasize and given attention.

For the delegative management style and pupils' behavior, it registered an r-value of 0.673 and a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that a positive relationship was established between the two variables, leading to the rejection of the null hypothesis. Delegative management correlates with the development of pupils' behavior. Therefore, it should be given attention, emphasis, and importance. Oco (2022) claimed that delegative style provides an avenue for learners to take on responsibilities and duties. It also promotes ownership, as learners are exclusively assigned to particular tasks. This can lead to building trust and confidence among them.

For the democratic teachers' management style and pupils' interactions, it registered an r-value of 0.709 and a p-value of 0.000, which is lower than the 0.05 level of significance. This implies that a positive relationship was established between the two variables, leading to the rejection of the null hypothesis. Democratic management correlates with the development of pupils' behavior. Therefore, it should be given attention, emphasis, and importance. Cherry (2022) stated that freedom and democracy can impact the mindset of learners. This fosters a mindset where everyone can freely express their thoughts, ideas, and opinions, especially during the teaching and learning process. Such an environment is crucial as it provides an avenue to correct mistakes and improve performance.

4. Conclusions and Recommendations

The following conclusions were drawn considering the findings of this study:

1. Teachers' management styles have a significant impact on the behavior of school-aged children at school and inside the classroom. Since pupils are still in their developmental years, both intellectually and personally, it is crucial to guide and teach them effectively.

2. Pupils' interactions, specifically in terms of their interactions with teachers, classmates, and schoolmates, were rated very high. This suggests that social development, which is highly important, is effectively implemented and practiced.

3. There is a correlation between teachers' management styles and pupils' class behavior. The analysis resulted in the rejection of the hypothesis test, indicating that a positive linear relationship exists between the variables.

Based on the findings and conclusions of the study, the following recommendations are hereby made:

1. The school should conduct training and workshops to refresh and update teachers on various classroom management styles that are best suited to the type of pupils that they are handling.

2. School administrators should encourage teachers and parents to work together and develop a strategic plan to improve pupil's behaviour and social skills. This collaboration can be facilitated during School Parent Teacher Association meetings. Parent-Teacher collaboration can be an effective way to enhance pupil's positive behaviour development and socialization skills.

3. Parents should be aware that instilling a positive attitude in children should be an ongoing effort, especially at home. They should remember that by actively participating in school activities, they can contribute to the growth and development of their children as better and more responsible individuals.

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