

Original Research Article

Teaching Efficiency And Classroom Management Towards Learning Outcomes

Formatted: Right

ABSTRACT

Classroom management is one of the most daunting challenges that teachers face, particularly new teachers. The study aimed to determine the Teaching efficiency and classroom management of teachers towards academic and non - academic learning outcomes of students' in public secondary school in the Municipality of Magpet Cotabato Philippines. It describes the level of teaching efficiency of teachers in terms of; preparation of daily lesson log; submission of required documents; knowledge of subject matter; community involvement and professional growth and development and the level of classroom management of teachers in terms of, classroom routine; classroom discipline; relationship to students; personal leadership and communication and interaction. Results revealed that the factors affecting teaching efficiency of teachers were much efficient in terms of preparation of daily lesson log; community involvement; professional growth and development; and submission of required documents. The classroom discipline found to be the best predictor of classroom management that influenced learning outcomes in terms of grades for academic and membership to organization for non-academic matters. The classroom routine has significantly influence on learning outcomes in terms of sports and literary musical. Thereby concluding that classroom management is an important factor promoting academic and non-academic outcomes for the students.

Keywords: *Teaching Efficiency, Classroom Management, Academic outcomes, Non-academic outcomes, Educational Management*

Formatted: Font: Not Bold, Italic, Highlight

1. INTRODUCTION

—Every instructional program, course, or training activity begins with a goal. This goal can be divided into sub-goals. The Department of Education's goal is to prepare sensitive educators who have the knowledge, skills, and dispositions to contribute to a better society.

—An effective teacher has sufficient knowledge in his or her field as well as ability to recognize and address the needs of the students. Just in this manner can a teacher facilitate the learning process that are appropriate for the developmental stages of the learners and can relate to the personal growth of students through communicating effectively [1].(4).

Furthermore, as part of classroom management, successful teachers know and care for their students in order to target the Department of Education's mission of improving the teaching learning process, which will lead to increase learning among students and a

Formatted: Font: Times New Roman, 12 pt, Bold

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.06" + Indent at: 0.31"

Formatted: Indent: First line: 0"

good learning outcome in academic and non-academic aspects. As a result, it is expected of effective teachers to engage in activities outside of the classroom.

They have interpersonal skills and engage in behaviors such as group study, democratic acts, education, and development. Teachers who make a difference in their schools' benefit both their students and other teachers [21].(2).

—A teacher's efficiency can be seen in the way she gets things done, how she manages her class and time. A great example of a teacher being efficient is when she always comes to class on time, with a well-prepared lesson plan, instructional materials, engaged time on task, and everything is organized, which includes the teaching learning process [31].(3).

—Teachers in well-managed classrooms saw the world through their students' eyes. As a result, they were better able to analyze students' information needs. By organizing instruction, teachers who were effective classroom managers kept students engaged in academic and non-academic work.

—Moreover, teachers play a variety of roles in a typical classroom, the most important of which is that of classroom manager. A poorly managed classroom cannot support effective teaching and learning. When students are disorderly and disrespectful, and there are no obvious rules and procedures to guide behavior, chaos sets in. Both the teacher and the students suffer in these situations. Teachers struggle to teach, and students probably learn far less than they should.

—In comparison, a well-managed classroom provides an environment in which teaching and learning can flourish. A well-managed classroom, on the other hand, does not appear out of nowhere. It takes a lot of effort to create something, and the person most responsible for creating it is the teacher.

—The teacher's role is also influential in students' academic and non-academic development because the teacher molds the young minds of students for a better future. Adaptive relationships with teachers have previously been linked to improved social, cognitive, and language development in young children [4].(4).

—Improving academic performance and outcomes begins with improving student behavior in the classroom. Although it may appear difficult, teachers play a significant role in creating an environment that promotes learning, improves student behavior, and results in improved academic performance at all levels of education. When the proper strategies for improving classroom behavior are implemented, teachers can accomplish amazing feats [5].(5).

As per the Center for Comprehensive School Reform and Improvement (CCSRI), studies show that students are more likely to succeed academically when they believe their teacher is supportive, cares about their success, and accurately assesses their weaknesses and strengths. It is easier to keep students motivated when they receive honest feedback and assistance in improving their weak areas.

Developing positive behavior in the classroom is part of a teacher's job. Teachers keep the class motivated and encourage better academic performance by taking measures to support students, offering different teaching strategies, and focusing on rigorous educational standards.

—Reynold [6].(6) pointed out that non - academic activities like extracurricular activities are a key concept of many schools. Non-academic activities such as service, leadership, and athletics help students develop their self-confidence and create lasting

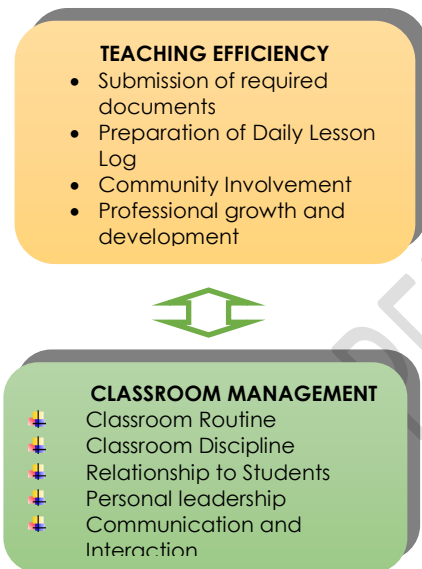
Formatted: Indent: First line: 0"

friendships, give back to their community, belong to the school family, and find success outside of the classroom, and they can provide students with additional skills that they will use for the rest of their lives.

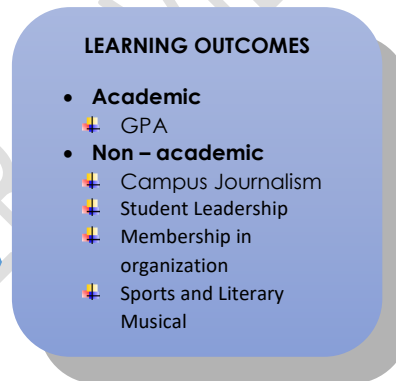
—With the forgoing scenarios, efficiency and classroom management of some teachers specially in the remote areas have not been considered as factor for affecting performance of students thus, this study **attempt** to validate teaching efficiency and classroom management as a key factor for student learning outcomes both academic and non-academic matters.

1.1 Conceptual Framework OF THE STUDY

INDEPENDENT VARIABLE



INDEPENDENT VARIABLE



Formatted: Highlight

Formatted: Left, Indent: Left: 0"

Comment [P1]: "Fig. 1", this should be referenced (in the text).

Formatted: Left

Figure 1. The Schematic presentation
of the study.

Formatted: Font: Bold, Highlight

1.2 Statement of the Problem

—The purpose of this study is to determine the teaching efficiency and classroom management of northern public secondary school teachers towards learning outcomes of grade 10 students. Specifically, this aimed to answer the following queries.

1. What is the level of teaching efficiency of teachers in terms of; submission of required documents, preparation of daily lesson plan/ learning logs, community involvement, professional growth and development?

Formatted: Justified

Formatted: Indent: Left: 0"

2. What is the level of classroom management of teachers in terms of; classroom routine, classroom discipline, relationship to students, personal leadership, communication and interaction?
3. What are the academic and non – academic learning outcomes of students?
4. Is there a significant relationship between the teacher's efficiency and classroom management?
5. Is there a significant influence of classroom management of teachers with the learning outcomes of Grade 10 students in northern public secondary school in Magpet?

2. METHODOLOGY

2.1 Research Design

—This study will use descriptive correlational method with the aid of a survey questionnaire as its instrument. This method is appropriate in this study as it concerns itself with determining the level of teaching efficiency, classroom management towards learning outcomes of students as well as in ascertaining the relationships of the different variables.

2.2 Locale of the Study

This study was conducted at the five Public Secondary Schools of Magpet, North Cotabato Philippines comprising five (5) public secondary schools located at the Northern part of Municipality of Magpet namely: Bagumbayan National High School, Basak National High School, Temporan National High School, Balite National High School and Mahongkog National High School.

2.3 Respondents of the Study

—The respondents of the study were five (5) administrators, fifty four (54) secondary school teachers and one hundred fifty eight (158) students in Northern Magpet cluster namely: Bagumbayan National High School, Basak National High School, Temporan National High School, Balite National High School and Mahongkog National High School

2.4 Sampling Procedure

Complete enumeration of the administrators, teachers and grade 10 students in the 5 selected schools in northern part of Magpet were employed in this study.

2.5 Research Instrument

A survey questionnaire were formulated to derive the data needed in this study. The questionnaire consists of two parts such as information about the level of teaching

Formatted: Font: Times New Roman, 12 pt, Bold

Formatted: List Paragraph, Left, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.06" + Indent at: 0.31"

Formatted: Indent: First line: 0"

Formatted: Indent: First line: 0"

Formatted: Indent: First line: 0"

efficiency when analyzed by: submission of required documents, preparation of daily lesson log, community involvement, professional growth and development. This **were** rated by the administrators and teachers with the following scale: 5 - Highly Efficient, 4- Very Efficient, 3- Efficient, 2- Less Efficient, and 1- Least Efficient.

The second part is the level of classroom management which **were** rated according to; classroom routine, classroom discipline and relationship to students, personal leadership and communication. This **were** rated by the students with the following rating scale: 5- Strongly Agree, 4- Agree, 3- Moderately Agree, 2- Disagree, 1-Strongly Disagree.

2.6 Data Gathering Procedure

The researcher seeks the approval of the Schools Division Superintendent of Cotabato Division before the conduct of the study. The approved letter from Division Superintendent was presented to the principal and teachers before the conduct of the study.

The respondents were briefed on the nature of the study and explained to them that their responses are for the purpose of academic requirement only and will not be utilized for any means. The contents of the questionnaire were also explained profoundly so that the correct information will be really given. After they have responded on the questionnaires, the researcher retrieved, tallied **and bring** to the statistician for statistical analysis and interpretation.

2.7 Statistical Analysis

In the analysis and interpretation of the data, the following statistical tools have been used:

- **Weighted Mean.** was used to determine the level of teachers teaching efficiency and classroom management.
- **Correlation Analysis.** was used to examine if there are relationship between teaching efficiency and classroom management of the teachers towards learning outcomes of students' academic and non- academic.
- **Multiple Regression,** was used to determine the influence of teaching efficiency, classroom management of teachers on learning outcomes of grade 10 students and predict the effect of the independent variables on the dependent variable using coefficient of determination (R^2) value.

3. RESULTS AND DISCUSSION

3.1 Teaching efficiency of Teachers in Public Secondary Schools in Magpet

3.1.1 Preparation of daily lesson log

Formatted: Indent: First line: 0"

Formatted: Indent: First line: 0"

Formatted: Font: Times New Roman, 12 pt, Highlight

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: List Paragraph, Left, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.06" + Indent at: 0.31"

Formatted: Justified

Formatted: Highlight

Formatted: Left

—The teachers of north secondary schools of Magpet are rated much efficient in preparing of daily lesson log. It means that most of them prepare 106 – 114 daily lesson log submitted and checked on time by the school head.

DepEd Order: Nos. 43, s. 2013 and 70, s. 2012 states that preparing for lessons through the **Daily Lesson Log (DLL)** or **Detailed Lesson Plan (DLP)** and provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process. Also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners' success, allows the use of varied instructional and formative assessment strategies including the use of information and communications technologies (ICTs), and enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum.

According to research, effective teachers organize and plan their lessons [7, 8].(7);-(8). Teachers can carry out both short-term and long-term instructional planning more easily when content and performance standards, as well as learning competencies, are clearly articulated in the K–12 curriculum. Teachers can plan student learning for a year, a semester, a quarter, a unit, or a lesson under the K to 12 Basic Education Program and ensure curriculum coverage.

3.1.2 Community Involvement

—The classroom management of respondents are rated much efficient in terms of community involvement. It implies that they are conducted 4 homeroom meeting with documentations and reports and home visitation program is offered to 90% of students who need it.

One of the most significant advantages is that it assists teachers in understanding students from the perspective of their parents, and vice versa. It allows parents to learn everything they need to know about the school's operations, problems, and so on. It works to improve the school and make it the best place to get a good education. In this, teachers and parents meet to discuss various issues concerning the school and even a specific student. The overall goal of the PTA meeting is to ensure that the school provides the best learning experience for the students while keeping their needs in mind [9].-(9).

All children benefit when parents, families, and members of the community are involved with schools. Adult involvement sends the message that school is important and that the work that children do there is worthy of adult attention. Many people want to volunteer but don't know where to start. They may believe that the teachers do not want their assistance, or they may be unable to fit one more activity into an already overburdened schedule. These situations present ideal opportunities for schools to reach out and provide avenues for support from parents, community members, local businesses, and others. Research on community and family involvement in schools has consistently demonstrated that such involvement improves the quality of the schools involved and has an impact on children's academic achievement [10].-(10).

3.1.3 Professional Growth and Development

—Data revealed that the teaching efficiency of teachers in north secondary school of Magpet are rated much efficient. It means that most of the teachers conducted one or

Formatted: Indent: First line: 0"

Formatted: Indent: First line: 0"

more classroom – based action research submitted and checked by the school head but not fully implemented in the classroom or subject area.

Professional development allows educators to continue to improve their knowledge and skills in order to help students succeed. Students learn more when educators learn. Anyone concerned about the futures of their students will want to support a cycle of continuous professional development for educators [11].(44).

Formatted: Indent: First line: 0"

3.1.4 Submission of required documents

Table 1, presents the level of efficiency of north public secondary school teachers in Magpet in terms of submission of required documents; the daily lesson log, form 2, table of specifications, test questions and daily time record. It implies that majority of the teachers in north public secondary schools in Magpet, Cotabato are much efficient in submitting of required documents such as; Form 2, Table of Specification, Test Questions and Daily Time Record. Daily lesson log is submitted on time with minor errors.

Dhan says that as mandated by the department of education, that all teachers must provide quality standardized and sustainable learning process of our learners. We are molding and developing them holistically because it is the sole purpose of this department. That is why, we are obliged to submit and use tools (daily lesson log, table of specifications, test questions form 2 and etc.) in the implementation of the learning process of all learners. It is very important to submit reports because it is part of our job and for us to track individual progress when it comes to requirements submissions and deadlines [12].(42).

Table 1. Submission of the required documents

SUBMISSION OF REQUIRED DOCUMENTS	MEAN	DESCRIPTION
Daily Lesson Log (DLL)	4.49	Submitted on time with minor errors
Form 2 (Daily Attendance Report of Learners)	4.63	Submitted on time with no errors
Table of Specification	4.69	Submitted on time with no errors
Test Questions	4.71	Submitted on time with no errors
Daily Time Record	4.71	Submitted on time with no errors

Formatted: Font: Bold, Highlight

3.2 Classroom Management of Teachers in Public Secondary Schools in Magpet

Formatted: Highlight

Formatted: Justified

3.2.1 Classroom Routine

The classroom routine of teachers in the following statement such as: reporting to class on time; administering quiz right after the class; maintaining cleanliness and orderliness of classroom; checking and records quizzes, assignments, requirements and exams of students regularly; making the classroom environment safe and conducive to learning; organizing the students according to the seat plan; and taking good care of

facilities and instructional materials were rated strongly agree. Statement checking attendance regularly; observing proper time allotment for a class hour; giving assignments, agreements to students were rated agree by the respondents.

—The finding emphasized that classroom management in north public secondary school teachers of Magpet are strongly agree in terms of classroom routine. This agrees with [13](43) finding that routines are the backbone of daily classroom life as part of teacher classroom management. Routines that are efficient make it easier for students to learn and achieve more.

Effective teachers, according to [14](44), create focused and nurturing classrooms that result in increased student learning. These teachers teach and practice rules and procedures with students, anticipate students' needs, have a plan to orient new students, and provide students with clear instructions. They use a few rules to ensure safety and productive interaction in the classroom, and they rely on routines to keep things running smoothly. Indeed, it has been noted that classroom management skills are required for a teacher to get anything done in a classroom. In some ways, classroom management is similar to salt in a recipe; when it is present, it goes unnoticed, but when it is absent, diners will request it.

3.2.2 Classroom Discipline

—The teachers implement the classroom discipline in their classes. Teachers really discipline their students for the effective learning outcome. The following statement in the classroom discipline calling the reprimanding students on their misbehavior; monitoring student's behavior when conducting a test; has a comprehensive and well – articulated rules and procedures for general classroom behavior; using specific strategies that instill a sense of confidence in students that they are receiving proper guidance and direction; using technique to maintain a healthy emotional objectivity when dealing with students; responding to inappropriate behavior quickly; appreciating/acknowledging students who excel in their performance; informing parents on the positive and negative behavior of their children and checking the attendance of the students are rated strongly agree. Attention of students who are not listening was rated agree. It means that the teachers of north public secondary schools of Magpet, Cotabato maintain the good classroom discipline in order to have a good classroom management for the effective learning of the students.

—Classroom discipline, according to [15](45), includes creating an organized and orderly classroom, establishing expectations, inducing student cooperation in learning tasks, and dealing with the procedural demands of the classroom. This perspective on classroom management differs from a more narrow perspective on classroom management, which focuses solely on discipline and control.

—Discipline, as associated with wholesome classroom behavior that is linked to a goal, prepares students for life in a democratic society. The goal of discipline is to assist the individual in acquiring knowledge, power, habits, interests, and ideals that are beneficial to his well-being and the well-being of others. It is the responsibility of educators.

3.2.3 Relationship to Students

—The respondents agreed that the teachers are maintaining eye to eye contact to students when teaching; developing harmonious relationship; encouraging students to instill confidence in them; applies different strategies to deal with different types of students that will address their individualized needs; giving command a respectful way; encouraging the students to participate in class discussion; friendly and understanding were rated strongly agree. The Statement teachers were supervising students to do better in their studies; and helping and sympathetic to students were rated agree by the respondents.

—Williams-[16](46) concluded that classroom management in terms of student relationships entails how the teacher works, how the class works, how the teacher and student work together, and how teaching and learning take place.

Building positive relationships with your students is important to their academic success. When you take the time to use classroom management to bond with your students, it will spill over into their social lives as well as their academic lives. Many teachers find the idea of using classroom management to build high-quality relationships with their students appealing [17](47).

Formatted: Indent: First line: 0"

3.2.4 Personal Leadership

—The personal leadership of teachers were rated strongly agree by the respondents that the teachers are preparing learners for life; believing and trusting his/her learners; solving problems effectively; has a nice clothing, and humoristic; performing his/her job with enthusiasm; has influence on people; has self – confident all our rating were reported to be strongly agree. The statement that the teacher is organizing classroom with a better sweet manner; a model with his success were rated agree by the respondents.

Teacher leaders play a variety of roles in order to support school and student success. Whether such responsibilities are assigned formally or shared informally, they increase the capacity of the entire school to improve. Many teachers can serve as leaders among their peers because teachers can lead in a variety of ways. Teachers assist their colleagues by sharing instructional materials.

Formatted: Indent: First line: 0"

Web sites, instructional materials, readings, and other resources for use with students may be included. Professional resources such as articles, books, lesson or unit plans, and assessment tools may also be shared. One of the most important roles that teacher leaders play is that of learners. Learners demonstrate continuous improvement, lifelong learning, and use what they learn to help all students succeed [18](48).

3.2.5 Communication and Interaction

—The respondents of the study agreed that the teacher is fair and avoid discrimination; caring for and takes interest in learners and facilitating learning by clearly elaborating the lessons objectives were rated strongly agree and the statements that the teacher has a good speech and diction; listening to students and understand them; has a strong empathy skill; knowing his learners well; giving importance to the students after class activities; can interact well with students and peers; and taking the responsibility and assisting learners were rated agree by the respondents.

Interaction facilitates the formation of a shared common area and the expansion of a shared women's area, which simplifies the process of communication between teachers and students. Distracters can be easily destroyed during the enlargement process through

Formatted: Indent: First line: 0"

communication. Communication is the key to education, teaching, and learning, and it affects an individual's life throughout his or her life. Everyone must communicate with one another. Teachers, however, require communication more than anyone else. It is a requirement. Interaction is the only way to communicate. Teachers must influence students in order for them to interact; they must be democratic, tolerant, smiling, lovable, patient, and dependable. They must interact properly if they are to teach effectively in the process of learning and teaching. Teachers, on the other hand, can use communication as long as they learn communication factors [19].(49)

3.3 Learning Outcomes of Grade 10 students Academic and Non – Academic

3.3.1 Academic

Table 2 shows the learning outcomes of students in terms of academic through their General Point Average or (GPA). In terms of GPA, data manifested that 51 or (32.2 %) of students has an average of 90 above. Some students has an average within the GPA bracket 86 % - 89 %. Students have a ranging 81 % - 84 % or (25.9 %) and the remaining 9 or (5.7%) of students has an average ranging 75 % - 79 %. This means that 32.2% of students belong to advance to those students has an average of 90% above and some students got an average of 86% - to 89 % belong to proficient, and 25.9% of students belong in approaching proficient and 5.7 % of students are still in developing.

According to measurement experts such as [20].(20), educators use grades primarily for administrative purposes, such as providing students with feedback on their progress and achievement, advising students on future course work, advising teachers on instructional planning, and motivating students.

Grading gives students feedback on their own learning, highlighting what they understand, what they don't understand, and where they can improve. Grading also provides instructors with feedback on their students' learning, which can be used to inform future teaching decisions [21].(21).

Table 2. Students learning outcomes in terms of academic the General Point Average of grade 10 students

General Point Average	Frequency (N=59)	Percentage
75 % - 79%	9	5.7
80 % - 84 %	41	25.9
85% - 89%	57	36.1
90 above	51	32.2

3.3.2 Non – Academic Outcome

Table 3 shows that out of 158 respondents there are 85 or 54% of grade 10 students from the 5 schools are the member of campus journalism as editor in – chief, editor, assistant editor, writer, layout artist, cartoonist, feature writer and feature editor. In

Formatted: Highlight

Formatted: Justified

Formatted: Indent: First line: 0"

Formatted: Highlight

Formatted: Font: Bold, Highlight

student leadership there are 82 or 51.9 % of students has a position as classroom officer and SSG officer. In membership and organization there is 171% of students as the member of science club, math club, English club, Filipino club, TLE club, MAPEH club, AP club, and ESP club. It exceeds into 100 percent because some of the students are double or triple membership into different clubs. In sports and literary musical is 107.5% of students engaged in sports it exceeds 100% because some of the students are very versatile enough in sports some of them has dual or triple event in sports and in literary musical.

Table 3. Non – academic learning outcomes of grade 10 students

	YES	Percentage
1. Campus Journalism		
• Editor in - chief	5	3.2
• Editor	8	5.1
• Assistant Editor	10	6.3
• Writer	11	7.0
• Layout artist	14	8.9
• Cartoonist	11	7.0
• Feature Writer	14	8.9
• Feature Editor	12	7.6
	85	54%
2. Student Leadership		
• Classroom officer	42	26.6
• SSG officer	40	25.3
• Officer of other organization YES/NO if yes please specify _____.		
	82	51.9
3. Membership and Organization		
• Science club	32	20.3
• Mathematics club	35	22.2
• English club	24	15.2
• Filipino club	31	19.6
• TLE club	36	22.8
• MAPEH	43	27.2
• Araling Panlipunan club	36	22.8
• Edukasyon sa pagpapakatao club	33	20.9
	270	171%
4. Sports		
• Table tennis	10	6.3
• Badminton	4	2.5
• Basketball	19	12.0
• Gymnastics	6	3.8
• Chess	12	7.6

Formatted: Font: Bold, Highlight

• Athletics	16	10.1
• Baseball	16	10.1
• Softball	12	7.6
• Campus Dance Troupe	21	13.3
• School Band	22	13.9
• Volleyball	32	20.3
	170	107.5

More than half of all American high school students participate in some sort of organized activity [22]. Clubs, athletic opportunities, dance line or cheer teams, theater, youth groups, student council, and club sports are examples of organized activities. There is a lot of interest in how teenagers spend their free time outside of school, and what kinds of activities are important for their development. There are studies that support either being involved, being over-involved, or not being involved at all in extracurricular activities and how participation in activities outside of the school day can impact what teens become in the future.

Formatted: Indent: First line: 0"

Theory and research on positive youth development, according to [23], emphasize the transition of human development and suggest that cultivating positive, supportive relationships with people and social institutions promotes healthy development. In this light, organized activities, such as extra-curricular activities, can encourage healthy development because of the support and opportunities available, as opposed to less positive after-school options for teens. Students who participate in structured activities, such as sports, scouting, or clubs, are more likely to respect diversity, follow the rules, and contribute as members of a team.

3.4 Influence of classroom management of teachers to the learning outcomes of students' academic and non – academic

Formatted: Highlight

Formatted: Justified, Indent: First line: 0"

3.4.1 Classroom management with learning outcomes in terms of membership and organization

Formatted: Highlight

Formatted: Justified

Table 4 presents the influence of classroom management with the learning outcome in non-academic in terms of membership and organization of students. Classroom discipline is found to be an important indicator that significantly influence the membership and organization of students with $t = 1.546$ ($\text{prob} = .044$). The coefficient of determination $R^2 = 0.039$ explained that only 3.9% of the classroom management indicators affect the membership and organization of the students. The F value of 1.230 indicated insignificant effect of the overall classroom management with the membership and organization of the students.

Formatted: Indent: First line: 0"

School leaders or student membership play an important role in managing student behavior or discipline in a school or classroom by developing policies, procedures, rules, and regulations. These school leaders or classroom officers are also expected to be the initiator and undertaker of a safe, collegial and caring environment in the schools or classroom. This study explored the perspectives and views of the teachers and students regarding the role of the teachers and student behavior management in the school

[24].(24)- Being a member of a club or organization, their purpose is to represent their class or group on the student council, to help maintain school spirit, and to foster good discipline in the classroom or at school, and to set a good example for others [25].(25)-

Table 4. Influence on the classroom management with learning outcomes in terms of membership and organization

Formatted: Font: Bold, Highlight

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.508	3.894		3.131	.0000
Classroom Routine	.379	.609		.622	.535
Classroom Discipline	.960	.621	.054	1.546*	.044
Relationship to Student	.544	.607	.134	.897	.371
Personal Leadership	-.713	.591	.084	-1.208	.229
Communication and	-.693	.516	-.106	-1.341	.182
Interaction			-.113		

*significant at 5%

$R^2 = 0.039$

$F = 1.230ns$

$Prob = 0.298$

3.4.2 Classroom management with learning outcomes in terms of Sports, Literary Musical

Formatted: Highlight

Formatted: Justified

Table 544 presents the influence of the classroom management with the sports and literary musical of students. Classroom Routine is found to be an important indicator that significantly influence the Sports and literary musical with $t = 2.135$ (prob. 0.459). The coefficient of determination $R^2 = 0.030$ explained that only about 3.9% of classroom management indicators affect the sports and literary musical of the students. The F – value of 0.936 with probability of 0.459 indicated insignificant effect of the overall classroom management with the sports and literary musical of the students.

Sports are often dismissed by educators as having little value, but when handled properly through the use of an organized routine, sports and music can greatly benefit students. In fact, statistics show that students who participate in sports and music outperform those

Formatted: Indent: First line: 0"

who do not. For teachers who want to see improved learning outcomes, encouraging students to participate in sports is a good idea.

Massoni [26] (26) students who participate in extracurricular activities tend to improve their academic grades as well. This could be due to increased self-esteem, motivation, and time management. In the classroom, they improve their organizational skills. They engage in less risky behavior and have a stronger sense of belonging, which leads to better behavior.

Table 5. Influence on the classroom management with learning outcomes in terms of membership and organization

Model	Unstandardize d Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Erro r	Beta		
1 (Constant)	.084	1.449		3.058	.000
Classroom Routine	.484	.227	.186	2.135*	.034
Classroom Discipline	-.093	.231	-.035	-.404	.687
Relationship to Student	-.090	.226	-.038	-.398	.691
Personal Leadership	-.040	.220	-.016	-.181	.857
Communication and Interaction	-.006	.192	-.003	-.033	.974

*significant at 5%

$R^2 = 0.030$

$F = 0.936ns$

$Prob = 0.459$

3.4.3 Classroom management with learning outcomes in terms of GPA

Table 6+2 presents the influence of the classroom management with the GPA of students. Classroom discipline is found to be an important indicator that significantly influence the GPA of students with $t = 1.554$ ($prob = 0.050$). The coefficient of determination $R^2 = 0.024$ explained that only about 2.4% of the classroom management indicators affect the GPA of the students. A larger percentage of 87.6% is attributed to other factors that are not included in the analysis. The F value of 0.755 with probability of 0.584 indicated insignificant effect of the overall classroom management with the GPA of the students.

Because the importance of education varies between eastern and western countries, so does the approach to education. We argue that the more important education is to society, the stricter the schools should be, because good discipline is viewed and practiced as a means to high academic achievement.

-Society, schools, and parents all want to ensure that students study, learn, and grow in a disciplined manner. At the other end of the spectrum, in societies where education is much less valued, there is no perception that discipline could be an important component of academic achievement [27].(27).

Cohen et al. 28 has suggested a link between discipline and performance. What was less clear was the specific relationship between school discipline and academic performance. We have contributed to a better understanding by empirically demonstrating that discipline dimensions such as students listening to teachers, noise levels in the classroom, teacher waiting time, students working well, and classes starting on time are significantly related to academic performance. As a result, we establish the importance of good classroom discipline because we have now demonstrated that high levels of discipline are required for the highest level of academic performance.

Table 6. Influence on the classroom management with learning outcomes in terms of GPA

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.256	3.065	.007	2.083	.000
Classroom Routine	0.039	.479	.479	.082	.934
Classroom Discipline	0.760	.489	.489	1.554	.050
Relationship to Student	-0.408	.477	.477	*	.394
Personal Leadership	0.034	.465	.465	-.854	.942
Communication and Interaction	0.283	.406	.406	.073	.488
				.696	

*significant at 5%

$R^2 = 0.024$

$F = 0.755ns$

$Prob = 0.584$

4. CONCLUSIONS

Based on the findings of the study, the researcher has finally concluded the following:

1. Teachers are much efficient in preparing of daily lesson log; community involvement; professional growth and development and submitting required documents such as Daily Lesson Log, Table of Specification, Test Questions and DTR.

2. Classroom management particularly classroom discipline is an important indicator that influence learning outcomes particularly on membership to organization.
3. Classroom routine is a vital indicator of classroom management that significantly influence in sports, literary musical the learning outcome of students.
4. Classroom discipline is a vital indicator of classroom management that significantly influence in learning outcomes in academic in terms of GPA or General Point Average of Grade 10 students.

5. RECOMMENDATIONS

1. The researcher recommends further study requiring additional variables that affects academic and non-academic outcomes of students such as supervision and facilitator/initiator of learning.
2. A similar study will be conducted in other places or municipalities or even to the whole Cotabato Division since the scope of this study is only limited.

Formatted: Highlight

REFERENCES

1. Celik, V. 2009; Ozyar 2003; Seferoglu 2003;. *Classroom Management*. Ankara: Nobel Publishing.
2. Kasapuglo H. (2009). Evaluation of self-improvement level of school manager in terms of managerial effectiveness according to point view of managers and teachers. PhD Thesis unpublished Ankara: Gazi University.
3. Peter Druker, 1995. Managing in a time of great change. Business books, 2nd quarter (3); 1996, Booz & company publishing.
4. Martin, A. J. (2013). The Personal Proficiency Network: Key self-system factors and processes to optimize academic development. In D. M. McInerney, H. W. Marsh., R. G. Craven, & F. Guay (Eds.), *Theory driving research: New wave perspectives on self-processes and human development*. Charlotte, NC: Information Age Publishing. Google Scholar
5. Maldonado, R.M A handheld classroom dashboard: Teachers' perspectives on the use of real-time collaborative learning analytics.
6. Reynold, R. (1996). A literary Review and a Plan for Principals: Extracurricular Activities, Academic Achievement, and Secondary Students' Success. (ERIC Document Reproduction Service No. ED397475).
7. Misulis, K. (1997). Content analysis: A useful to for instructional planning. *Contemporary Education*, 69(1), 45-47.
8. Stronge, J.H., Ward, T.J., & Grant, L.W. (2007). What is the relationship between teacher quality and student's achievement? An exploratory United States Department of Education. (2009). Race to the top program executive summary, Retrieved February 18, 2001 from <http://www.ed.gov/programs.raceto the top/executivesummary.pdf>.

Comment [P2]: These references should be rearranged according to this example [Boateng R, Mbrokoh AS, Boateng L, Senyo PK, Ansong E. Determinants of elearning adoption among students of developing countries. *Int. J. Inf. Learn. Technol.* 2016;33(4):248–262.]

9. **Shetty, B.** Community Participation & School Leadership Illustrations From Namma Shale Initiative In Rural Karnataka Pradeep Ramavath & Ravindraprakash
10. **Johnson, H.L., (2004)** Getting the parents, school and community involvement guide Mississippi Department of Education, State Superintendent of Education 359 North West Street • Jackson, MS 39201 • (601) 359-3513 <http://www.mde.k12.ms.us> June 2004
11. **Mizell, H. (2010)** Why professional development matters? Learning Forward, 2010. All rights reserved.
12. **Malinao, D. (2018).** Teacher – II Mahongkog National High School, Mahongkog, Magpet, Cotabato.
13. **Shalaways, L.** Creating classroom routine and procedures. Best practice and pictures from real teachers' classroom.
14. **Marzano, R.J. & Marzano, J.S. (2008).** "Dimensions of Learning" Michigan Department of Education, Tending to the spirit/culture. Retrieved Jan. 11, 2009.
15. **Nicholas, A.(2007):** Classroom Climate and students' Behaviour. Kaduna: Bill Graphics and Press, Nigeria.
16. **Williams, K. L. (2001).** Student Organizations and Business Education: A Winning Combination. *Business Education Forum* 56, no. 2 (December 2001): 56-57.
17. **Cox J.** Classroom innovation, building relationship classroom communication. How to build trust with students.
18. **Harrizon, C. & Killion, J. (2007)** Educational Leadership. Ten roles for teachers leaders
19. **Caliskan, M., Selcuk, G., Erol, M.(2005)** Evaluation of problem solving behaviors of physical teacher candidates.
20. **Airasian, P.W. (1997).** Classroom assessment (3rd ed.). New York: McGraw-Hill.
21. **Anderson, L. W. (1995).** international encyclopedia of teaching and teacher education, 2nd ed. Oxford, UK: Pergamon Press.
22. **Mahoney, J.L., Harris, AL, Eccles, JS (2006)** Organized activity participation, positive youth development and over scheduling hypothesis. There is increasing awareness that how young people spend their time outside of school has consequences for their development. As part of this awareness, interest in organized activities—extracurricular activities, after-school programs, and youth organizations—has grown markedly.
23. **Gardner, M., Roth, J. & Brooks – Gunn, J. (2008)** Adolescents participation in organized activities and developmental success² and 8 years high school: Do sponsorship, duration and intensity matter? , *Developmental Psychology* , 44, (3), 814-830.
24. **Kinsler, J. (2013)** School discipline: a source or salve for the racial achievement gap? *International Economic Review* Vol. 54, No. 1 (February 2013), pp. 355-383 (29 pages) Published By: Wiley
25. **Snoeyink, R., & Ertmer, P. (2002).** Thrust into technology: How veteran teachers respond. *Educational Administration Abstracts*, 37(3), 279-412
26. **Massoni, E (2011)** "Positive effects of extra-curricular activities on students, "ESSAI: Vol.9, Article 27.

27. Baumann et al (2012). School discipline, school uniforms and academic performance. International Journal of Educational Management. Vol 30(6). ISSN: 0951-354X.
28. **Cohen, J., McCabe, E. M., Michelli, N.M., & Pickeral, T. (2009).** School climate: Research, policy, teacher education and practice . Teachers College Record,111,180-213.

UNDER PEER REVIEW