

Research Article

Managing the Learning Experience: A Closer Look on the Classroom Management Practices in Higher Education Institution

Nora V. Marasigan

Associate Professor, College of Teacher Education, Batangas State University, JPLPC-Malvar, Philippines

Email: yayi_marasigan@yahoo.com

Received: Apr 14, 2019

Accepted: Apr 22, 2019

Published: Apr 27, 2019

Abstract: Classroom management is an essential component of the teaching-learning process which requires rigorous preparations. Hence, this study determined the profile of faculty members from different Colleges of Batangas State University JPLPC-Malvar, assessed their classroom management practices in terms of organizational plan, scheduling, record keeping, physical environment, discipline and establishing routine and determined the relationship of faculty members' profile and their assessed classroom management practices with an end goal of proposing a course of action to enhance the institution's classroom management. Through descriptive method of research, the study revealed that that there were more respondents whose age ranged from 35 and above. As to gender, female respondents dominated the males. When grouped according to the number of years in service, majority of the respondents were on their first three years of teaching. The respondents from different colleges were responsive in terms of establishing good classroom management. Further, there is a significant relationship between the level of classroom management and the respondents' profile in terms of age and number of years in service. This study offered recommendations, which when properly implemented by concerned authorities may enhance the institution's classroom management.

Keywords: Classroom Management, Learning Experience.

Introduction

Classroom management is an essential component of the teaching-learning process. It provides an environment that stimulates interaction between students and teachers that leads to meaningful learning. However, it requires a great deal of effort for a classroom manager to create a conducive learning environment. According to Corpuz (2007), as a classroom manager, a teacher should manage resources to facilitate learning. These resources include the 3Ms (Moment, Materials and Man). In the context of teaching and learning, these are time, teaching materials and other physical features like chairs and tables and the learners themselves. Supportive measures necessary to create a well-managed classroom should be assessed every now and then. This includes well-planned learning activities which are essential for students to gain relevant learning experiences. Smooth flow of the plan accomplishes much and provides sufficient time for every learning task. Part of its measures are recording of student's progress and performance, creating good classroom setup in terms of cleanliness, ventilation, displays, equipment, seating arrangement and the like. The ability to manage all these things is a valued mark of a competent teacher. Indeed, becoming a teacher requires rigorous preparations (Marasigan, 2018).

According to Bilbao *et al.*, (2006), a typical classroom is an area in the school which serves as a second home of teachers and students. Taken as such, both must get along well, most importantly, in cooperatively pursuing common objectives.

The objectives might be on achieving learning, developing proper behavior or in coping with individual and group interactions. Both are governed by standards of acceptable conduct. They must be willing to accept the responsibilities to effectively attain educational goal.

In this study the researcher tried to find out the efforts made by the faculty members to manage their classroom in association to the instruction made since they are interrelated.

1.1. Objectives of the Study

This study attempted to determine the classroom management of different colleges of Batangas State University Malvar Campus during the First Semester AY 2013–2014. Specifically, it sought answers to the following questions: What is the profile of the respondents in terms of age; gender; and number of years in service?; How do the respondents assess their classroom management practices in terms of organizational plan, scheduling, record keeping, physical environment, discipline and establishing routine?; Is there a significant relationship between the respondents' profile and their level of classroom management?; and lastly, what course of action can be proposed to enhance the institution's classroom management?

2. Methodology

In this study, the correlational type of the descriptive method of research was employed and the respondents were the Instructors from different colleges of Batangas State University JPLPC Malvar Campus. It includes 10 faculty members from the College of Teacher Education, 7 from the College of Arts and Sciences, 11 from the College of Engineering and Computing Sciences, 8 from the College of Industrial Technology and 12 from the College of Accountancy Business Economics and International Hospitality Management. All were teaching in BSU – JPLPC during the academic year 2013–2014.

3. Results and Discussions

This presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner following the order of presentation of the specific problems posed in this study.

3.1. Profile of the Respondents

The succeeding tables present the data gathered through the questionnaire accomplished by the respondents. The data presented herein concern on the respondent's profile in terms of age, gender and number of years in service.

Table 1. Frequency Distribution of the Respondents in Terms of Age

Age	Frequency by College					Total	%
	CIT	CABEIHM	CECS	CAS	CTE		
20 – 24	0	6	2	2	2	12	25
25 – 29	0	4	6	3	1	14	29
30 – 34	0	1	3	0	1	5	10
35 and above	8	1	0	2	6	17	36
Total	8	12	11	7	10	48	100

It shows that majority of the respondents' age is 35 and above with a percentage of 36%. This is followed by 14 (29%) and 12 (25%) respectively. This means that majority of the respondents are on their middle adulthood years which means they can manage everything particularly the stress brought about by this stage.

Table 2. Frequency Distribution of the Respondents in Terms of Gender

Gender	Frequency by College					Total	%
	CIT	CABEIHM	CECS	CAS	CTE		
Male	5	5	3	4	4	21	44
Female	3	7	8	3	6	27	56
Total	8	12	11	7	10	48	100

It can be deduced from the table that female dominated the male respondents in terms of number. Fifty-six percent comprises the female respondents while 44% includes the male respondents.

Table 3. Frequency Distribution of the Respondents According to Number of Years in Service

No. of Years in Service	Frequency by College					Total	%
	CIT	CABEIHM	CECS	CAS	CTE		
1 – 3	0	8	7	3	3	21	44
4 – 6	0	3	4	2	1	10	21
7 and above	8	1	0	2	6	17	35
Total	8	12	11	7	10	48	100

The Number of Years in Service of the respondents was categorized into three. Twenty-one out of forty-eight respondents are still on their neophyte stage in BSU–JPLPC in terms of their teaching experience while 10 or 21% have 4 to 6 years' experience of teaching in the University. Hence, greater percentage for beginning teachers is manifested in the table.

3.2. Level of Classroom Management of the Respondents

The succeeding tables present the level of classroom management of the respondents. This was grouped according to organizational plan, scheduling, record keeping, physical environment, discipline and establishing routine.

Table 4. Level of Classroom Management of the Respondents

ITEMS	COLLEGES					Mean	Interpretation
	CIT	CABEIHM	CECS	CAS	CTE		
A. Organizational Plan							
1. I prepare my lesson ahead of time.	4.50	4.20	4.27	4.71	4.40	4.42	Most Often Done
2. I provide varied learning	4.50	4.17	3.91	4.14	4.10	4.16	Often Done

activities.							
3. I prepare instructional materials needed in the lesson.	4.50	3.75	4.09	4.29	3.90	4.11	Often Done
4. I encourage active participation by giving students freedom to express their own ideas.	4.75	4.42	4.36	4.71	4.60	4.57	Most Often Done
5. I give rules and regulation in every classroom undertaking .	4.63	4.25	4.09	4.57	4.50	4.41	Most Often Done
Composite Mean	4.58	4.16	4.14	4.48	4.30	4.33	Excellent
B. Scheduling							
6. I schedule my evaluation to assess students' knowledge on the lesson.	4.38	4.17	3.18	4.14	4.10	3.99	Often Done
7. I established routine procedure and assigned task to the students.	4.5	3.75	3.45	3.57	4.1	3.87	Often Done
8. I provide filler activities when the	4.75	3.83	3.82	3.86	3.8	4.01	Often Done

lesson is finished ahead of time.							
9. I have time to relax and reflect my accomplishment for the day.	3.88	3.58	3.73	3.14	3.8	3.63	Often Done
10. I provide sufficient time for the activities prepared for the students.	4.38	4.17	3.55	4.29	4.3	4.14	Often Done
Composite Mean	4.38	3.90	3.55	3.80	4.02	3.93	Very Satisfactory
C. Record Keeping							
11. I check the attendance before the lesson starts.	5	4.17	4.36	4.57	4	4.42	Most Often Done
12. I assigned permanent seating arrangement .	5.13	2.83	2.64	4.14	3.2	3.59	Often Done
13. I have class record for daily performance of my students.	4.38	4.42	4.09	4.14	4.2	4.25	Most Often Done
14. I keep and analyze students' progress.	4	4.33	4.09	4	4.3	4.14	Often Done
15. I determine the number of late and absences of the students.	4.63	4	3.82	4.43	4.2	4.22	Most Often Done

Composite Mean	4.63	3.95	3.80	4.26	3.98	4.12	Very Satisfactory
D. Physical Environment							
16. I see to it that the room is clean before I start the lesson.	4.38	3.67	3.64	4.43	4.1	4.04	Often Done
17. I return instrument and devices to their proper places after use.	4.5	4	4.09	4.57	4.5	4.33	Most Often Done
18. I erase the writings on the board after use.	4.38	4.17	4.27	4.71	4.1	4.33	Most Often Done
19. I assist students in preparing bulletin boards.	3.88	2.75	2.82	4.71	3.1	3.45	Often Done
20. I deal with students' unnecessary noises at once.	4.5	4	3.73	4.57	4.3	4.22	Most Often Done
Composite Mean	4.33	3.72	3.71	4.60	4.02	4.07	Very Satisfactory
E. Discipline							
21. I handle the occurrences of misbehavior in the class well	4.63	4.42	3.82	4.71	4.4	4.40	Most Often Done
22. I observe scheduled time in starting and	4.63	4.17	3.82	4.43	4.8	4.37	Most Often Done

ending the class.							
23. I control myself in annoying situation.	4.25	4.25	3.91	4.43	4.4	4.25	Most Often Done
24. I employ rewards and punishment s to my students to remind them the set rules and regulation.	4.63	4.17	3.91	4	4.1	4.16	Often Done
25. I consider group dynamics and cooperative learning to encourage participation among my students.	4.75	4.25	3.91	4.29	4.3	4.30	Most Often Done
Composite Mean	4.58	4.25	3.87	4.37	4.40	4.30	Excellent
F. Establishing Routine							
26. I ask students to arrange table and chairs before leaving the room.	4.63	3.58	3.82	4.71	4.2	4.19	Often Done
27. I transfer from a room to another on time.	3.63	3.92	3.18	4.14	3.7	3.71	Often Done
28. I plan a routine for the entire class rather	4.75	4.25	3.73	3.57	4	4.06	Often Done

than for an individual or a group.							
29. I make my schedule of activities that is time-paced and in accordance to the lesson's objectives.	4.5	4.08	3.82	4.14	4.1	4.13	Often Done
30. I established class routine to save time and energy in doing task.	4.5	4	3.73	4.14	3.9	4.05	Often Done
Composite Mean	4.40	3.97	3.66	4.14	3.98	4.03	Very Satisfactory
OVERALL COMPOSITE MEAN	4.48	3.99	3.79	4.28	4.12	4.13	VERY SATISFACTORY

It can be observed in Table 4 that all items have a mean ranging from 3.45 to 4.57. The least rated item was the statement *I assist students in preparing bulletin boards* with a mean rating of 3.45, interpreted as *Often Done*. On the other hand, the item which garnered the highest mean score was the statement *I encourage active participation by giving students freedom to express their own ideas*. This means that BSU – JPLPC faculty respects the students' academic freedom and they believe that students learn best if they explore on their own and can sense the feeling of belongingness.

The table also shows that among the six areas of classroom management that were considered in the study, the faculty gave great value to organizational plan with a composite mean of 4.33, interpreted as **Excellent**. According to Bilbao (2006) organizational plan can be structured or flexible depending on the formality or informality of the teacher. As a facilitator of learning, the freedom to design learning activities is on the powerful hand of the teacher.

Next to organizational plan were discipline and record keeping. The first gained a composite mean of 4.30 which was interpreted as **Excellent** and the latter gained a composite mean of 4.12 which also interpreted as **Very Satisfactory**. According to Bilbao (2006) discipline is a controlled behavior. Students may misbehave at times but the teachers must be ready to deal with them with care and consideration. Preventive measures must be well done to ensure good discipline.

Similarly, record keeping connotes that faculty of the institution are doing their responsibility to keep school records. These include quizzes, recitations, assignments, projects, written reports, activities performed, scores of major tests and other performances that can be measured.

Scheduling was rated least among the six areas of classroom management with a composite mean score of 3.93. This revealed that the faculty members of the institution focused less on scheduling classroom activities and tasks. This area is essential to a smooth flow of planned activities. According to Corpuz (2006) wise use of time can make a difference in how much a teacher accomplishes and how well the students' interest is aroused and sustained.

Establishing Routine and Physical Environment were rated second and third to the last with the composite mean of 4.03 and 4.07, respectively. Routine is a regular procedure that is to be followed. It helps in accomplishing everything that is planned and serves as a guide in controlling behavior. Since study shows that less attention is given by the teachers in this aspect, probable problems may arise that may hinder the smooth flow of routine inside the classroom. In terms of Physical Environment, it was also revealed that less attention was given by the faculty on this aspect. This may include cleanliness of the classroom, arrangement of instructional tools, materials and furniture, proper ventilation and lighting, bulletin boards and displays and seating arrangements.

3.3. Relationship of Profile and Level of Classroom Management of the Respondents

The succeeding tables present the chi-square test of independence between the level of classroom management and the profile of the respondents such as age, gender and number of years in service. It included the comparison of computed chi-square value at 0.05 level of significance, to the tabular value. Interpretations were also provided for each table.

Table 5. Relationship of Age and Level of Classroom Management of the Respondents

Variables	Computed Value	Tabular Value	Decision Ho	Interpretation
Age and Level of Classroom Management	143.440	21.030	Reject	Significant
Gender and Level of Classroom Management	3.474	9.490	Accept	Not Significant
Number of Years in Service and Level of Classroom Management	34.195	15.510	Reject	Significant

The table presents the relationship between age and the level of classroom management of the respondents. It can be observed that in terms of age, the computed value of 143.440 is greater than the tabular value of 21.030 which revealed that there is a significant relationship. This result may be attributed to the fact that beginning teachers are more active and dynamic since they are on the peak of their career.

In terms of gender, the computed value of 3.474 is less than the tabular value of 9.490 which revealed non-significance of relationship. It shows that gender does not affect the level of classroom management of the respondents. This implies that female faculty does not warrant a good classroom management. As to number of years in service, the computed value is 34.195 is greater than the tabular value of 15.510. This reveals that there is a significant

relationship between the variables. This means that experienced teachers are well versed in terms of managing the different areas of classroom management.

3.4. Proposed Course of Action for the Institution's Classroom Management Enhancement

Proposed course of action were based on areas that shows:

Table 8. Proposed Course of Action for the Institution's Classroom Management Enhancement

Objectives	Strategies	Persons Involved	Target Date	Expected Output
1. Encourage instructors/advisers to make bulletin boards in every classroom inside the Campus.	Mandate instructors/advisers to establish bulletin board in each classroom to provide students with information on different classroom activities and school affairs. Monitor and update the established bulletin board monthly.	Associate Dean Faculty Students	First Semester AY 2014 – 2015	Instructors and students update bulletin boards for information dissemination
2. Enhance instructors' awareness on the latest trends in classroom management.	Conduct a seminar for the newly-hired instructors particularly those non-education graduates on the latest trends in classroom management.	Administration Associate Dean Faculty Students	First Semester AY 2014 – 2015	Instructors implement and practice the different concepts learned from the seminar. Associate deans monitor and evaluate the instructors' classroom management.
3. Encourage faculty members to find time to relax and reflect.	Provide leisure time activities that could help the faculty to relax and reflect on the accomplishment made each day	Associate Dean Faculty	First Semester AY 2014– 2015	Instructors gained higher stress tolerance range and enjoyed teaching

4. Conclusions and Recommendations

The study revealed that there were more respondents whose age ranged from 35 and above. As to gender, female respondents dominated the males. When grouped according to the number of years in service, majority of the respondents were on their first three years of teaching. The respondents from different colleges were responsive in terms of establishing

good classroom management. Further, there is a significant relationship between the level of classroom management and the respondents' profile in terms of age and number of years in service. In the light of the conclusions derived from the study, it is recommended that: Instructors should be aware of the result for they are the ones who are directly involved in classroom management. Second, the administration should find ways and means on how to enhance classroom management of the faculty by giving seminars and trainings. Third, Associate Deans may discuss the result of the findings to determine which area of classroom management should be given more emphasis. Lastly, future studies may be conducted on the implication of the Course of Action to college instruction in the institution.

Conflicts of interest

There is no conflict of interest of any kind.

References

1. Arends, R.I. 1994. Teaching. New York, Mc Graw Hill Inc.
2. Bilbao, P.P., Corpuz, B.B., Llagas, A.T. and Salandanan, G.G. 2006. The teaching profession. Metro Manila, Lorimar Publishing Inc.
3. Corpuz, B., Salandanan, G. and Rigor, D. 2006. Principle of teaching 2. Quezon City, Metro Manila, Lorimar Publishing Inc.
4. Eggen, P.D. and Kauchak, D.P. 2001. Strategies for Teachers. Boston, Allyn and Bacon.
5. Marasigan, N. V. 2018. Investigating the Teaching Performance of Pre-Service Teachers. International Journal of Recent Innovations in Academic Research, 2(7): 201-206.

Citation: Nora V. Marasigan. 2019. Managing the Learning Experience: A Closer Look on the Classroom Management Practices in Higher Education Institution. International Journal of Recent Innovations in Academic Research, 3(4): 208-218.

Copyright: ©2019 Nora V. Marasigan. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.