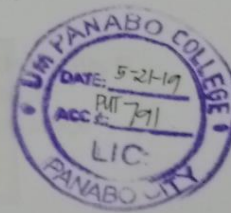
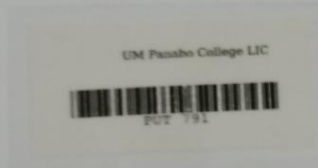


CLASSROOM MANAGEMENT AND STUDENT ACADEMIC
PERFORMANCE AMONG FIRST YEAR BSED-ENGLISH STUDENTS

A Thesis
Presented to
The Faculty of UM Panabo College
Panabo City

In Partial Fulfillment
Of the Requirements for the course
EdRes (Educational Research)



Dolly Jane D. Antalan
Gracel E. Lagat

March 2019

ACCEPTANCE SHEET

This thesis entitled "CLASSROOM MANAGEMENT AND STUDENT ACADEMIC PERFORMANCE AMONG FIRST YEAR BSED ENGLISH STUDENTS" prepared and submitted by **Dolly Jane D. Antalan and Gracel E. Lagat** in compliance with the requirements in the Research Subject under the **Department of Education**, UM Panabo College, Panabo City is hereby accepted.

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APPROVAL AND ENDORSEMENT SHEET

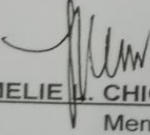
This thesis entitled "**CLASSROOM MANAGEMENT AND STUDENT ACADEMIC PERFORMANCE AMONG FIRST YEAR BSED ENGLISH STUDENTS**" prepared and submitted by **Dolly Jane D. Antalan and Gracel E. Lagat** in partial fulfilment of the course Educational Research EdRes1, has been examined and accepted, and is hereby endorsed.



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Accepted and Approved, after examination during the final defense as per requirements of Educational Research EdRes1.

Favorably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City


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ABSTRACT

The purpose of this study is to determine the relationship between Classroom Management and Student Academic Performance among first year BSED- English students of UMPC. The researcher employed descriptive survey research design to generate data. The researchers utilized and adopt the research questionnaire from Wang (2009) and Baker (2000) to allow the collection of reliable and desired information.

It can be reflected as the result of the study on Classroom Management got the mean of 3.89 which is high and the Student Academic Performance got the mean of 86.40. The R-value is -0.041 and the P- value is 0.828 significant relationship between Classroom Management and Student Academic Performance. It was observed that there are a lot of factors affecting students' academic performance not just the classroom management but the proper guidance to help the students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning. We have also observed that the performance of the students depended upon several factors like, learning facilities, age and gender differences. The most significant factor with the positive outcome on the performance of the students is competence of students in English Students having good communication skills it expands the students' performance.

Keywords: *Classroom Management and Students' Academic Performance and First Year BSED- English students of UM Panabo College*

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Our **family** for their unending moral support, encouragement and inspiration.

The Researchers

DEDICATION

*This work is dedicated to my family who supported me at all cost. To my father **Erlindo Antalan**, who encouraged me endlessly and supported me emotionally and financially. To my mother **Rhodora Antalan** who cheered me up through my ups and downs. Above all I dedicate this to our **Almighty God** for not leaving my side till the end.*

- **Dolly Jane D. Antalan**

*I dedicate this work to my family who's always been there since day one and to my partner **Dolly Jane Antalan** for choosing me as part of this work. Above all I dedicate this to **God** for all the favors he had given me since the beginning.*

- **Gracel E. Lagat**

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Teachers face several challenges day by day in their classrooms. Gordon (2001) sees classroom management as an essential challenge for each teacher. In keeping with Bassey (2012), the broader read of classroom management shows redoubled engagement, reduction in inappropriate and turbulent behaviors, promotion of student responsibility for tutorial work, and improved educational performance of students. In the United States as explained by Wang, et al., (2009) an analysis of the past 50 years research shows that classroom management is a factor, affecting students' academic performance."

In the Philippines as cited by Ekere, (2006) students' academic performance is hindered contextually by deficiently managed classrooms that are typically characterized by troubled behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, business of nicknames, verbal or physical threat to fellow students or the teacher.

In local scenario, specifically in UM Panabo College, the researchers have observed that student academic performance is affected by methods on classroom management that are pointed at creating beneficial learning environment.

In this light the researchers are enlighten to conduct this study of classroom management and students' academic performance.

Statement of the Problem

The purpose of this study is to determine the influence of classroom management on the students' academic performance among the first year BSED-English students in UM Panabo College. Specifically, it answers to the following questions:

1. What is the level of teachers' classroom management among 1st year English major students?
2. What is the level of the student academic performance among 1st year English major students?
3. Is there a significant relationship between the classroom management and the student academic performance among 1st year English major students?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance in the study.

1. There is no significant relationship between Classroom Management and the Student Academic Performance among First Year English major students

Theoretical and Conceptual Framework

Presented in the theoretical and conceptual framework are theories that supported the conceptual paradigm which show relationship of classroom management and students' academic performance.

This study is anchored on the theory of (Marzona, 2008) classroom management has been highlighted over various inquiries about major variables that influence students' academic performance. (Glasser, 1998;

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

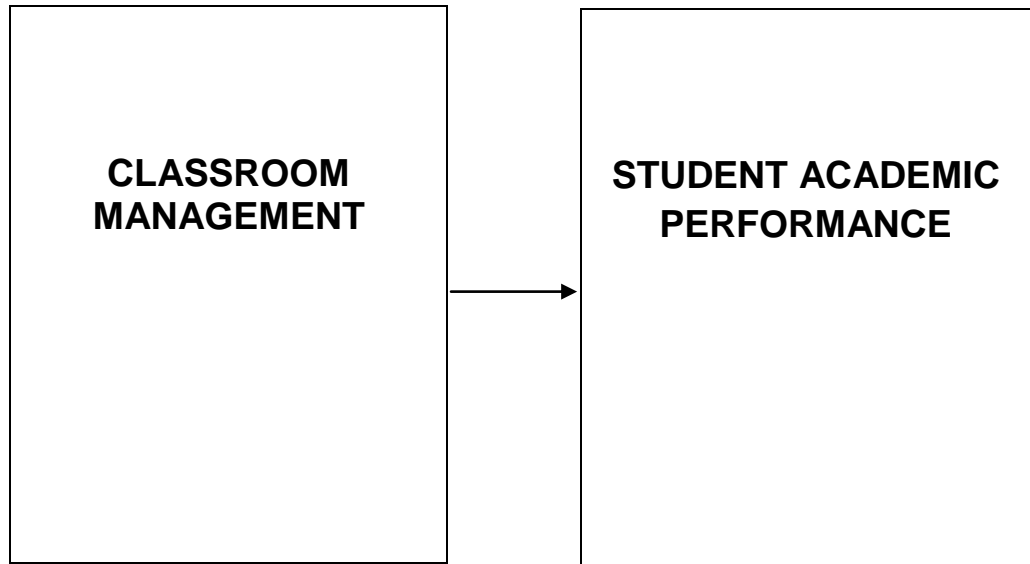


Figure 1.Conceptual Paradigm showing the Variables of the Study.

Kounin, 1970) added that the elements of classroom management have been inspected by numerous researchers with the aim of expanding educators' viability and student learning. Moreover, numerous particular models and speculations have been made to assist teachers' approach to classroom management in a successful way.

As shown in figure1 the independent variable is the classroom management and the dependent variable is the student academic performance.

Significance of the Study

This study is concerned with the classroom management and its effect on the students' academic performance. This study examined the techniques of classroom management and their impact on the student's academic performance.

Program Head. This study may assist them in providing a concrete and reasonable basis regarding classroom management and could help them analyze and do possible interventions to improve as well as with the learners.

Teachers. This will be beneficial to the teachers in realizing the importance of classroom management and its role to the learners.

Students. This serves as a guide for the students to be aware on the importance of classroom management in the learning process.

Future Researchers. This will give them ideas on how to conduct their research related to this study.

Definition of Terms

For clarity of key terms in the study, the conceptual and operational definitions are provided below.

Classroom Management. “Refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place” (Wong & Wong, 2004,p. 84). In this study it is used to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction.

Student Academic Performance. This is the presentation of performance outcomes that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. In this study it refers to the students’ accomplishment of their short or long-term educational goals.

Chapter 2

REVIEW OF RELATED LITERATURE

This section contains various ideas, theories, opinions and several researches which are relevant in establishing the core of this study.

Classroom Management

A few ways to deal with classroom the executives might be more convincing than others. Instructors use a grouping of classroom the board that they learned at the schools they gone to or at their present spots of business (Higgins&Moule,2009). Experts have directed distinctive examinations exploring diverse classroom the executives works on, checking the Promotion, Ranking, and Appraisal (PRAISE) System of notes, mindful techniques and the usage of office referrals to maintain a strategic distance from future conduct issues (Paciotti, 2010; Tidwell, Flannery, and Lewis-Palmer, 2003; Wheatley et al., 2009). Various teachers use customary, restorative sharpens to address classroom aggravations, though different educators use an all the more comprehensive, positive conduct reinforcement (PBS) sharpen (Ross and Horner, 2007).

The utilization of verbal guidance is one of the strategies for powerful classroom the executives that can be embraced by instructors. As indicated by Good (2004), clear guidance on what ought to be done provides the understudies solid guidance to consistence. In this methodology, educators endeavour to be predictable in upholding the verbal guidance with the goal that it delivers the ideal outcomes.

Until starting late, Corporal orders were used extensively as a feasible classroom the executives strategy to check troublesome practices inside the classroom. It isn't regularly appropriate however it is as yet rehearsed in a couple of schools as a fruitful classroom organization system.

Ukpong (2007), who set that fruitful utilization of whipping convey an intentional classroom setting, which positively affect understudies' insightful execution.

Instructional supervision is another method of convincing classroom the board gotten by instructors inside the classroom. Consenting to Obot (2010), Instructional Supervision incorporates moving around the classroom to watch understudies intently, secures them academic exercises, making inquiries and using both verbal and non-verbal training systems to ensure that understudies are paying bound together thought.

Appointment of power is as yet another procedure of reasonable classroom the board where the educator designates his/her position to his/her understudies to dole out them commitments, for example, cleaning the blackboard, time continuing, controlling noisemakers, overseeing learning materials, gathering errand from individual understudies, duplicating exercise notes on the writing slate, (Nima, 2004). These contribute a wonderful arrangement to making the classroom an ideal spot since investment among understudies and instructors in the classroom is developed.

A couple of concentrates endeavoured inside the classrooms where fuse rehearses where the usage can be found inside writing. A couple of these investigations focus on the educators' perspectives, capacities and practices identified with classroom the executives. Subjects, for example,

effects of working with an advantage educator on instructors' thorough guidance game plan aptitudes (Thomson, 2013), perspectives on regular teachers on central game-plans as for the exceptional needs of the understudies in their classrooms (Kargın, Güldenoğlu and Şahin, 2010), impacts of concentrating on the understudies' scholarly execution in class (Logan, Bakeman and Keefe, 1997)

Most explores cleared out the district of convincing classroom the board have focused essentially on the instructor. Disregarding the way that classroom the board plan changes from educator to instructor, "all around oversaw classrooms exist since instructors have clear musings on the sorts of classroom conditions and practices that are crucial for a strong learning condition" (Evertson, Emmer, &Worsham, 2006, p. xv).

Researchers, for example, Glasser (1998), Kohn (2005), and Canter (2001) continue to change a couple of classroom organization systems these days. Glasser (1998) supported the possibility of lead teachers. Lead educators are facilitators who gives the main apparatuses, setting, and atmosphere in which quality school work should be possible, lead-instructors asked for contribution from understudies in an effort to keep an extraordinary learning condition. To ensured quality work from understudies lead educators inspect edges of value work with understudies.

Glasser requested that instructors think about an alternate methodology. His methodology replaced inciting with effect, and manager educators with lead-instructors. Glasser (1998) cited, "Influence and critical thinking are vital to the method of reasoning of lead-the executives. The lead-chief invests all his energy and centrality making sense of how to run the

framework with the goal that understudies will see it is further bolstering their good fortune to do quality work" (p. 32). Glasser proceeded to portray quality work as work fulfilling at least one of an understudy's needs. Glasser perceived understudy needs, for example, survival, feeling of being treasured and belongingness, fun, feeling of being free, and control.

Consenting to Glasser, teachers required to quit lounging around inertly and squander essentialness in endeavouring to control the direct of understudies. The main individual the educator could control was him/herself. Educators could influence understudies, however they can't specifically control the conduct of their understudies. Instructors expected to pass on to understudies that what was being educated merited learning if understudies were going to endeavour to learn.

The objective of Glasser's lead-educators was to enable understudies to see the classroom as a spot where their requirements were fulfilled. On the off chance that understudies did not see the classroom along these lines, even extraordinary thoughts would not work with understudies. Understudies needed to see their educators striving to make the classroom a minding place. They needed to realize the educator was continually endeavouring to improve things. No classroom organization structure is ever absolutely new (Kavanaugh, 2000).

In 2001 Canter and Canter's third Version of Confident Teach Positive Behavior Management for Today's Classroom was dispersed. Reasonable as Skinner (1974) proposed the usage of positive and negative support to adjust the classroom condition and impart reason, Canter and Canter had

confidence in the use of remunerations and results to goad understudies to make appropriate decisions.

Prizes consenting to Canter and Canter come as verbal acknowledgment, extraordinary notes, and positive telephone calls to watchmen. Trot and Canter (2001) described a sure instructor as "one who obviously and unequivocally imparts her social wants to her understudies" (p. 7). They compared the possibility of compassion with the prospect of progressively effective classroom organization. Jog and Canter acknowledged that teachers must be proactive with regards to making a learning situation. Teachers who wish to make such a situation must give conduct organization a similar thought and course of action while conveying instruction.

Trot and Canter (2001) communicated, "You can and should instruct, support, and execute limited conduct to make a classroom situation in which understudies can learn and educators can educate" (p. 9). They reasoned that educators who need to frame a positive classroom atmosphere must goad fitting decisions of conduct.

At the point when teachers take after the considerations of Canter and Canter in making a classroom organization masterminded, they should find how to modify guidelines and breaking points with an effort to set up an association with the understudies. Teachers must be curious about understudies' abilities to prevail inside the classroom.

Lope and Canter (2001) advised, "Restorative exercises must be viewed as ordinary aftereffects of ill-advised conduct" (p. 64). Lope and Canter acknowledged that careful conduct can be told, yet educators' desires must be told and retaught with a similar consideration with which an insightful

exercise would be told. Trot and Canter saw a reasonable classroom the executives as an outside power like the instructor or organization that influences the understudies' learning.

Their system of emphatic control remains in obvious distinction to the hypothesis of William Glasser in his 1998 changed adaptation of *The Quality School Managing Students without Coercion*. Glasser communicated that teachers, for sure fruitful educators, can't control understudies' conduct. Regardless, Glasser acknowledged that convincing educators realize how to use information to persuade understudies.

Classroom Administration is the foundation for all understudy achievement (Marzano, et al., 2003). Wong (1998) created, "The most indispensable computation of controlling understudy learning is classroom the executives" (p. 82). In fact, regardless of the way that organization plans might be altogether different from classroom to classroom, every single effective teacher have a classroom organization game plan.

Extraordinary classroom chiefs set up, teaches, rehearses, and dependably maintained their organization designs in an effort to concentrate the majority of their time and imperativeness to training and learning (Stronge, 2002). Stronge prescribed that teachers should influence it to create the impression that they care about their understudies when they really value kids. In addition, they become more acquainted with the kids as people through tuning in, sensitivity, and comprehension.

Stronge cleared up that teachers who become acquainted with their understudies as people would get every understudy's learning style, personality, and individual conditions all of which can impact learning and

conduct. Deiro (2003) observed minding educators should not to be in every case warm and sensitive. As a general rule, her investigates created the impression that minding educators can without a doubt be firm and exacting. The way to show up as a minding instructor is to have a respect for the understudies. Since the educator understudy relationship is such an indispensable part in a feasible classroom organization, it can't be gotten out to risk.

Educators who worked at structure extraordinary instructor understudy associations impact classroom organization, yet also unequivocally had any kind of effect to the understudies' learning (Marzano&Marzano, 2003).

Marzano, et al.(2003) sees instructor understudy relationship as the most vital perspective of convincing classroom organization. He acknowledged that an incredible instructor understudy relationship makes understudies expeditiously recognize alternate pieces of the course of action. Bluestein (1999) formed, "A positive educator understudy relationship increases the likelihood that the time understudies and teachers spend together will be increasingly reasonable and pleasing for all concerned" (p. 35).

The main classroom organization plans are created out of every step by step collaborations clever educators have with understudies. Charles (2000) called this instructor student relationship a "commonly improving relationship." This relationship was normally redesigning since it begun with the teacher appearing and respect to the understudies and after that the understudies thusly showed up consideration and respect to the educator.

Instructors are worried about structure up proper practices, yet that does not mean they are not worried around the feelings and perspectives of their understudies (Evertson et al., 1994). Convincing educators thought about their understudies and through this minding they redesigned the instructor understudy relationship. Teachers cares' identity willing to shape a relentless and warm classroom condition where understudies felt safe and safe.

Teachers who thought about their understudies drew out the best in their understudies. Minding showed up through industriousness, certainty, and trust (Stronge, 2002). Powerful teachers got on the requirement for course of action and association inside the classroom. "Similarly as incredible classroom organization updates guidance by having any kind of effect to make an extraordinary domain for adapting, so also does fruitful guidance add to a very much overseen classroom" (Emmer et al., 1989, p. 117).

These undertakings were taken by the instructor to set up course of action inside the classroom. When the course of action was set up, convincing teachers were by then allowed to concentrate their time and essentialness on the bearings arranged (Stronge, 2002). Investigates have demonstrated a need of classroom organization not to cause unsettling influences that impedes the educator's exercise plan and the understudy's ability to get familiar with the exercise (Rosas and West, 2009).

If educators have a down and out classroom organization style, they may not in a manner of speaking feel blundering in their occupations, yet additionally may gotten the chance to be debilitated to the point that they may remove the calling (Ozdemir, 2007).The highlight comes to fruition since a

couple of teachers select a progressively traditional classroom organization appear, while different instructors pick an all the more all in compassing classroom organization show to set up a culture, glorifying network esteems (Fredriksen, 2010).

A regular classroom organization show incorporates a mien of "getting extreme" on aggravations and an increasingly remedial sharpen when classroom unsettling influences occur (Ross and Horner, 2007). In distinction, a comprehensive classroom organization show can be not in a manner of speaking school-wide, yet in addition focuses on structure up a social culture in which positive strongholds are given when extraordinary conduct occurs, and not so much restorative but rather more relentless mediations are given when unsettling influences occur (Horner et al., 2010).

Less practical teachers may will in general use in a manner of speaking a conduct sharpen focused on negative outcomes or order, while significantly convincing educators may use positive sharpens, for example, commitment and making the learning condition.

Student Academic Performance

A few investigations have been directed to discover understudies' scholastic execution (Applegate and Daly, 2006; Hedjazi and Omid, 2008; Ramadan and Quraan, 1994; Al-Rofo, 2010;Torki, 1988; Hijaz and Naqvi, 2006; Naser and Peel, 1998;Abdullah, 2005). Every one of these investigations connected with the Grade Point Normal (GPA) as a typical pointer of the execution.

Hearst paper (2016) said that individuals regularly consider reviews as first while assessing understudy's scholarly execution. This incorporates schools, who rank understudies by their GPA, granting exceptional assignments, for example, valedictorian and salutatorian for the individuals who graduate first and second in their class. As confirmed by Pintrich (2003), Teachers regularly consider results from tests and tests as the main measure for making a decision about understudies' authority of substance and their capacities to perform better in scholastic and non-scholastic conditions. Thus, understudies are increasingly keen on improving test scores since they view these score as the best honors and a show of scholastic satisfaction, which over the long haul antagonistically influences their aura to perform well.

Kochhar (2000) says legitimate direction is important to assist the understudies with issues like absence of relationship amongst ability and accomplishment, defective examination practice, blemished techniques for learning. Specialists have exhibited that the execution of the understudies relied on a few variables like, learning offices, age and sex contrasts. The most critical factor with the positive result on the execution of the understudies is ability of understudies in English. Understudies having great relational abilities it grows the understudies' execution (Abdullah, 2011). William and Burden (1997) found that language classrooms instill certainty among understudies to utilize the new dialect to impart, to talk about, to attempt better approaches for passing on implications and to be prepared from disappointments and victories.

Chapter 3

METHOD

This chapter presents the methods and procedures utilized within the study, the research design, research subject, research instrument, the data gathering procedure and the statistical treatment of data.

Research Design

This research was outlined as a descriptive-correlation method. This strategy was outlined to accumulate information, thoughts, realities and relationship of diverse factors. Educational Analysts attempts to co-relation displays the connections between factors related to situations/cases or occasions that are essentially depicting them (Karadeniz and Demirel, et al. 2014).Information on the classroom management and students' academic performance were collected and after that their relationship coefficient was determined. It is clear since the information displayed is the quantitative description of classroom management and student's academic performance. It is descriptive-correlation method since the independent variable, classroom management relates to the dependent variable, which is the students' academic performance.

Research subject

The respondents of the study were the 30 officially enrolled selected First Year BSED-English Students of school year 2018-2019.

Research Instruments

The Questionnaire on Classroom Management and Students' Academic Performance Adapted by: Wang (2009), and Baker (2000)was

submitted first to the adviser for comments and suggestions after which experts were requested to validate the said questionnaire.

To determine the level of classroom management, the following scales were used:

Scale	Descriptive Equivalent	Interpretation
5	Very high	It means that the level of classroom management is very evident
4	High	It means that the level of classroom management is evident.
3	Moderate	It means that the level classroom management is often evident.
2	Low	It means that the level of classroom management is not so evident.
1	Very low	It means that the level of the classroom management is not evident .

To determine the level of the student academic performance among first year college students, the following scale will be used:

Scale	Descriptive Equivalent	Interpretation
93 above	Very high	student academic performance is excellent
87-92	High	student academic performance is very good
81-86	Moderate	student academic performance is good
75-80	Low	student academic performance is poor.
74 and below	Very low	student academic performance is very poor

Data Gathering Processes

In gathering data, the researchers take the following steps:

Letter of request for validation. An appointment is forwarded to the assigned validators of UM Panabo College which will evaluate the presented questionnaire.

Letter of request to conduct a study. A letter of permission will be forwarded to the head of the institution that will allow the researchers to conduct the study.

Administration of the test. The test will be administered by the researchers to the 1st year students in UM Panabo College in Panabo City.

Collection of responses and scoring data. After the administration conducted the data sheets will be gathered and check. Results will be computed and tabulated.

Statistical Treatment of Data

For the interpretation of the data, the following statistical tools will be use:

Mean. This will be used to determine the level of classroom environment and student's learning outcomes.

Pearson Product-Moment Correlation Coefficient. This will be used to determine the relationship between the classroom environment and learning outcomes.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this chapter are the results of the study in answer to the questions in the previous chapter. The data presented both in tabular and textual forms.

Level of Classroom Management

Shown in Table 1 is the level of Classroom Management which has a over-all mean of 3.89, with the description of high which means that the Classroom Management is Evident. Data revealed that the item no. *10 Being strict against cheating during test and examinations* got the highest mean of 4.68 interpreted as very evident. Item no. *20 Creating fear that weakens learning and causes low academic performance* got the lowest mean of 2.70 described as moderate and interpreted as often evident. The teachers' classroom management is not creating fear thus the students' academic performance is good.

The remaining items; Item no. *1 Instructing us on what to be done in the classroom* got the mean of 4.47. Item no. *3 Giving directives on when I should discuss in the classroom so that I do not make a noise* got the mean of 4.33. Item no. *5 Directing on how learners could submit assignment quietly without disturbing the class* got the mean of 4.23. Item no. *7 Going around the classroom to ensure that students are actively participating in learning activities* got the mean of 4.33. Item no. *16 Listening to lessons in the classroom and remember all during examinations.* Item no. *18 Motivating me*

Table 1
Level of Classroom Management

Classroom Context	Mean	Descriptive Equivalent
The Teacher is..		
1. Instructing us on what to be done in the classroom.	4.47	Very High
2. Taking time to stress on disciplinary rules and regulations of the classroom.	3.97	High
3. Giving directives on when I should discuss in the classroom so that I do not make a noise.	4.33	Very High
4. Warning me on when to start writing during the lesson so that I do not lose focus.	3.90	High
5. Directing on how learners could submit assignment quietly without disturbing the class.	4.23	Very High
6. Behaving well in the classroom only when my teacher disciplines me.	3.50	High
7. Going around the classroom to ensure that students are actively participating in learning activities	4.33	Very High
8. Moving around the classroom to spot out learners who make a noise.	4.10	High
9. Inspecting students who are arguing with each other.	3.73	High
10. Being strict against cheating during test and examinations	4.68	Very High
11. Appointing any student to clean the board	2.73	Moderate
12. Being mindful of the time in the classroom.	4.10	High
13. Giving infractions to the noise makers in the classroom..	3.73	High
14. Assigning responsibilities to students in the classroom.	3.83	High
15. Marking the late comers as absent in the class.	3.07	Moderate
16. Listening to lessons in the classroom and remember all during examinations.	4.30	Very High
17. Performing well during examinations because I study very hard.	4.13	High
18. Motivating me to read harder in order for me to pass the examination.	4.33	Very High
19. Strict classroom management forced me to change my habits for a better performance.	3.73	High
20. Creating fear that weakens learning and causes low academic performance in the classroom	2.70	Moderate
Over-all Mean	3.89	High

to read harder in order for me to pass the examination. These items are described as very high which means that the Classroom Management is very evident.

Item no. 2 *Taking time to stress on disciplinary rules and regulations of the classroom* got the mean of 3.97. Item no. 4. *Warning me on when to start writing during the lesson so that I do not lose focus* got the mean of 3.90. Item no. 6 *Behaving well in the classroom only when my teacher disciplines me* got the mean of 3.50. Item no. 8 *Moving around the classroom to spot out learners who make noise* got the mean of 4.10. Item no. 9 *Inspecting students who are arguing with each other* got the mean of 3.73. Item no. 12 *Being mindful of the time in the classroom* got the mean of 4.10. Item no. 13 *Giving infractions to the noise makers in the classroom* got the mean of 3.73. Item no. 14 *Assigning responsibilities to the students in the classroom* got the mean of 3.73. Item no. 17 *Performing well during examinations because I study very hard* got the mean of 4.13 and Lastly Item no. 19 *Strict classroom management forced me to change my habits for a better performance* got the mean of 3.73. These items are described as high which means that the Classroom Management is Evident.

Item no. 11 *Appointing any student to clean the board* got the mean of 2.73. Item no. 15 *Marking the late comers as absent in the class* got the mean of 3.07. These items are described as moderate which means that the Classroom Management is often evident.

Level of Student Academic Performance

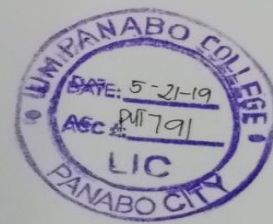
Presented in Table 2 is the level of Student Academic Performance with the mean of 86.40, with the descriptive equivalent of moderate which means that the Students' Academic Performance is good.

Kochhar (2000) says proper guidance is necessary to help the students with problems like lack of correlation between talent and achievement, faulty study practice, imperfect methods of learning. Researchers have demonstrated that the performance of the students depended upon several factors like, learning facilities, age and gender differences. The most significant factor with the positive outcome on the performance of the students is competence of students in English. Students having good communication skills expands the students' academic performance (Abdullah, 2011). William and Burden (1997) found that language classrooms inculcate confidence among students to use the new language to communicate, to discuss, to try new ways of conveying meanings and to be trained from failures and successes.

Researches have demonstrated that the performance of the students depended upon several factors like, learning facilities, age and gender differences.

Table 2
Level of Student Academic Performance

Academic Performance	Mean	Descriptive Equivalence
Grade	86.40	Moderate



Significant Relationship between Classroom Management and Student Academic Performance

Presented in Table 3 is the significant relationship between classroom management and student academic performance. It can be reflected on classroom management that the mean is 3.89 while the student academic performance is 86.40.

The r-value is -0.041 and the P-value is 0.828 lesser than 0.05 level of significance. Therefore, the null hypothesis is not rejected which means that there is no significant relationship between classroom management and student academic performance.

This study is anchored on the theory of Stephan & Schaban, (2002) Students' academic performance can be affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, it also differs from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference, teaching style, family educational background and socioeconomic factor.

Table 3

**Significant Relationship between Classroom Management and Student
Academic Performance**

Correlation Coefficient

	Academic Performance
Classroom Management	-0.041

P-value (0.828) > 0.05

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the findings of the present investigation from where conclusions are derived and recommendations are offered.

Summary of Findings

Based on the results of the survey, the following were the findings.

1. The mean result of Classroom Management is 3.89 and the overall mean is -0.041 interpreted as evident.
2. The overall mean of the level of Student's Academic Performance is 86.40 which means that the students' classroom participation is interpreted as good.
3. The classroom management and students' academic performance had r-value of -0.041 and with P-value of 0.828 which is greater than 0.05 level of significant.

Conclusion

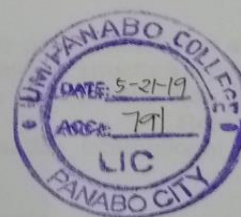
In the light of the findings of the study the following conclusions were drawn:

1. The level of classroom management is high.
2. The level of students' academic performance among first year education students is moderate.
3. There is no significant relationship between classroom management and students' academic performance among first year education students.

Recommendations

Based on the findings and conclusions, the following recommendations were given:

1. The teachers' classroom management must not create fear so that the students can learn with ease and perform better scholastically.
2. Further study of the level of classroom management and student's academic performance maybe conducted to validate the result of the study.



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APPENDIX A

Letter of Permission to Conduct the Study

September 12, 2018

Leizel V. Chan, Ph. D. *Ch - approval. Chan*
Dean of College
UM Panabo College
P. N. Aguilles St. , Panabo City

Dear Maam:

The undersigned are currently undertaking a study entitled "**Classroom Management and Students' Academic Performance**"

In line with this, we would like to ask permission from your good office to allow us to conduct our study among first year students of UM Panabo College specifically the students coming from the Department of Teachers Education. Rest assures that the data shall be treated with utmost confidentiality.

We highly appreciate your positive response to this matter.
Thank you and God bless.

Respectfully yours,

[Signature]
DOLLY JANE D. ANTALAN

[Signature]
GRACEL E. LAGAT

Noted by:

[Signature]
RHEVA CORONEL, MAEd
Adviser

APPENDIX B- 1

Letter for Validation

September 3, 2018

Mariesel Laurel, Ph.D.
Faculty
UM Panabo College

Ma'am:

Greetings!

We would like to inform you that you are chosen as one of our validators for our research instruments on "Classroom Management and Students' Academic Performance among First Year Students of UM Panabo College".

In this view, it would be appreciated if you could share and give your expertise by validating the content of our study. It would be of great help also if you write down your comments, suggestions and recommendations that will improve it.

Thank you very much for your support and valuable contribution to this request.

Respectfully yours,


DOLLY JANED. ANTALAN


GRACEL E. LAGAT
Researchers

Noted by:


RHEVA V. CORONEL, MAEd
Adviser

APPENDIX B- 2

Letter for Validation

September 3, 2018

Jeanilyn Tacadena, MAEE
Faculty
UM Panabo College

Ma'am:

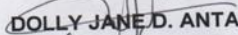
Greetings!

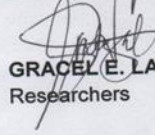
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In this view, it would be appreciated if you could share and give your expertise by validating the content of our study. It would be of great help also if you write down your comments, suggestions and recommendations that will improve it.

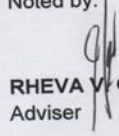
Thank you very much for your support and valuable contribution to this request.

Respectfully yours,


DOLLY JANE D. ANTALAN


GRACEL E. LAGAT
Researchers

Noted by:


RHEVA V. CORONEL, MAEd
Adviser

APPENDIX B- 3

Letter for Validation

September 3, 2018

Amelie L. Chico DM, FRIM
Research Coordinator
UM Panabo College

Ma'am:

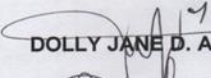
Greetings!

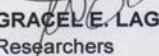
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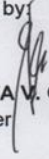
Thank you very much for your support and valuable contribution to this request.

Respectfully yours,


DOLLY JANE D. ANTALAN


GRACIE E. LAGAT
Researchers

Noted by:


RHEVA V. CORONEL, MAEd
Adviser

APPENDIX D- 1

Survey Questionnaire

**Questionnaire on
Classroom Management and Students' Academic Performance
Adapted by: Wang (2009), and Baker (2000)**

Name: _____ Date : _____

Year: _____ Program: _____

To The Respondent:

Read each statement carefully. Write your response from the scale below on a sheet of paper. Respond to each statement base on actual classroom scenario or experiences.

5= Always 4=Often 3=Sometimes 2=Seldom 1= Never

No.	Items	5	4	3	2	1
1.	My teacher is instructing us on what to be done in the classroom.					
2.	My teacher is taking time to stress on disciplinary rules and regulations of the classroom.					
3.	My teacher is giving directives on when I should discuss in the classroom so that I do not make a noise.					
4.	My teacher is warning me on when to start writing during the lesson so that I do not lose focus.					
5.	My teacher is directing on how learners could submit assignment quietly without disturbing the class.					
6.	I behave well in the classroom only when my teacher is disciplining me.					
7.	My teacher is going around the classroom to ensure that students are actively participating in learning activities					
8.	While teaching, my teacher is moving around the classroom to spot out learners who make a noise.					
9.	While teaching my teacher is inspecting students who are arguing with each other.					
10.	My teacher is very strict against cheating during test and examinations.					
11.	My teacher is appointing any student to clean the board.					
12.	My teacher is mindful of the time in the classroom.					

APPENDIX D- 2

Survey Questionnaire

13.	My teacher is giving infractions to the noise makers in the classroom.						
14.	My teacher is assigning responsibilities to students in the classroom.						
15.	My teacher is marking the late comers as absent in the class.						
16.	I listen to lessons in the classroom and remember all during examinations.						
17.	I perform well during examinations because I study very hard.						
18.	My teacher is motivating me to read harder in order for me to pass the examination.						
19.	My teachers' strict classroom management forced me to change my habits for a better performance.						
20.	My teachers' classroom management creates fear that weakens learning and causes low academic performance.						

APPENDIX E

Certificate of Grammarly

Very nice, Rheva

It looks like you just need a little polishing. When you are reviewing your work, pay close attention to Punctuation and Contextual Spelling errors.

SCORE
99 of 100

ALERTS
1

PLAGIARISM
0%

Contextual Spelling	No errors
Grammar	No errors
Punctuation	1
Closing Punctuation	1
Sentence Structure	No errors
Style	No errors
Vocabulary enhancement	No errors



RESIDENCIAL, MARIKUM, DUKU JANE
LAKAT, LAKAT


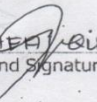
Close

Rheva
RHEVA J. CORONEL, MAED
LAKAT, LAKAT

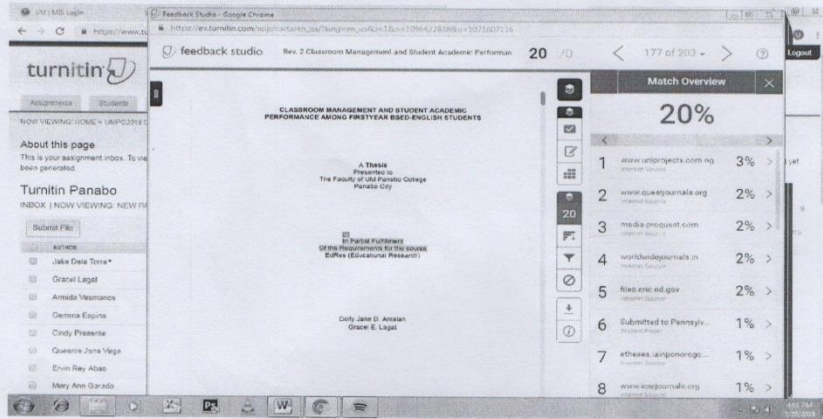
APPENDIX F

Certificate of Appearance

 The University of Mindanao	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
<h3>Certificate of Appearance</h3>	
This is to certify that the students whose names are listed below have appeared at the	
<u>UM Panabo College</u> <small>(Name of Office/Agency)</small>	and conducted <u>Research</u> <small>(State activity)</small>
in relation to their thesis/FS entitled " <u>Classroom Management and Student Academic Performance</u> "	
during the period <u>October 06, 2018</u> <small>(State inclusive dates)</small>	
  <u>DOWELL B. BELLA</u> Name and Signature of Authorized Personnel	

 The University of Mindanao	UM Panabo College Research Office Arguelles St., San Francisco Panabo City
<h3>Certificate of Appearance</h3>	
This is to certify that the students whose names are listed below have appeared at the	
<u>UM Panabo College</u> <small>(Name of Office/Agency)</small>	and conducted <u>Research</u> <small>(State activity)</small>
in relation to their thesis/FS entitled " <u>Classroom Management and Student Academic Performance</u> "	
during the period <u>October 06, 2018</u> <small>(State inclusive dates)</small>	
  <u>RHEA B. QUIMBO</u> Name and Signature of Authorized Personnel	

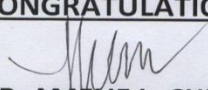
Plagiarism Test



LAGAT ANTALAN

SECOND RUN PASSED 20% (03/20/19)

CONGRATULATIONS


DR. AMELIE L. CHICO
Research Coordinator – UMPC

Curriculum Vitae



DOLLY JANE D. ANTALAN
Prk.4 A Brgy. San Francisco Panabo City
dojantalan@gmail.com
09363842669

PERSONAL INFORMATION

Birth Date : **Sept. 6, 1999**

Birth Place : **Prk. 2 Brgy. Cacao Panabo**

Nationality : **Filipino**

Religion : **Iglesia Ni Cristo**

Civil Status : **Single**

Language Spoken : **Bisaya, Tagalog, English**

Father's Name : **Erlindo M. Antalan**

Mother's Name : **Rhodora D. Antalan**

EDUCATIONAL BACKGROUND

Tertiary:

**University of Mindanao Panabo College
2015-To Present**

Secondary:

**Kauswagan National High School Panabo City
2011-2014**

Elementary:

Namuag Elementary School 2006- 2011

Curriculum Vitae



GRACEL E. LAGAT

Prk. 12 Brgy. San Vicent Panabo City
09388690136

PERSONAL INFORMATION

Birth Date : **October 5, 1996**

Birth Place : **Brgy.San Vicente Panabo City**

Nationality : **Filipino**

Religion : **Catholic**

Civil Status : **Single**

Language Spoken : **Bisaya, Tagalog, English**

Father's Name : **Gregorio D. Lagat (Deceased)**

Mother's Name : **Mary Grace E. Lagat**

EDUCATIONAL BACKGROUND

Tertiary:

**University of Mindanao Panabo College
2018-To present**

Secondary:

**SanVicente National High School
2010 -2013**

Elementary:

**San Vicente Elementary School
2005-2010**

