



## Classroom management, competence, commitment and teacher's performance

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### Abstract

This descriptive study determined the level of classroom management, competence, commitment, and performance of English teachers in the Division of Passi City for the year 2, 14-2014. The respondents were forty (40) English teachers of the Division of Passi City during school year 2013-2014. They were chosen purposely as samples. The data were obtained with the use of an adopted classroom management questionnaire from the study of Doyle (1986) teaching competence from the study of Grasha-Riechmann and teaching commitment from the study of Smith (2009), performance was taken from their performance appraisal for teachers (PAST) for school year 2014-2015. Descriptive statistical tools used were the mean and standard deviation. Mann-Whitney Test, Kruskal Wallis Test, and Pearson's  $r$  were for inferential statistics set at 0.05 alpha. The findings revealed that the level of classroom management of teachers as an entire group was strong. However, the female teacher I, teacher II, those with long years of service, and with master's degree holder had very strong classroom management. As to level of teaching competence, the entire group of teachers regardless of sex, position, civil status, length of teaching experience, and educational attainment had very high teaching competence. The level of teaching commitment of the teachers as an entire group was high. However, the female, teacher I, teacher II, single, those with long years of teaching had very high level of teaching commitment. The level of performance as an entire group was very high satisfactory. However, the male, teacher III, and single, had outstanding performance. There were no significant difference in the level of classroom management of English teachers when classified as to sex, position, civil status, length of teaching experience, and educational attainment. Further, no significant difference in the level of teaching competence, and educational attainment. Furthermore, no significant differences in the level of commitment of teachers when classified as to various categories. In the same manner, no significant difference were noted in teaching performance when classified as to various categories. Finally, no significant relationship existed in classroom management, teaching competence, teaching commitment and performance of English teachers.

**Keywords:** classroom management, competence, commitment, performance

### Introduction

A simple dictionary meaning would say, a "teacher is a person whose occupation is teaching". In a layman's language it would be someone who is a scholar or a learned person who chooses to share his learning with others and impart education to the young minds.

This study was anchored to the theory of Skinner's on classroom management which stated as it relates to education, that the goal of Psychology should be to find ways to make education enjoyable and effective for all students. His learning theory relied on the assumption that the best way to modify behavior was to modify the environment. He advocated for the frequent use of reinforcement and influence student behavior. Skinner's theories have been implemented in school system in a variety of ways.

According to Weber (2011) [6] states that classroom management is a complex set of behaviors that teacher uses to establish and maintain classroom condition that will enable students to achieve their instructional objective efficiently that will enable them to learn.

This study is anchored on Jarvis and Pounds Theory (Bilbao, 1998), that "effective management of instruction can be attained through the use of acceptable supervisory practices such as observations, conferences with teachers, staff

meetings, demonstration teachings, action research projects, workshops, arranging for teachers observations in other classes and professional readings.

This commitment must be demonstrated and communicated actively by the teachers towards the organization and their duties as the mentors of the young and fresh talents. Active commitment is important in helping faculty members secure in our schools as it also helps meet the prerequisites for the qualities of competency and accountability. Further, organizational commitment is important to organizational success. It is viewed that it is an organizational member's psychological attachment to the organization. It plays a very large role in determining whether a member will stay with the organization and zealously work towards the organizational goals.

This study was based on a prominent theory of organizational commitment in three component models. 1. Affective commitment which refers to your emotional attachment to an organization. If you have high level of affective commitment, you enjoy your relationship with the organization and are likely to stay. You stay because you want to stay. 2. Continuance commitment which is the degree which you believe that leaving the organization would be costly. If you have high level of continuance commitment, you will stay

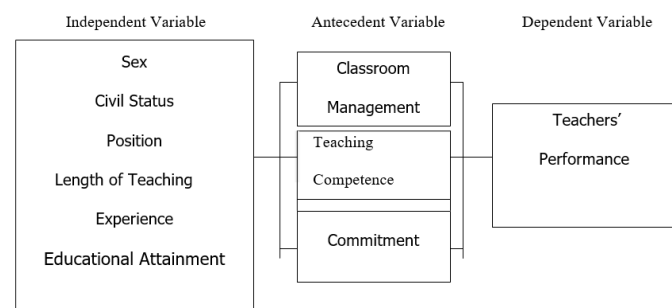
with an organization because you felt that you must stay. 3. Normative commitment which is the degree you feel obligated to the organization or believe that staying is the right thing to do. Here you believe you ought to stay.

Laru-an, (1995) [3], attest to the fact that the growth of learners towards the attainment of educational objectives can be judged by the quality of instructions they received from their teachers. When progress is satisfactory, one opt the underlying causes may be the quality of instruction that a teacher delivers to the learners.

Furthermore, performance of teachers in this study was based on the theory of performance by Bransford *et al.* (2000), which states that the theory develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey. Current level of performance depends holistically on six components: context, level of knowledge, level of skills, level of identity, personal factors, and fixed factors.

McGregor (1960) [4] developed the theory of job performance in his ‘X’ and ‘Y’ theories. Theory ‘X’ postulates that a negative attitude brings low performance, while theory ‘Y’ predicts that positive attributes results in high performance. In this regard, teachers’ performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others.

The paradigm below shows the researchers’ perception on the classroom management, competence, commitment and teachers’ performance.



Statement of the Problem

**Fig 1:** The Research Paradigm Showing the Relationship of Variables of the Study.

This study aims to find out the classroom management competence, teaching competence, teaching commitment, and teaching performance of English teachers in the secondary schools in the Division of Passi City for the school year 2014-2015.

**Specifically, this study sought to answer the following questions**

1. What is the level of classroom management competence of teachers as an entire group, and when classified as to sex,

- civil status, position, length of teaching experience, and educational attainment?
2. What is the level of teaching competence of teachers as an entire group, and when classified as to sex, civil status, position, length of teaching experience, and educational attainment?
3. What is the level of teaching commitment of teachers as an entire group, and when classified as to sex, civil status, position, length of teaching experience, and educational attainment?
4. What is the level of teaching performance of teachers as an entire group, and when classified as to sex, civil status, length of teaching experience, and educational attainment?
5. Is there a significant difference on the level classroom management competence of teachers when classified as to sex, civil status, position, length of teaching experience and educational attainment?
6. Is there a significant difference on the level of teaching competence of teachers when classified as to sex, civil status, position, length of teaching experience and educational attainment?
7. Is there a significant difference on the level of commitment of teachers when classified as to sex, civil status, position, length of teaching experience and educational attainment?
8. Is there a significant difference on the level of performance of teachers when classified as to sex, civil status, position, length of teaching experience and educational attainment?
9. Is there a significant relationship between the level of classroom management competence and performance of teachers?
10. Is there a significant relationship between the level of teaching competence and teaching performance of teachers?
11. Is there a significant relationship between the level of teaching commitment and performance of teachers?

**Significance of the Study**

This study on the classroom management, competence, commitment and performance of English teachers may be beneficial to the following:

DepEd Officials. The result of the study would be beneficial to the DepEd officials in giving information in what areas should their teachers must improve for them to provide further trainings and seminars in the improvement of their teaching competencies, boost their commitment and improve their classroom management implementation.

Curriculum Planners. The result of the study would serve as basis of curriculum planners in structuring and improving the curriculum that suits to the teachers’ capability to teach. Improvement on the part of the curriculum on which the teacher could adapt and be more effective regardless of some areas in which they find they are weak.

School Administrators. The findings of this study might enable the school administrators to initiate and implement effective programs to help improve and develop the performance of their teachers. It is a great help for him/her to seek and to design new and better programs to be

implemented that suits to the students' needs as well as to their interest and capabilities to meet the demands of our educational system.

**The Teachers.** The result of this study would serve as an avenue for the teachers to identify their performances, at the same time; this would give insights on their capabilities, weaknesses as well as the need for improvement.

**Students.** The result of the study would be beneficial to the students for they are the clientele of education, and teachers' competence, commitment, management and performance is believed to strengthen their learning. By having these characteristics, students are very much eager to learn and become effective, disciplined and independent learners, gearing them for their future.

**The Researcher.** The result of this study would serve as a foundation for the researcher when she will be in real teaching situation. This would be an avenue for the other researchers and would serve as a reference for future studies.

### **Review of Related Literature**

According to Charles (2008), a good discipline plan must be incorporated the first day of school and enforced. Further, he pointed out that, an effective teacher should have a discipline plan with routines, rules, and consequences. An effective teacher is trustworthy and maintains a classroom environment that is safe, predictable, and successful.

Duck (2007) suggested that educational institutions "begin teacher preparation with an introductory foundations course that has a strong experience base embedded in case studies". He agreed that principals of good management focus on maximizing the efficiency of the teaching process. To maintain that top among her four C's of successful classroom management, Commendation plays a central role in positively reinforcing appropriate behavior.

Laru-an, (1995) <sup>[3]</sup>, considered management as a process of planning, organizing, leading and controlling. The attitudes of teachers affect their commitment to their duties, the way they teach and treat their students.

He emphasized that competence may be present in individuals and systems. There is an additional conception of teaching: promoting powerful learning activities among learners. The effectiveness of an educational program can be achieved if the competence of teachers to impart effectively the necessary skills, knowledge and information vital to a dynamic and progressive life.

According to Viadero (2007) <sup>[5]</sup>, the idea of highly qualified teachers is a good one, but compliance has not been widespread. He also developed a list of components that includes both descriptions of a competent teacher and requisite skills.

Fortuga (1984), stated that teaching is a profession that demands basic competence necessary to carry out effectively its noble profession of promoting progressive human development and steady social amelioration and economic upliftment. He, further stressed that to impart teaching, is to improve the schools; to improve the schools is to strengthen the next generation; to strengthen the next generation is a social duty of the first magnitude.

According to the research of Bilbao (2006), teaching as your profession means that you must be willing to go through a

long period of preparation and continuing professional development. You must strive for excellence, commit yourself to moral, ethical and religious values and dedicate yourself to public service.

The findings of Salva (1983), showed that certain variables were associated with school performance, such as the teacher, the administrator, the student, and the community related factors. Controlling deals with establishing standard performance, measuring performance against established standards attempt to prevent problems that occur as quickly and effectively as possible.

### **Delimitation of the Study**

This study aimed to find out the classroom management, competence, commitment and performance of English teachers in the Division of Passi City for the school year 2014-2015.

The independent variables focused on the teachers' sex, position, civil status, length of teaching experience, and educational attainment. Classroom management, competence, and commitment as the antecedent variable and teachers' performance as the dependent variable. The participants of the study were the English secondary school teachers of the Division of Passi City.

The data was obtained through an adapted questionnaire. The statistical tools employed in this study were the mean, standard deviation, *t-test*, Analysis of Variance, and Pearson's *r*. The level of significance was set at 0.05 alpha.

### **Research Design and Methodology**

#### **Purpose of the Study and Research Design**

The subjects of this study were the 40 English secondary school teachers of the Division of Passi City for School Year 2014-2015. They were classified as to sex, civil status, position, length of teaching experience, and educational attainment. As to sex, they were classified as to male or female. As to civil status, they were classified as to single or married. As to length of teaching experience, they were classified as to Short (1-9 years) and Long (10 years and above) experience. Finally as to educational attainment, they were classified as to bachelor's, degree, masters' degree, and doctoral degrees.

### **Results and Discussion**

#### **Level of teachers' classroom management competence**

The level of Teachers' classroom management competence when taken as an entire group, have "Effective", (M = 3.2588, SD =.4704). When they were classified as to sex, teachers who were male, exhibit a "Effective" results (M = 2.8700, SD =.7831), while female teachers exhibits a "Very Effective" (M = 3.3143, SD =.4076).

When they were classified as to position, Teacher I and Teacher II (M = 3.3727, SD =.2769), exhibited a "Very Effective" (M=3.3800 3.3727, SD =.1151). While Teacher III (M=3.1455, SD=.5317) and Master Teachers showed a "Effective" (M= 3.2115, SD=.6410).

When they were classified as to civil status teachers who were single exhibited a "Very Effective" (M = 3.3029, SD =.2253), while teachers who were married shows a "Effective" (M = 3.2261, SD =.6066).

When classified as to length of teaching experience, teachers who had long (10 years and above) teaching experience exhibited a “Very Effective” ( $M = 3.3577$ ,  $SD = .3221$ ) while teachers who had short (1-9 years) teaching experience exhibited a “Effective” ( $M = 3.0750$ ,  $SD = .6589$ ).

When classified as to educational attainment teachers who were Bachelors’ Degree exhibited a “Effective” ( $M = 3.2564$ ,  $SD = .4855$ ) while those who were Masters’ Degree holder exhibited a “Very Effective” ( $M = 3.3500$ ,  $SD = .0$ ). The data on the level of classroom management competence of the respondents.

### Level of Teachers’ Teaching Competence

The level of teaching competence of the respondents was shown in Table 2. The level of teaching competence of the respondents when taken as an entire group, was “Highly Competent”, ( $M = 3.7360$ ,  $SD = 0.2374$ ) results. When they were classified as to sex, teachers who were both male ( $M = 3.7760$ ,  $SD = 0.1931$ ) and females ( $M = 3.7303$ ,  $SD = 0.2449$ ), exhibited a “Highly Competent” results.

When classified as to position, Teacher I ( $M = 3.7680$ ,  $SD = .1820$ ), Teacher II ( $M = 3.8109$ ,  $SD = .1834$ ) Teacher III ( $M = 3.7127$ ,  $SD = .2878$ ) and Master Teachers ( $M = 3.6800$ ,  $SD = .2561$ ) showed a “Highly Competent” results respectively.

When they were classified as to civil status teachers who were both single ( $M = 3.8188$ ,  $SD = 0.1429$ ) and married ( $M = 3.6748$ ,  $SD = 0.2754$ ) exhibited a “Highly Competent” results.

When classified as to Length of teaching experience, teachers who were both Short (1-9 years) ( $M = 3.7642$ ,  $SD = 0.2232$ ) and Long (10 years and Above) ( $M = 3.6743$ ,  $SD = 0.2569$ ) exhibited a “Highly Competent” results.

When classified as to educational attainment teachers who were both Bachelors’ Degree ( $M = 3.7303$ ,  $SD = 0.2377$ ) and Masters’ Degree ( $M = 3.9600$ ,  $SD = 0.0$ ) were “Highly Competent” respectively.

### Level of Teachers’ Teaching Commitment

The level of teaching commitment of the respondents when taken as an entire group, had “Committed”, ( $M = 3.2248$ ,  $SD = 0.4599$ ) results. When they were classified as to sex, teachers who were male exhibited a “Committed” results ( $M = 2.2750$  and  $SD = 0.8779$ ), while female teachers exhibited a “Highly Committed” results ( $M = 3.2917$ ,  $SD = 0.3391$ ).

When they were classified as to position, Teacher I ( $M = 3.3200$ ,  $SD = .6129$ ) and Teacher II ( $M = 3.3200$ ,  $SD = .2621$ ) exhibited a “Highly Committed” results, while Teacher III ( $M = 3.2100$ ,  $SD = .3590$ ) and Master Teachers ( $M = 3.1200$ ,  $SD = .6110$ ) shows a “Committed” results.

When they were classified as to civil status teachers who were both single exhibited a “Highly Committed” results ( $M = 3.3106$ ,  $SD = 0.2900$ ) while teachers who were married exhibited a “Committed” result ( $M = 3.1613$ ,  $SD = 0.5513$ ).

When classified as to Length of teaching experience, teachers who were Long (10 years and Above) exhibited a “Highly Committed” results ( $M = 3.2800$ ,  $SD = 0.3365$ ). While teachers who were short (1-9 years) exhibited a “Committed” result ( $M = 3.1221$ ,  $SD = 0.6319$ ).

When classified as to educational attainment teachers who

were both Bachelors’ Degree ( $M = 3.2305$ ,  $SD = 0.4644$ ) and Masters’ Degree ( $M = 3.0000$ ,  $SD = 0.0$ ) respectively were “Committed”.

### Level of Teachers’ Performance of the Respondents

The level of performance of the respondents was shown in Table 4. The level of performance of the respondents when taken as an entire group, had a “Very Satisfactory”, ( $M = 3.2258$ ,  $SD = 0.2754$ ) results. When they were classified as to sex, teachers who were both male ( $M = 3.3821$ ,  $SD = 0.2979$ ) and female ( $M = 3.2125$ ,  $SD = 0.2741$ ). exhibited an “Outstanding” results.

When they were classified as to position, Teacher I ( $M = 3.1864$ ,  $SD = .2776$ ), Teacher II ( $M = 3.2142$ ,  $SD = .3379$ ) and Master Teachers ( $M = 3.1927$ ,  $SD = .21350$ ) shows a “Very Satisfactory” results respectively. While teachers who are Teacher III ( $M = 3.2943$ ,  $SD = .2976$ ) exhibited an “Outstanding” results.

When they were classified as to civil status, teachers who were both single ( $M = 3.2738$ ,  $SD = .3316$ ) and married ( $M = 3.1902$ ,  $SD = .2266$ ) exhibited a “Outstanding” results. When classified as to length of teaching experience, teachers who were both Long (10 years and above) ( $M = 3.2284$ ,  $SD = 0.2636$ ) and short (1 – 9 years) ( $M = 3.2268$ ,  $SD = 0.3064$ ) exhibited a “Very Satisfactory” results respectively.

When classified as to educational attainment teachers who were both Bachelors’ Degree ( $M = 3.2301$ ,  $SD = 0.2776$ ) and Masters’ Degree ( $M = 3.0580$ ,  $SD = 0.0$ ) were “Very Satisfactory” respectively.

### Inferential Data Analysis

#### Mann-Whitney test on the Difference of Teachers’ Classroom Management Competence

The Man-Whitney test results revealed that no significant difference in the classroom management existed between male and female teachers, the mean rank were (13.10, 21.56). The asymptotic significance was .129 is greater than 0.50. The null hypothesis of no significant difference in the level of classroom management between the male and female teachers was accepted. This simply shows that the level of classroom management of the respondents when classified as to male and female is the same.

Results revealed that no significant difference in the classroom management exists between teachers who were single and married, the mean rank was 18.94, 21.65). The asymptotic significance was .467 is greater than 0.05. The null hypothesis of no significant difference in the level of classroom management between the teachers who were single and married was accepted. This simply shows that the level of classroom management of the respondents were classified as to single and married is the same.

When classified as to length of teaching experience results revealed that no significant difference in the classroom management existed between teachers who were long (10 years and Above) and short (1 – 9 years) (21.88 and 17.93). The asymptotic significance was .306 greater than 0.05. The null hypothesis of no significant difference in the level of classroom management between the teachers who were long (10 years and Above) and short (1 – 9 years) was accepted.

This simply shows that level of classroom management of the respondents when classified as to long (10 years and Above) and short (1 – 9 years) is the same.

When classified as to educational attainment results revealed that no significant difference in the classroom management existed between teachers who were Bachelors' Degree and Masters' Degree teachers. The mean rank was, ( $z = 20.51, 20.00$ ). The asymptotic significance was .965 greater than 0.05. The null hypothesis of no significant difference in the level of classroom management between the teachers who were Bachelors' Degree and Masters' Degree was accepted. This simply showed that level of classroom management of the respondents when classified as to Bachelors' Degree and Masters' Degree was the same.

#### **Kruskal-wallis test on the difference on the level of teachers' classroom management competence**

A had no significant difference in the level of classroom management of the respondents when grouped according to position. Their mean rank were (21.50, 21.82, 18.18, and 20.96) respectively.

The asymptotic significance of .889 is greater than .05. The null hypothesis of no significant difference in the classroom management of the respondents was accepted.

#### **Mann-whitney test on the difference of teaching competence**

Man-Whitney test results revealed that no significant difference in the teaching competence existed between male and female teachers, (21.001 and 20.43). The asymptotic significance was .918 is greater than .05. The null hypothesis of no significant difference in the level of teaching competence between the male and female teachers was accepted. This simply shows that the level of teaching competence of the respondents when classified as to male and female is the same. Results revealed that no significant difference in the teaching competence exists between teachers who were single and married, the mean rank was (23.62 and 18.20). The asymptotic significance was .145 is greater than 0.05. The null hypothesis of no significant difference in the level of teaching competence between the teachers who were single and married was accepted. This simply shows that the level of teaching competence of the respondents when classified as to single and married was the same.

When classified as to length of teaching experience results revealed that no significant difference in the teaching competence exists between teachers who had Long (10 years and above) and Short (1- 9 years), the mean rank was 22.38 and 17.00). The asymptotic significance was .163 is greater than 0.05. The null hypothesis of no significant difference in the level of teaching competence between the teachers who had Long (10 years and below) and Short (1 – 9 years) was accepted. This simply showed that the level of teaching competence of the respondents when classified as to Long (10 years and below) and Short (1 – 9 years) was the same.

When classified as to educational attainment results revealed that no significant difference in the teaching competence existed between teachers who were Bachelors' Degree and Masters' Degree, the mean rank was (20.17 and 33.50). The

asymptotic significance of .258 is greater than 0.05. The null hypothesis of no significant difference in the level of teaching competence between the teachers who were bachelors' degree and masters' degree was accepted. This simply showed that the level of teaching competence of the respondents when classified as to bachelors' degree and masters' degree was the same.

#### **Kruskal-Wallis test on the Difference of Teaching Competence of the Respondents**

A no significant variations in the level of teaching competence of the respondents when grouped according to position. The mean rank were (21.50, 21.82, 18.18, 20.96) respectively. The asymptotic significance was .702 was greater than .05. The null hypothesis of no significant difference in the teaching competence of the respondents was accepted. This meant that position was not a determining factor of the respondent's teaching competence.

#### **Man-Whitney test on the difference of teaching commitment**

The Man-Whitney test results revealed that no significant difference in the teaching commitment existed between male and female teachers, mean rank of (13.40 and -21.51). The asymptotic significance was .146 was greater than .05 each. The null hypothesis of no significant difference in the level of teaching commitment between the male and female teachers was accepted. This simply showed that the level of teaching commitment of the respondents when classified as to male and female was the same.

Results also revealed that no significant difference in the teaching commitment existed between teachers who were single and married, with a mean rank of (21.88 and 19.48). The asymptotic significance of .520 was greater than 0.05. The null hypothesis of no significant difference in the level of teaching commitment between the teachers who were single and married was accepted.

When classified as to length of teaching commitment results revealed of the that no significant difference in the teaching competence existed between teachers who were Long (10 years and above) and Short (1 – 9 years) teaching experience, with the mean rank of (21.82 and 18.89). The asymptotic significance of .523 was greater than 0.05. The null hypothesis of no significant difference in the level of teaching commitment between the teachers who were Long (10 years and above) and Short (1 – 9 years) was accepted.

When classified as to educational attainment results revealed that no significant difference in the teaching commitment existed between teachers who were Bachelor's Degree and Master's Degree with the mean rank of (20.82 and 8.00). The asymptotic significance of .278 was greater than 0.05. The null hypothesis of no significant difference in the level of teaching commitment between the teachers who were Bachelor's Degree and Master's Degree was accepted.

A shows a no significant difference in the level of commitment of the respondents when classified as to position of the respondents.

The mean ranks were (26.00, 21.14, and 18.88). The asymptotic significance of .679 was greater than .05. The null

hypothesis of no significant difference in the teaching commitment of the respondents was accepted.

#### **Mann-Whitney test on the difference of performance**

The data on the difference in the level of performance of the respondents was shown using Man-Whitney test results revealed that no significant difference in the performance existed between male and female teachers, with a mean rank of (23.10 and 20.13). The asymptotic significance of .595 was greater than 0.05. The null hypothesis of no significant difference in the level of performance between the male and female teachers was accepted.

Results also revealed that no significant difference in the performance existed between the teachers who were single and married, the mean rank were (22.26 and 19.20). The asymptotic significant was .411 is greater than 0.05. The null hypothesis of no significant difference in the level of performance between the teachers who were single and married was accepted.

When classified as to length of performance results revealed that no significant difference in the performance existed between teachers who were Long (10 years and Above) and Short (1 – 9 years), the mean rank were (20.19 and 21.07). The asymptotic significance of .820 was greater than 0.05. The null hypothesis of no significant difference in the level of performance between the teachers who were Long (10 years and above) and Short (1 – 9 years) was accepted.

When classified as to educational attainment results revealed that no significant difference in the performance existed between teachers who were Bachelors' Degree and masters' Degree, the mean rank was (20.79 and 9.00). The asymptotic significance of .411 was greater than 0.05. The null hypothesis of no significant difference in the level of performance between the teachers who were bachelors' degree and masters' degree was accepted.

#### **Kruskal-wallis test results of the difference in the level of teaching performance**

A shows no significant difference in the level of teaching performance of the respondents when grouped as to position. The mean rank were (22.00, 18.50, 22.68, and 19.77). The asymptotic significance of .840 was greater than .05. The null hypothesis of no significant difference in the performance of the respondents was accepted.

#### **Relationship between classroom management and teaching performance of the respondents**

Pearson correlation result showed that there was no significant correlation between the respondents' level of classroom management and performance. The r-value was -0.255, and the two tailed probability was .117. Thus, the null hypothesis which states that there is no significant relationship between the respondents' classroom management and level of performance was accepted. This means that the classroom management of the respondents does not significantly affect their performance.

Pearson's r correlation result also showed that there was no significant correlation between the respondents' level of

teaching competence and performance. The r-value was 0.095 and the two- tailed probability .559. Thus, the null hypothesis which states that there is no significant relationship between the respondents' teaching competence and level of performance was accepted.

Furthermore, result also showed that there is no significant relationship between the respondents' level of teaching commitment and performance. The r-value was -0.105 and the two-tailed probability was .518. Thus, the null hypothesis which states that there is no significant relationship between the respondents' teaching commitment and level of performance was accepted.

#### **Conclusions**

##### **In view of the findings, the following conclusions were drawn**

1. The level of classroom management competence as an entire group, male, Teacher III Master Teachers, single, married, short (1-9 years) and bachelors' degree had a strong managerial competencies. Maybe there is a need for more trainings and seminars in order for them to be more competent in their assigned duties and functions. However, a Very Effective when grouped as to female, Teacher I, Teacher II, Long (10 years and above years), Masters' Degrees. This group of teachers might be more dedicated and confident their classroom management functions. Furthermore, female teachers have Very strong managerial competence than male, maybe for the reason that female teachers are more organized than male teachers. Teacher I and Teacher II have very effective managerial competence than teacher III and master teachers it might for the reason that Teacher III and Master teachers are more focused on administrative loads assigned to them rather than in teaching, wherein teachers who are TI and TII are simply classroom teachers and do not have administrative loads. Teachers who have rendered long experienced in teaching are very much effective in terms of classroom management, it might be for the reason that they are more experienced teachers. And lastly, teachers with Masters' degree holder have very effective classroom management it simply because they have higher educational attainment in terms of the different theories and practices that are related to managing classrooms.
2. The level of teaching competencies of teachers when grouped as to various categories were described as highly competent in their teaching career. This manifest a proof of a true and well-prepared teachers in the field of teaching. Maybe these teachers have undergone trainings and seminars that have enhances their teaching competencies. The curriculum they are implementing may also reason why these teachers were competent, it might be the lessons and topics were simplified and it's easy to implement and made them competent teachers.
3. The level of teaching commitment of teachers was in the level of committed as an entire group and when grouped as to male, Teacher III, Master Teachers, Bachelors' Degree and Masters' Degree. This group of teachers need more trainings and seminars to update themselves in the field.

Motivation and encouragement may be needed for the teachers to work for the best and for better service. Highly committed when grouped as to female, Teacher I, Teacher II, single and had been in the service. This showed that they really perform their job to the fullest. Furthermore, the result showed female were highly committed than male, it might be that females were more focused in their work than males. Teacher I and Teacher II were highly committed than Teacher III and Master Teachers, it might be that their enthusiasm is still high because they are still new in the service and they want to show their worth and it might be for promotional reasons that they are aiming a higher position so they are dedicated to their work. Single teacher were much highly committed than married, it is simply because that they are more focused in work than married teachers, for married teachers are sometimes preoccupied by their family life. And lastly, teachers with more experience have high commitment in their work it might be because they have already develop a strong sense of passion and love for teaching.

4. The level of teaching performance as an entire group was very satisfactory and when grouped as female, Teacher I, Teacher II, and Master teachers, married, short (1-9 years), long (10 years and Above) in the service, and those who have bachelors' and masters' degree were very satisfactory. An outstanding performance when grouped as male, Teacher III and single. It showed that these groups of teachers perform their job effectively. Furthermore, male group perform better than female it might be for the reason that males were more career driven than females. Teacher III perform better than other groups it might be for the reason that they have a strong sense of responsibility and in a position which is more likely stable than other positions and at the same time have an opportunity to be promoted further on a next level that they could still look forward to. Single teachers also perform better than married teachers; it is simply because married teachers are preoccupied with married life, wherein single teachers have the luxury of time to spend on their profession.
5. There was no significant difference in the classroom management competence of the teachers when classified as to various categories. This showed that regardless whether male, female, Teacher I, Teacher II, Teacher III, Master Teachers, Long (10 years and Above) in the service and short ( 1- 9 years) in the service, bachelors' and masters' degrees. These manifest that the classroom management competencies of teachers are just the same.
6. There was no significant difference in the teaching competencies of teachers when classified as to various categories. Probably, the teachers were well-prepared to do their best in the field of teaching profession. Other probable reason might be the curriculum that they are using, in which stated earlier that they may have find this curriculum easier to implement. Other reasons might be the facilities and the support of the school and other stakeholders.
7. There was no significant difference in the teaching commitment of teachers when classified as to various

categories. This means that these categories were not determining factor with regards to their dedication in their teaching career. It might be for the reason that these teachers have really the passion for teaching. Their love for teaching might have triggered them to commit themselves in teaching regardless of the hardships sometimes encountered by a teacher.

8. There was no significant difference in the teaching performance of the teachers when classified as to various categories. This showed that they really performed their best regardless of the categories included as a teacher.
9. There was no significant relationship in between management competencies, teaching competencies, teaching commitment and the performance of teachers. Maybe other factors related to teaching might have an effect like teaching styles, type of learners, curriculum used and the likes but not the aforementioned factors.

### Recommendations

Based on the findings and the conclusion made, the investigator arrived at the following recommendations:

DepEd officials should continue and implement seminars and trainings to improve further the teachers' classroom management, teaching competencies, and improved further their teaching commitment in their implementation of the task. Curriculum Planners should implement effective programs to further monitor the implementation of the program offerings, including teachers' and students' performance.

School administrators should initiate effectively the teachers' performance using reliable tools and without biases so that they will have a basis or necessary information on the factors that affect their performance and find means in filling the gaps, what should be lacking for them to teach to be on their best as well as in order to yield positive results.

Teachers are encouraged to update themselves to grow professionally to meet the changing demand of the time. They should continue his/her professional development, giving more emphasis to their weak points in teaching. Since, they are on the front liners, they must provide feedback about the different problems they encountered in the actual teaching and learning. This information will help the higher authorities especially the DepEd officials in the National Level on what programs to implement and to support or any augment the government could give to the teachers.

Research along this line using other variables and involving a larger number of respondents must be encouraged.

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