CLASSROOM MANAGEMENT AND ATTITUDES OF STUDENTS TOWARDS ENGLISH LANGUAGE

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ACCEPTANCE SHEET

This thesis entitled **"CLASSROOM MANAGEMENT AND ATTITUDE OF THE STUDENTS TOWARDS ENGLISH LANGUAGE"** prepared and submitted by **Jade L. Remolado, Beverly Espiritu, and Keyrelle Lamosao** in compliance with the requirments in the Research Subject under the **Department of Teachers Education,** UM Panabo College, Panabo City is hereby accepted.

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ABSTRACT

The study aimed to determine the relationship between Classroom management and Attitude of the students towards English language among the English students in the private institution of Panabo City. Does classroom management affect the attitude of the students towards English language? The researcher employed descriptive survey research design to generate data. The researchers utilized and adopt the research questionnaire from Horwitz et al. to allow the collection of reliable and desired information. The dependent variable of the study was Classroom management. On the other hand, the independent variable was the attitude of the students towards English language with the indicators behavioural aspect of attitude, cognitive aspect of attitude and emotional aspect of attitude

It can be reflected the result of the study on classroom management that the mean is 3.56 which is high while the attitude of the students towards English language is 3.54 which is high. The f-ratio is 0.580 and the p-value is greater than 0.05 levels. Therefore, there is no significant relationship between classroom management and attitude of the students towards English language. It means that classroom management does not affect the attitude of the students towards English language

Keywords: *Classroom Management, Attitude of the students towards English language, English classes in the private institution of Panabo City.*

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Above all, **GOD the Almighty Father**, for giving us faith, courage, patience, perseverance and good health we needed in the course of the study.

- The Researchers

DEDICATION

I humbly dedicate this piece of work to my loving parents, who never failed in giving me moral support, endless guidance and also financial, for giving all my needs during the time we developed our thesis. This thesis is dedicated to our adviser Dr. Celso L. Tagadiad for without his continued support and encouragement we could not have completed this process. Above all, to Almighty God who always give me strength, knowledge and wisdom in everything I do.

- **Jade**

This research study is highly dedicated to my parents with undying support financially, to my friends whose encourages me to do this and also to our Almighty God who guided me and gives me the determination to pass all the struggles we faced and also for giving the wisdom and knowledge in everything I do.

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language. Also, it is also the feeling of the people towards their language on how they would react and how the language affects them while using it.

It is contended that those understudies in Libya who have positive convictions almost dialect learning incline to extend more positive demeanors towards dialect learning, but agreeing to Alhmali (2007), the reason of instruction in Libya is to get tall grades and pass the exams. Imagination and understanding the nature of understudies and their needs are not taken into consideration.

Within the building program of the College of Faultless Concepcion, it is watched that a few of the designing understudies take English classes, complying with their scholarly prerequisites and utilizing interaction, dialog or in other communication exercises. Most alarmingly, as being watched by a few instructors in proficient subjects, a few of their building understudies are powerless in perusing comprehension. Given this, they examine the demeanor of the understudies towards English dialect. (Cadeliña,S et.al,2013)

In a private institution in Panabo city, students are having a hard time learning the English language. Because of this, different attitude arouses cognitively, behaviorally, and affection.

The purpose of this study is to investigate the attitude of the students towards English language.

Statement of the Problem

This study aimed to determine the relationship of classroom management strategies and attitude of students towards English language. It sought to answer the following questions:

1. What is the level of classroom management among teachers?
2. What is the level of students Attitude Towards English Language in terms of;
    2.1 Behavioral;
    2.2 Cognitive; and
    2.3 Affective?
3. Is there a significant relationship between classroom management strategies and students' attitude towards English language.

Hypothesis

The null hypothesis was tested at 0.05 level of significant which states that there is no significant relationship between classroom management and attitude of students towards English language learning.

Theoretical and Conceptual Framework

This ponder is secured on the hypothesis of Dear (1998) which expressed that it is basic to get it classroom administration procedures to create the demeanor of the understudies, and points to have life-long learning

among the learners. Cusick (1998) to accept that the classroom administration technique is one of the major issue and continuously at the center of students-teachers relations.

On the other hand, the theory of Eshghinejad (2016) which he emphasized the three attitudes that how the students behave towards English language. These are: Behavioral, cognitive, and affective.

As shown in, Figure 1 The independent variable of this study which is the classroom management strategies which refers to the wide variety of skills and techniques that teacher use to keep students organized, orderly focus attentively on task and academically productive during a class.

The dependent variable of this study which is the attitude of the student towards English language with the following indicators; behavioral that refers to the students onhow they behave. Cognitive refers to the involving mental activities such as thinking understanding and the like, and affective which refers to feelings and emotions of the students.

Significance of the study

This study was a significant endeavor in promoting good work and good behavior of a professional teacher wherein it can motivate their students. This will also be beneficial to the following:

Program head. The result of his study may assist them in providing a concrete and reasonable basis regarding teachers' classroom management and could help them analyze and do possible actions to improve students' motivation in learning.

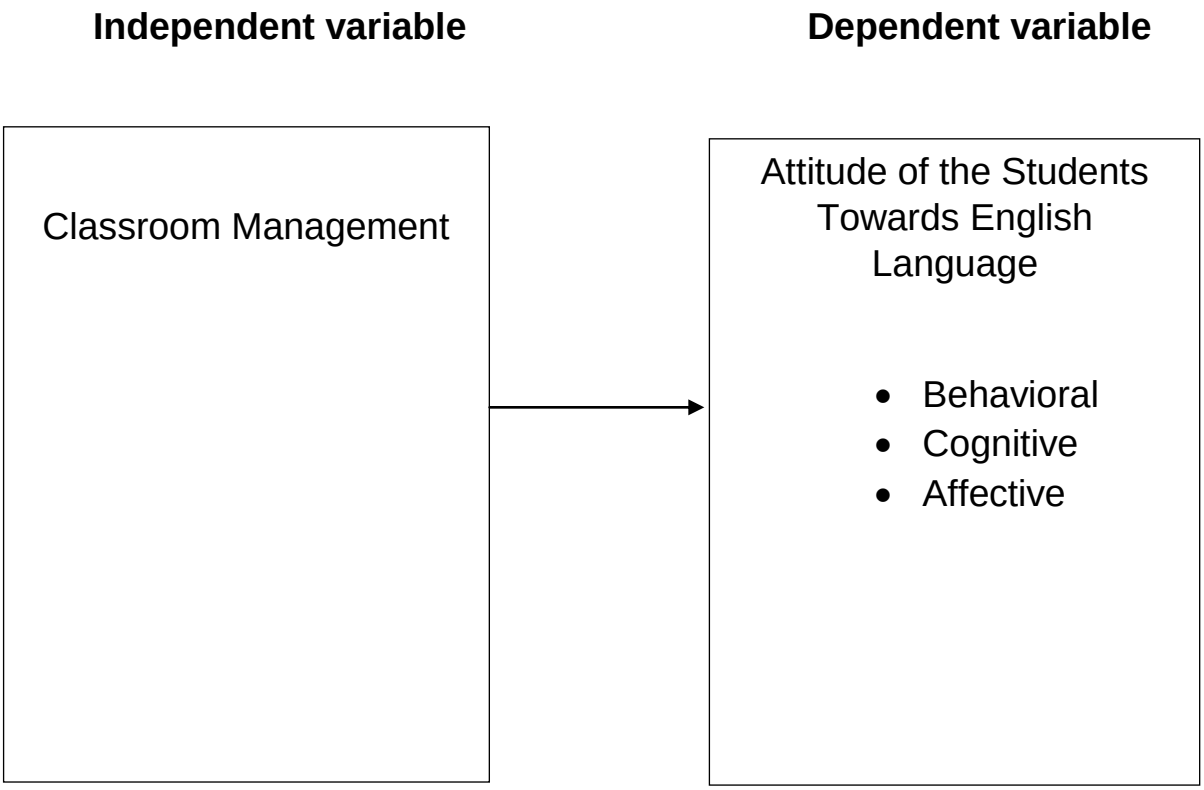

Figure 1. Conceptual Framework showing the Variables of the Study

Teachers. This was beneficial to the teachers' in realizing the importance of classroom management and enhancing their behavior in motivating students.

Students. The findings of this study will serve as a guide for students to be aware of the management of the teachers and have a deeper understanding of how to motivate themselves.

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

Definition of Terms

The words that are difficult to understand is being defined conceptually and operationally under here provided.

Classroom management. Conceptually refers to the wide variety of skills and techniques that teacher use to keep students organized, orderly focus attentively on task and academically productive during a class. Operationally, classroom management refers to the ability of a teacher to handle the class.

Attitude. Conceptually, the very term attitude is a fishy one. Different scholars have tried to define itdifferently, and yet we do not have a single agreed upon definition of attitude. Gardner Proposed that attitude is the overall feelings of a person towards any particular thing (Gardner, 1980). Operationally, attitude refers to the behavior of the students towards learning English language.

Chapter 2

REVIEW OF RELATED LITERATURE

Presented in this section are the different views and ideas of the different authors that are pertinent to this study.

Classroom Management

Agreeing to Small et al. (2007), classroom administration includes not simply reacting viably when issues from happening by making situations that energize learning and fitting conduct and accomplishment in each process-product consider to date.

Pianta et al. (2008) pointed out that classroom arranges and positive is the thought to boost student's sense of confirmation, expanding intrigued toward the subject, and upgrading their execution and achievement. Different considers have interfaces the degree such as teachers warmth, arrange and passionate bolster to accomplishment and execution. Classroom administration doesn't fair incorporate the directions portion of the course, but it too gives significance to the improvement of the full of feeling well-being the understudies. In the expansion, discernment of the classroom environment detailed by the understudies has moreover been analyzed in association to the scholarly achievement of the understudies. Student's recognition of classroom environment has created as capable pointers execution results. These appear that in each viewpoint of the teacher's hones continuously has an inclusion with the learners.

Compelling teaching and learning cannot take put in an incapably managed classroom (Jones & Jones, 2012). The put where guideline and learning will circulate have to be as well be a highlighted. Compelling

classroom administration procedures reinforce and energize compelling direction and learning. Effective classroom administration is by and huge based on the rule of setting up a positive classroom environment checking teacher-students relationship.

Nagler (2015) communicated that those educates who are unused inside the field of a guideline is troublesome to supervise the understudies' conduct. It takes time to change the mischief caused by dejected classroom organization capacities and the effect to the understudies is the lower rate in their educational engagement inside the classroom. In organize to achieve the compelling classroom administration is counting clear communication as well as a classroom environment conducive to learning.

Behavioral. The behavioral point of view of the state of intellect deals with the way one carries on and reacts in particular circumstances. In truth, the productive tongue learning overhauls the learners to recognize themselves with the nearby speakers of that lingo and get or get distinctive viewpoints of behaviors which characterize the people of the target dialect community. Kara (2009) communicated that "Positive states of mind lead to the appear of positive behaviors toward courses of pondering, with members holding themselves in courses and endeavoring to memorize more. Such understudies are also observed to be more enthusiastic to understand issues, to get the information and aptitudes important for existence and to bolt in themselves emotionally."

The behavioral viewpoint of state of mind (BAA) bargains with the way one carries on and reacts in particular circumstances. Kara, A. (2009).The effect of a ‘learning theories' unit on students' states of mind towards learning.

Australian Diary of Educator Instruction expressed that positive state of mind leads to the presentation of positive conduct toward considering, holding themselves in it, and trying to memorize more. Such understudies are also observed to seem more excitement to illuminate issues, to get what is valuable for the way of, life and to bolt in themselves candidly.

The behavioral perspective of the state of intellect bargains with the way one carries on and reacts in particular circumstances. In reality, the productive lingo learning makes strides the learners to recognize themselves with the nearby speakers of that lingo and get or get distinctive perspectives of behaviors which characterize the people of the target tongue community. (Galakshmi,2013)

Cognitive.This perspective of demeanor incorporates the feelings of the dialect learners nearly the information that they get and their understanding inside the handle of lingo learning. The cognitive state of intellect can be classified into four steps of meddling the past data and the unused one, making present-day information, checking modern information, Cognitive angle of state of mind (CAA) incorporates the convictions of the tongue learners around the data that they get and their understanding of the strategy of lingo learning. The cognitive demeanor may be classified into four steps of meddling the past information and the modern one, making modern information, checking modern information, and applying the present day information in numerous circumstances. And applying modern information in various circumstances. (Abidin et al., 2012)

This point of the state of mind incorporates the feelings of the tongue learners nearly the information that they get and their understanding inside

the method of dialect learning. The cognitive state of mind can be classified into four steps of meddling the past information and the advanced one, making modern information, checking cutting edge information, and applying the present day information in various circumstances (Gajalakshmi, 2013)

Affective. Feng. R and Chen .H (2009) communicated that "Learning get ready is an energetic plan. It is affected by unmistakable energetic components. The instructor and his understudies bolted in in several energetic works out in it and moved characteristic items of sentiments are yield." Disposition can offer help the learners to particular whether they like or abhor the objects or including circumstances. It concurs that the internal opinions and sentiments of learners affect their perspectives and their demeanors towards the target tongue (Choy S.C &Troudi .S, 2006)

Concerning the devotee disparage, Feng and Chen (2009 Feng, R., & Chen, H. (2009) English Dialect Guideline communicated that "Learning handle is an enthusiastic get ready. It is impacted by particular energetic factors. The educator and his understudies bolted in totally different energetic works out in it and moved comes around of sentiments are yield." Since deportment is one of the key factors for triumph in dialect learning, different considers have as of presently been conducted inside the field of dialect state of mind. In development, dialect state of mind investigate has been considered inside the past 50 a long time since of the creating association between the centrality of the dialect utilize and the nature of people (Saidat, 2010 Saidat, A. M. (2010).

CHAPTER 3

METHOD

This research contained on the different parts of the research, research design, research subject, research instrument, data gathering procedure and the statistical treatment that will be used in the analysis of the data gathered.

Research Design

This study made use of descriptive survey method. Descriptive-survey refers to the method which collects detailed and factual information to describe existing phenomena. It was described systematically situation or area of interest factually and accurately. Itwas allowed a researcher to carefully describe and understand behavior.

It was also correlation research because it determined the relationship between the independent variable, classroom management and strategies and the dependent variable, which the language being used in the classroom sittings (Stangor, 2011).

Research Subject

The respondents of this study were based on the universal sampling, the ABM1 Grade 11 students with 32 students and to the HUMS1 Grade 12 students with 51 students were the officially enrolled in English subject during the school year 2018-2019.

Research Instrument

The instrument used in gathering the data for the study was composed of two parts; the first part was a standardized questionnaire taken from the

study of Roman D. (2007) in determining the respondent responses on how the teacher managed the classroom. And the second part, the questionnaire was taken from the study of Abidin et al. (2012) in determining the respondents about their attitude towards English language.

To determine the level of classroom management the following scales were used.

Scale	**Descriptive Equivalent**	**Interpretation**
4.21-5.00	Very High	Indicates that the level of classroom Management is always Manifested.
3.41-4.20	High	Indicates that the level of classroom management is often manifested.
2.61-3.40	Moderate	Indicates that the Level of classroom Management is Sometimes manifested.
1.81-2.60	Low	Indicates that the level of classroom management is seldom manifested.
1.00-1.80	Very Low	implemented seldom Indicates that the level of classroom management is never manifested.

To determine the level of the attitude of the student towards English language, the following scales were used.

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	This indicates that the item in the students 'attitude always manifested
3.41-4.20	High	This indicate That the item in the students' attitude often manifested
2.61-3.40	Moderate	This indicates that the item in the student's attitude sometimes manifested
1.81-2.60	Low	This indicates that the item in the student's attitude seldom manifested
1.00-1.80	Very Low	This indicates that the item in the Item in the student's attitude never manifested at all.

Data Gathering Process

In gathering the data, the following procedures were used by the researchers in the realization of the study:

Letter of request to conduct a study.A letter of permission to conduct a study was given to the head of the institution of Private institution in Panabo city to allow the researchers to conduct the study.

Validation of the Questionnaires. The drafted questionnaire was submitted to the validators for evaluation. After the evaluation, suggestions were considered to improve the questions.

Administration of the test. The test was administered by the researchers to the ABM1 grade 11 and HUMS1 grade 10 students of the private institution of Panabo City.

Collection of response and scoring data. After the test was conducted, the data was collected and checked. The result will be computed and tabulated.

Statistical Treatment of the Data

For the interpretation of the data, the following statistical tools were used:

Mean. This was used to determine the level of teachers' classroom management.

Pearson Product-Moment Correlation Coefficient. This was used to determine the relationship between classroom management and the attitude of the students towards English language.

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 are the results of the level of the classroom management among teachers which have a grand mean of 3.56 with the description high. This indicates that classroom management is manifested.

Data revealed in Table 1 which is classroom management got an over-all mean of 3.56 describes as high. In item no. Three *teacher is concern about students learning* got the highest mean of 4.58 which describe as very high. It means that the teacher cares about the learnings of the students. In item no.1, the *teacher doesn't want to impose any rules* got the lowest mean of 2.80 which describes as moderate. It means that the teacher sometimes imposes rules inside the classroom. In item no.8, the *teacher focuses on emotional well-being rather than classroom control* got the middle mean of 3.24 describes as moderate. It means that the teacher sometimes focuses on emotional well-being than controlling the classroom. Therefore, it is important that teachers be thoroughly familiar with their school's policies, rules and procedures. According to Fall (2016), good classroom management may well be the most fundamental factor in students learning. A classroom that can be disruptive

Table 1

Level of Classroom management

Classroom Management	**Mean**	**Description**
1. Wanting to impose any rules.	2.80	Moderate
2. Wanting that the classroom is quite for students to learn.	4.22	Very High
3. Concerning about students learning.	4.58	Very High
4. Accepting any assignment if the students submit it late.	2.87	Moderate
5. Reprimanding the students because it might hurt our feelings.	3.46	High
6. Explaining the reasons behind his/her rules and decisions.	4.22	Very High
7. Accepting any excuses from students who are tardy.	2.90	Moderate
8. Focusing on emotional well-being rather than classroom control.	3.24	Moderate
9. Accepting interpretations during lecture if we have relevant questions.	4.04	High
10. Honoring the request of student request for activity outside the campus.	3.24	Moderate
Over-all mean/Grand mean	**3.56**	**High**

Legend:

Scale	**Descriptive Equivalent**
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Behaviour, disrespectful actions, and other evidence of an out-of-control learning environment will undermine the effectiveness of the teacher. All classroom management actions and procedures used by the teacher must be executed within the school's parameters action.

To authenticate, Lewis et al. (2005) state that managing behavior to increase student learning has always been of concern to teachers and educational personnel. Also, recent years have witnessed an increased focus on children's behavior in school as a result of tragic events. (Henry, 2000)

Level of Attitude of the students towards English language

Shown in Table 2 are the results of the level of the attitude of the students towards English language with the indicators of behavioral aspect, cognitive aspect and emotional aspect which have a grand mean of 3.54 with the description of high. This indicates that the item in the student's attitude is manifested.

Data revealed in Table 2 first indicator which is the behavioral aspect got an over-all mean of 3.36 which describe as moderate. In item no.6, *studying English gives more confidence in expressing oneself* got the highest mean of 3.83 which describes as high. It means that students boost their confidence in expressing themselves with the use of English language. In item no.10, *when I miss the class, I never ask my friends or teachers for the homework on what has been taught* got the lowest mean of 2.43 which describes as low. It means that when students missed a class, they would ask

Table 2

Level of the attitude of the students towards English language

The behavioral aspect of attitude	**mean**	**Description**
1. Speaking English language makes me feel worried.	3.31	Moderate
2. Studying English language helps me to have good relationships with friends.	3.52	High
3. Liking to give opinions during English lessons.	3.04	Moderate
4. Being able to make myself pay attention during studying English.	3.82	High
5. Hearing a student in my class speaking English well, I like to practice speaking with him/her.	3.45	High
6. Studying English makes me have more confidence in expressing myself.	3.83	High
7. Studying English helps me to improve my personality.	3.76	High
8. Putting off my English homework as much as possible.	3.30	Moderate
9. Wishing I could have many English speaking friends.	3.18	Moderate
10. Missing the class, I never ask my friends or teachers for the homework on what has been taught.	2.43	Low
Over-all mean	**3.36**	**Moderate**
Cognitive aspect of attitude		
1. Studying English is important because it will make me more educated.	4.29	Very High
2. Being good at English will help me study other subjects well.	4.19	High
3. Having more knowledge and more understanding when studying English.	3.70	High
4. Liking my English class so much; I look forward to studying more English in the future.	3.88	High
5. Studying English helps me getting new information in which I can link to my previous knowledge.	4.02	High
6. Summarizing the important points in the English subject content by myself.	3.02	Moderate
7. Studying English just to pass the exams.	2.75	Moderate
8. Speaking more than one language are very knowledgeable.	3.90	High
9. Studying English helps me communicate in English effectively.	4.25	Very High

10. Applying the knowledge from English subject in my real life.	2.42	Low
Over-all mean	**3.64**	**High**
The emotional aspect of attitude		
1. Feeling proud when studying English language	4.01	High
2. Feeling excited when I communicate in English with others.	3.63	High
3. Getting anxious when I have to answer a question in my English class.	3.17	Moderate
4. Studying a foreign language like English is enjoyable.	3.89	High
5. Studying English make me have good emotions (feelings).	3.66	High
6. Studying in my mother tongue rather than any other foreign language.	3.14	Moderate
7. Enjoying doing activities in English.	3.76	High
8. I do not like English.	2.08	Low
9. Wishing I could speak English fluently.	4.43	Very High
10. Being interested in studying English.	4.37	Very High
Over-all mean	**3.62**	**High**
Grand mean	**3.54**	**High**

Legend:

Scale	**Descriptive Equivalent**
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Their classmates what the assignment was given by their teacher so they can easily cope up with the lesson or tasks they've missed. In item no.1, *speaking English language makes me feel worried* got the middle mean of 3.31 which describe as moderate. It means that the students sometimes felt worried about speaking English language and supposedly they sometimes feel uncomfortable using English language as a medium of communication.

In the second indicator which is the cognitive aspect got an over-all mean of 3.64 with the description high. In item no.9, *studying English helps me communicate in English effectively* got the highest mean of 4.25 which describes as very high. It means that the students can communicate effectively with others with the use of English language as a medium of communication. In item no.10, *I cannot apply the knowledge from English subject in my real life* got the lowest mean of 2.42 which describes as low. It means that by studying English, the students may apply the learnings that they gain in real life situations. In item no.3, *I have more knowledge and more understanding when studying English* got the middle mean of 3.70 which describes as high. It means that the students gain more learnings/knowledge in studying English when they are studying the subject.

In the third indicator which is the emotional aspect got an over-all mean of 3.62 with the description of high. In item no.9, *I wish I could speak English fluently* got the highest mean of 4.43 which describes as very high. It means that the students want to utter and speak English words with fluency. In item no.8, *I do not like English* got the lowest mean of 2.08 which describes as low.

It means that most of all the students like English. In item no.5, *studying English make me have good emotions (feelings)* got the middle mean of 3.66 which describes as high. It means that the students feel good when they are being taught English.

Therefore, studying English has a positive effect on students. Baker (1988) believes that the attitudes of students come to fore as they reflect upon the language that they learn in English as a subject. Consciously or unconsciously, their attitudes play a crucial role in language's "growth or decay, restoration or destruction." To authenticate, Shameem (2004) states that teachers' attitudes, too, as part of their cultural orientation, influence heavily their younger students.

Significant Difference in the level of
Classroom management and the
Attitude of the students towards English language

Presented in Table 3 is the significant relationship between classroom management and the attitude of the students towards English language. It can be reflected in the classroom management that the mean is 3.56 while the attitude of the students towards the English language is 3.54.

Data revealed that the computed r-value is 0.062 with a p-value of 0.580. Ho is not rejected since P-value is greater than 0.05 level. It means that there is no significant relationship between the two variables.

. According to Fall (2016) that good classroom management may be the most fundamental factor in student learning. A classroom that can be characterized by disruptive behavior, disrespectful actions, and other evidence of an out-of-control learning environment will undermine the effectiveness of the teacher.

Table 3

Significant Difference in the level of Classroom management and the Attitude of the students towards English language

	Correlation Coefficient
	Attitude of the students towards English language
Classroom management	0.062

P-value (0.580) > 0.05

Therefore, classroom management has no something to do regarding with the attitude of the students towards English language. It is seen by the result there is no significant relationship between the two variables.

Furthermore, among the ten questions in the questionnaires item, no.3 got the highest mean. It means that while managing the classroom, the teachers in the private institution of Panabo City concern on the learnings of the students. In the attitude of the students towards English language, the cognitive aspect has the highest over-all mean compared to a behavioral and emotional aspect of attitude. It means that students in the private institution of Panabo city, learning English language can affect the mental ability of the students.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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 over-all mean of the level of the classroom management is 3.56 which is interpreted as classroom management is often manifested.
2. The grand mean of the level of the attitude of the students towards English language with the indicators of behavioral, cognitive and emotional aspect is 3.54 which is Interpreted as the students' attitude is often manifested.
3. Computed r-value between classroom management and the attitude of the students towards English language performance is 0.062 and with P-value 0.580 is greater than 0.05 level of significant that the null hypothesis is not rejected.

Conclusion

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

1. The over-all mean of the level of the classroom management is high.
2. The grand mean of the level of the attitude of the students towards English language is high.

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3. There is no significant difference between classroom management and the attitude of the students towards English language.

Recommendations

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

1. In the level of classroom management, it has been revealed that the item no.1 got the lowest mean. Therefore, the teacher should impose rules inside the classroom to have a harmonious teaching-learning process
2. In the level of the attitude of the students towards English language, in terms of behavioral aspect that the item no.10 got the lowest mean. Therefore, the teacher should ask the students that missed the lessons and let them cope with the missed lessons and activities.
3. In the level of the attitude of the students towards English language, in terms of cognitive aspect that the item no.10 got the lowest mean. Therefore, a teacher should encourage the students to use English language in real life scenario for them to improve themselves.
4. In the level of the attitude of the students towards English language, in terms of emotional aspect that the item no.8 got the lowest mean. Therefore, a teacher should motivate the students and to like the language and let them understand the importance of the language.
5. Further study of the level of classroom management and the attitude of the students towards English language might see in this study that there is no significance relationship between the two variable.

UM PANABO COLLEGE
3/21/19
PUT 776
PANABO CITY

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APPENDIX A

Letter of Permission to Conduct the Study

August 20, 2018

Joyce B. Hernando
Principal
Senior High School
UM Panabo College

Ma'am:

Greetings!

The undersigned are the 4th year BSED-English students of UM Panabo College who are conducting a research entitled **"Classroom Management and Attitude of the Students towards English Language".**

Ament to this, we are asking for your approval to allow us to conduct the above mentioned study to the ABM1 Grade 11 students with Mr. Glezer Niez as their subject teacher with 32 students and to the HUMS1 Grade 12 students with Ms. Eajean Joy Princess Nicolas as their subject teacher with 51 students. We assure that the data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you very much and God bless.

Respectfully yours,

Jade Remolado

Beverly Espiritu

Keyrelle Lamosao
Researchers

Noted by:

Dr. Celso L. Tagadiad
Adviser

okay 8/28/2018

APPENDIX B-1

Letter for Validation

August 6, 2018

JEANILYN TACADENA
Faculty
UM Panabo College
Panabo City

Ma'am:

You are one of the chosen expert validators on our questionnaire for our research study entitled **"CLASSROOM MANAGEMENT AND ATTITUDE OF STUDENTS TOWARDS ENGLISH LANGUAGE".**

In view of this, it would be very much appreciated if you can share your expertise by rating its content. It is a great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the said questionnaire.

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

Respectfully yours,

Jade L. Remolado

Beverly B. Espiritu

Keyrelle A. Lamosao
Researchers

Noted by:

Dr. Celso L. Tagadiad
Adviser

APPENDIX B-2

Letter for Validation

August 6, 2018

Dr. AMELIE L. CHICO
Research Coordinator
UM Panabo College
Panabo City

Ma'am:

You are one of the chosen expert validators on our questionnaire for our research study entitled **"CLASSROOM MANAGEMENT AND ATTITUDE OF STUDENTS TOWARDS ENGLISH LANGUAGE".**

In view of this, it would be very much appreciated if you can share your expertise by rating its content. It is a great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the said questionnaire.

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

Respectfully yours,

Jade L. Remolado

Beverly B. Espiritu

Keyrelle A. Lamosao
Researchers

Noted by:

Dr. Celso L. Tagadiad
Adviser

APPENDIX C-1

Validation Sheet

UM
The University of Mindanao

RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch _____

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Classroom Management, and attitude of the Students towards English language

Proponents : Remolado Jade L., Espiritu Beverly, Keyrelle Lamosao

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
4 – Very Good 1 – Poor
3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINTMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

JEANILYN E. TACADENA, MAEE
Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

APPENDIX C-2

Validation Sheet

UM
The University of Mindanao

RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch _____

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Classroom Management and attitude of Students Towards English language

Proponents : Rendacto Jade L., Beverly Espiritu, Keyrelle Ignacio

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent; 4 – Very Good; 3 – Good; 2 – Fair; 1 – Poor

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINTMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	✓				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

APPENDIX C-3

Validation Sheet

UM
The University of Mindanao

RESEARCH AND PUBLICATION CENTER

[ ] Main [✓] Branch Panabo

QUESTIONNAIRE VALIDATION SHEET

Title of Research: Classroom Management and Attitude of the Students towards English Language

Proponents : Remobdo Jade, Espiritu Bercht, Lamosao Kethelle

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent; 4 – Very Good; 3 – Good; 2 – Fair; 1 – Poor

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINTMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				

Marivel A. Laurel, Ed.D
Signature Above Printed Name

F-13100-004/ Rev. # 1/ Effectivity: July 24, 2017

APPENDIX D-2

Questionnaire
On
Classroom Management and Attitude of Students Towards English Language

Name: _____ Date: _____

Instruction: Read each statement carefully. Write your response, from the scale below, on a sheet of paper. Respond to each statement based upon either actual or imagined classroom experience.

5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

Classroom Management	**5**	**4**	**3**	**2**	**1**
1. If a student is disruptive during class, I assign him/her to detention, without further discussion.					
2. I don't want to impose any rules on my students.					
3. The classroom must be quiet in order for students to learn.					
4. I am concerned about both what my students learn and how they learn.					
5. If a student turns in a late homework assignment, it is not my problem.					
6. I don't want to reprimand a student because it might hurt his/her feelings.					
7. Class preparation isn't worth the effort.					
8. I always try to explain the reasons behind my rules and decisions.					
9. I will not accept excuses from a student who is tardy.					
10. The emotional well-being of my students is more important than classroom control.					
11. My students understand that they can interrupt my lecture if they have a relevant question.					
12. If a student requests a hall pass, I always honor the request.					

APPENDIX D-2

Questioner
On
Classroom Management and Attitude of Students Towards English
(Abidin et al. 2011)

Name: _____ Date: _____

Instruction: The following items ask about classroom management and attitude of the students towards English language. Please read the statements below carefully and tick the appropriate choices that suits and reflect your perception about classroom management and attitude of the students towards English language. Use the scale below to answer the questionnaire items.

5 - Always, 4 - Often, 3 - Sometimes, 2 - Seldom, 1 - Never

Behavioral aspect of attitude	**5**	**4**	**3**	**2**	**1**
11. Speaking English language makes me feel worried.					
12. Studying English language helps me to have good relationships with friends.					
13. I like to give opinions during English lessons.					
14. I am able to make myself pay attention during studying English.					
15. When I hear a student in my class speaking English well, I like to practice speaking with him/her.					
16. Studying English makes me have more confidence in expressing myself.					
17. Studying English helps me to improve my personality.					
18. I put off my English homework as much as possible.					
19. I wish I could have many English speaking friends.					
20. When I miss the class, I never ask my friends or teachers for the homework on what has been taught.					

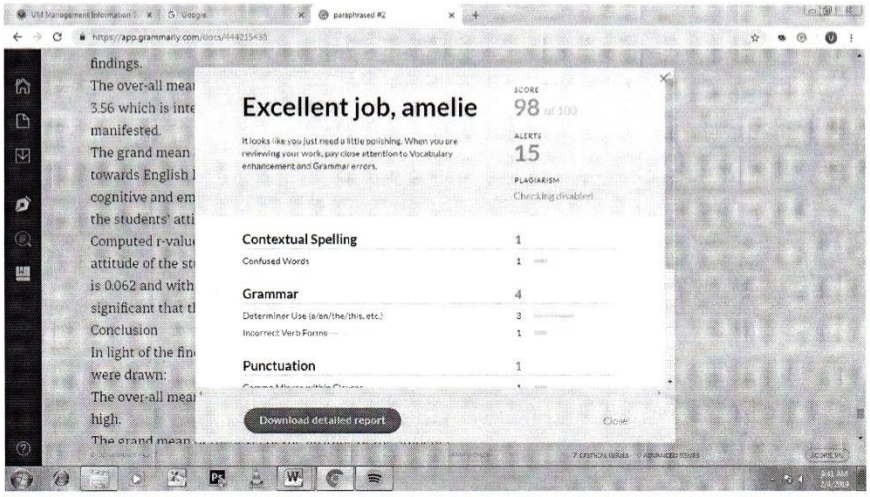
Cognitive aspect of attitude	**5**	**4**	**3**	**2**	**1**
11. Studying English is important because it will make me more educated.					
12. Being good at English will help me study other subjects well.					
13. I have more knowledge and more understanding when studying English.					
14. I like my English class so much; I look forward to studying more English in the future.					

15. Studying English helps me getting new information in which I can link to my previous knowledge.					
16. I cannot summarize the important points in the English subject content by myself.					
17. Frankly, I study English just to pass the exams.					
18. In my opinion, people who speak more than one language are very knowledgeable.					
19. Studying English helps me communicate in English effectively.					
20. I cannot apply the knowledge from English subject in my real life.					

Emotional aspect of attitude	**5**	**4**	**3**	**2**	**1**
11. I feel proud when studying English language					
12. I feel excited when I communicate in English with others.					
13. I don't get anxious when I have to answer a question in my English class.					
14. Studying foreign language like English is enjoyable.					
15. Studying English make me have good emotions (feelings).					
16. I prefer studying in my mother tongue rather than any other foreign language.					
17. I enjoy doing activities in English.					
18. I do not like English.					
19. I wish I could speak English fluently.					
20. I am interested in studying English.					

APPENDIX E

Grammarly Certification



Remolado / Espiritu / Lamosao

CONGRATULATIONS GRAMMARLY RESULT 98%

DR. CELSO L. TAGADIAD
ADVISER

APPENDIX F

Certificate of Appearance

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

Paul G De Hoia and conducted Survey Questionnaire
(Name of Office/Agency) *(State activity)*

in relation to their thesis/FS entitled "Classroom Management and Attitude of the Student Towards Eng. Lang."

during the period August 15, 2018.
(State inclusive dates)

Paul G De Hoia
Name and Signature of Authorized Personnel

UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

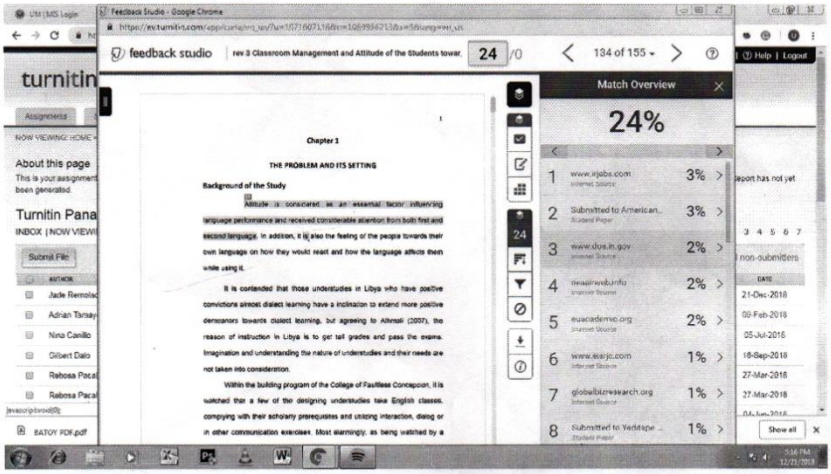
Jhon Ralph Ortiz and conducted Survey Questionnaire
(Name of Office/Agency) *(State activity)*

in relation to their thesis/FS entitled "Classroom Management and Attitude of the Students Towards Eng. language"

during the period August 15, 2018.
(State inclusive dates)

Jhon Ralph Ortiz
Name and Signature of Authorized Personnel

Plagiarism Test



REMOLADO ESPIRITU LAMOSAO

THIRD RUN passed 24% (12/21/18)

CONGRATULATIONS

DR. AMELIE L. CHICO
Research Coordinator – UMPC

JADE L. REMOLADO
Prk-4 Lower Panaga, Panabo City
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09995992379

PERSONAL DATA

Age: 19

Date of birth: June 16, 1999

Sex: male

Civil status: Single

Height: 5’7

Weight: 71

Citizenship: Filipino

Religion: God our Saviour

EDUCATIONAL BACKGROUND

Course: Bachelor of Secondary Education major in English

College University of Mindanao Panabo College

2018-2019

Secondary: Sindaton National High School

2014-2015

Elementary: Roxas Elementary School

2008-2009

SEMINARS ATTENDED

- Pre-Employment Seminar
  UM Panabo College
  Sept. 2017

- Seminar on Educational Technology

- Seminar on Instructional Material

- Paraphrasing Seminar

BEVERLY B. ESPIRITU
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beverlyespiritu@gmail.com
09305796385

PERSONAL DATA

Age: 19

Date of birth: February 01, 1999

Place of birth: Rivera Hospital

Gender: female

Civil status: Single

Height: 5’3”

Weight: 39

Citizenship: Filipino

Religion: Roman Catholic

EDUCATIONAL ATTENDED

Course: Bachelor of Secondary Education

Major in English

College: UM Panabo College

2018-2019

Secondary: San Vicente National High School

2014-2015

Elementary: San Pedro Elem. School

2010-2011

SEMINAR ATTENDED

- Pre-Employment Seminar

  UM Panabo College

- Seminar on Educational Technology
- Paraphrasing Seminar

KEYRELLE LAMOSAO
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PERSONAL DATA

Age: 19

Date of birth: May 20, 1999

Gender: male

Civil status: Single

Height: 5’4

Weight: 50

Citizenship: Filipino

Religion: FILIPINISTA

EDUCATIONAL BACKGROUND

Course: Bachelor of Secondary Education

Major in English

College: UM PanaboCollge

2018-2019

Secondary: Mabunao National High School

2014-2015

Elementary: Mabunao Elementary School

2010-2011

SEMINARS ATTENDED

Pre- Employment Seminar

September 2017

Instructional Material Seminar

February 2017