



ABSTRACT

Title of the Research: **TEACHER’S CLASSROOM MANAGEMENT SKILLS AND ACADEMIC PERFORMANCE OF FOURTH YEAR STUDENTS IN EAST AND WEST DISTRICTS OF CALAMBA: BASIS FOR PROPOSED ACTION PLAN ON ENHANCING MANAGEMENT SKILLS OF TEACHERS**

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This descriptive survey research was conducted to find out the relationship of teacher’s classroom management skills to the academic performance of junior high school students in the schools Division of Calamba in Laguna. The data were gathered from 10 public secondary schools within the school year 2017. A total of 94 classroom advisers, 10 principals, and 755 junior high school students served as respondents. A researcher-made questionnaire was used as the data gathering instrument. The grades of the students during the four grading periods were gathered from their respective classroom advisers. Mean, t-test, and Duncan Multiple Range Test (DMRT) were used in the statistical treatment of data.

The findings showed that the principals, the students, and the teacher were considered very skillful in all the 4 aspects of classroom management. The teachers were very skillful in preparing and following long term plan and in



preparing instructional materials in advance. They were very skillful in showing themselves as good examples to students specially in showing commitment to the rules. The teachers were very skillful in making the classrooms very conducive to learning and in maintaining orderliness in the classroom. However ,even with the above consensus of the principals, students, and teachers, they indicated that the latter should be skillful in assigning homework, preparing materials in advance, asking the students to come into agreement in terms of classroom discipline, arranging classroom furniture to give more space for group activities, and in providing work station for the students. They need to be very good in ensuring that the students understand the reasons for classroom routine and updated in posting daily schedule on the bulletin board.

The teachers were found by the three group of respondents to be same in classroom management skills regardless of their age, gender, educational attainment, and length of teaching experience. The academic performance of the students slightly increased in each grading period; however, the teachers' classroom management skills were not related to their academic performance.