



Classroom Management Practices, Parental Involvement, and Pupils' Academic Performance

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Abstract

This study showed the relationship between classroom management practices and parental involvement in pupils' academic performance. This study used a quantitative, descriptive-correlation method conducted in three of Qualci 6 (Pitogo, Tabina, and Dimataling) in Zamboanga del Sur, for the School Year 2019-2020. It included 500 teachers through total enumeration and 500 parents/guardians and pupils through random selection. The study revealed that teachers' classroom management practices significantly impacted pupils' academic performance. Consistent application of these classroom management practices (Discipline Dimension, Personal Dimension, and Teaching and Learning Dimension) improved pupils' academic performance. In addition, constant and active involvement and participation of parents/guardians in school activities was an essential factor that enhanced pupils' morale, boosted confidence, and encouraged them to persevere in studying harder and improving academic performance. Finally, the study recommends that teachers maximize the use of classroom management practices for pupils to learn effectively and appropriately use management practices relative to the needs of the learners. Educational leaders and prime movers of the Department of Education (DepEd) should strengthen the utilization of these practices for teachers to level up the quality of instruction given to their clientele. Constant assessment of teachers who need training and seminars related to effective classroom management practices should be properly supervised. Also, the bond and ties between school and community should not be taken for granted. Hence, it should be strengthened to foster positive results in a child's education.

Keywords: Classroom Management Practices, Parental Involvement, Pupils' Academic Performance, Discipline

Introduction

Classroom management plays an important role in improving pupils' academic performance. One can be an effective teacher if he/she minimizes disruptive behavior and maximize at the same time in the classroom management practices that elicit quality learning in pupils. These actions encompass works like establishing order, dealing with misbehavior, offering appropriate instruction, and taking care of pupils' emotional and cognitive needs (Emmer & Stough, 2017). When classroom mismanagement strategies are executed effectively, teachers minimize the behavior that impedes learning for both individual and groups of students while maximizing the behavior that facilitates or enhances learning. Generally speaking, effective teachers have strong classroom management skills, while the trademark of the ineffective teacher is disorderly classroom filled with students who are not working or paying attention. Khani & Mizaee (2015), teachers with low self-efficacy may feel less apt to manage students' behaviour. These teachers seem to assume a less humanistic approach, using more negative consequences for students' misbehavior. Research consistently shows that pupils' misbehaviour disrupts classroom order and learning, negatively affecting academic achievement (Sun & Shek, 2015). It is a great implication that in the absence of classroom management, there is disorganization and chaos in the classroom, and there is less learning happened. It intends to offer learning with lots of opportunities in which they can expose themselves and maximize their hidden potentials, and include good working relationships with pupils, organization, as well as a disciplined yet personable attitude. Being consistent, it highlights that negative actions will cause undesirable consequences, which enables teachers to manage students' behaviour effectively. The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures



students' attention as a necessity for effective teaching and learning. This proves that when classrooms are properly managed and planned by the teachers, there is a great learning outcome that will happen. Wong and Rosemary (2001) note that all the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place are related to classroom management and academic achievements. To achieve this, teachers need to apply a set of strategies to organize space, time, and materials. On the other hand, another factor which said to have a great effect on pupils' academic performance is the involvement of parents in whatever activities the school has to conduct. The more parental involvement, the more learning the child gains. This is clearly supported by Bryan (2015) that children are likely to excel in academics when their parents actively participate in their education. Parents' role is essential in making the whole learning community successful. Strong relationships with the school and the parents are highly needed in fostering the success of the pupils. Schools need to build partnership with the parents and develop mutual responsibility for children's success in the educational system. The responsibility to socialize and educate children is a shared responsibility between the parents and schools. In order for the child to reach academic achievement, parents must be involved and participate in the educational process.

Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014). Parent-school partnership allows for the conceptualization of roles and relationships and the impact on the development of children in a broader way. From this approach, families and schools are the main actors in the construction of their roles and forms of involvement, generating new and varied actions to relate to each other according to the specific educational context. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017).

The researcher was driven to conduct this investigation in order to validate that properly managing the classroom and constant parental involvement can really increase pupils' academic performance and may excel in all aspects of life.

This study tries to find out whether there exists a significant relationship in the frequency of application of classroom management practices and parental involvement to pupils' academic performance. Specifically, this investigation sought to answer the following inquiries:

1. What is the frequency of application of teachers' classroom management practices on the following dimensions:
 - 1.1 . Discipline Dimension;
 - 1.2 . Teaching and Learning Dimension; and
 - 1.3 . Personal Dimension?
2. What is the level of parental involvement in the school activities?
3. Is there a significant relationship between the frequency of application of teachers' classroom management practices and pupils' academic performance?
4. Is there a significant relationship between the level of parental involvement and pupils' academic performance?

The following hypotheses were tested in this study:

Ho1: There is no significant relationship between the frequency of application of teachers' classroom management practices and pupils' academic performance.

Ho2: There is no significant relationship between the level of parental involvement and pupils' academic performance.

Literature Review



Society is expecting positive learning outcomes from the educational system. They tend to rely on and entrust their pupils' future to the teachers and the school as a whole. Research showed that whatever teacher does inside the classroom will definitely affect a child's learning. When teachers failed to fulfil those, they blamed them for not performing well in moulding and developing the child's cognitive aspect. Society and its people have expressed concerns about the low quality of teaching and learning, which contributed to the low attainment of the students' intended learning outcomes. The low performance of the pupils in the classroom activities, quarterly examinations, and quarterly grades is said to be a teacher's factor. In the recent tallied results of the National Achievement Test, Zamboanga del Sur ranked one of the lowest divisions in the National Achievement Test conducted for pupils in grades 6, 10, and 12. The PISA result of 2019 proved that out of 79 countries, the Philippines ranked at the bottom. Stakeholders and community members forcefully pointed fingers at teachers who are not performing well. Darling Hammond (2015), who claimed that "professionally qualified teachers usually perform better, especially during the tasks that require higher order thinking and problem-solving skills".

Classroom Management

Many of the educators have lacked classroom management skills. In fact, classroom management is the most ignored aspect in schools, and to a large extent on the way classrooms are managed. Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance (Marzano, 2008). He further states that 'The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention, as a necessity for effective teaching and learning. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of the academic performance of the school. When educators talk about classroom management, one of the first things that comes to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials, and communication.

Classroom management is one of the most important roles played by teachers because it determines teaching success. Effective teachers use a variety of classroom management techniques that will be effective in giving quality instructions. They appear to be effective with students of all achievement levels, regardless of the levels of heterogeneity in their classes. Effective classroom managers are the ones who empathise with learners and utilise management practices well and efficiently. Regardless of where the school is situated, what cultures they have, effective teachers who use management practices effectively can still be productive in their own, with or without leading the whole school into which they are assigned.

Effective use of classroom management techniques entirely decreases undesirable and disruptive behaviour, which is the primary cause of low performance. Students in classes where effective management techniques are employed have higher achievement than students in classes where effective management techniques are not employed. It is not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt the teacher and one another. Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures. It is the backbone of education and Learning. It gives a sophisticated experience throughout life. It is concerned with organizing and disorganized activities, either to encourage or discourage students in a learning environment. A smooth environment could be seen as a complete platform for the human psyche approach it serves as a complete need and desire of human beings, which goes in a particular direction.

When one teacher is not performing well, it will entirely produce low academic performance in the learners. According to (R.J. Marzano, J.S Marzano & Pickering, 2013), three factors have the greatest influence on student learning: 1) The teacher's content expertise; 2) The teacher's skill at instructional design and delivery; 3) The teacher's skill in classroom management.



There are two classifications of classroom management. One is pupil-centered, and the other is teacher-centered. In a classroom where management is not properly used and applied, learning is hard to achieve. Clutter becomes the norm if students are undisciplined and profane, and no apparent rules and procedures guide behavior (Marzano et. al., 2003). In pupil-centered classroom management approaches, the teacher gets to know his/her students, shares their ideas, and their management approaches allow them and students to see one another as people (Tok & Dolapçioğlu, 2013). Person-centered teachers share leadership and teachers and students determine shared norms and begin to establish trust in the classroom (Freiberg and Lamb, 2009).

According to Teacher-Vision (2016), cooperative learning is an instructional strategy in which students are grouped in small groups and work together on a common task. This promotes positive interdependence, face-to-face interaction, accountability, group behavior, and processing. The teacher-centered approach does not apply activity-based learning to encourage students to learn real-life problems based on applied knowledge. Bassey (2016), the wider view of classroom management shows increased engagement, reduction in inappropriate and disruptive behaviors, promotion of student responsibility for academic work, and improved academic performance of students. According to Garrett (2018), positive student-teacher relationships presumably lessen the need for control and become the foundation for all interaction in the classroom. According to a study conducted with twenty primary school teachers from Turkey and England by Türnüklü and Galtoni (2011), it was found that most of the classroom management problems in both countries were similar.

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills rarely "jell" until after a minimum of a few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often-undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Millapre (2016), "Classroom Management Practices for Teachers," said that effective classroom management is a requirement to attain effective education. In addition, she stressed that "Teachers have to consider issues such as students' backgrounds, interests, and the most suitable teaching methods. Teachers should also provide the best learning environment, such as a warm, cooperative, relaxed atmosphere and suitable materials for the students, so that they can easily acquire the topic."

Dodge, Rudick, and Colker (2009) mention that the learning environment, the use and organization of the space in the classroom, the daily schedule and routines, and the social and emotional atmosphere meet students' developmental needs. They make students feel safe and comfortable and have a feeling of belongingness.

Effective education refers to the degree to which schools are successful in accomplishing their educational objective. Effective classroom management strategies (hereafter abbreviated to CMS) support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Brekelmans, Van Tartwijk & AdmiraL, 2017). Cicek, Ulker & Karakus (2011) "Classroom management procedures in US and Turkish kindergarten through 12th grade public school system; globalizing American education system" argued that to be able to succeed with these essentials, teachers develop rules and procedures that have certain consequences and rewards related to discipline, which can be categorized as teacher reaction, tangible rewards, and direct cost. The reward system elicits desirable behaviour before, during, and after the instruction.

In brief, teachers should be exposed to and learn how to properly manage the classroom. The way a teacher manages his/her classroom will largely affect the amount of learning they gain. Effective teachers use appropriate management practices that could lessen disruptive behaviour and maximise pupils' potential. She/ he can be illustrated as the one who achieves learning goals. How teacher-imposed discipline and classroom rules also have a



great significance on their learning. The way his/ her classroom looks is a mere reflection of his/her being a teacher. Thus, pupils' achievement is the measuring tool for us, teachers.

Parental Involvement

Education begins at home. Children's behaviour and learning are the adverse effects of what has been seen, heard, and learned at home. The parents and the school both have crucial roles to play, and the impact is greater if parents and schools work in partnership (Scott, 2003). The home's culture and parents' lifestyle reflect on what the pupils bring out in school. It can be seen through his attitudes, skills, and even in his academic performance. It is not only teachers who are responsible for the growth of their children, but also the vital roles of the parents in the learning of their children. Involvement of parents in school definitely increases pupils' achievement and performance. Cotton and Wiklund (2005) ably coped with it by asserting that the more intensively parents are involved in their children's learning, the more beneficial the achievement effects. The idea that parental involvement engenders students' academic achievement is intuitively appealing to the point that society in general, and educators in particular, have considered parental involvement an important ingredient for the remedy of many ills in education today.

Parental participation in pre-school activities includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events (Rain and William, 2011).

Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Whether or not parental involvement can improve student outcomes is no longer in question. According to the Centre for Child Well-Being (2010), parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behavior and social adjustment. It further says that family involvement in education helps children to grow up to be productive, responsible members of society.

Parental involvement in education and its related term, family-school relationships, have been conceptualized through multiple disciplinary lenses and through educational agency, as well as from local, state, and federal policy perspectives. Parental involvement in education and family-school relations are terms that have been used interchangeably. However, there are subtle distinctions. Family-school relations are often conceptualized as the interactions, especially the communication, between families and schools pertaining to the academic progress of students, academic or behavioural problems, and expectations for home engagement. This is the type of involvement that is often included in school policies pertaining to involvement. It is also evident in federal policies such as the No Child Left Behind Act, which defines parental involvement in education as "the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities" (107th Congress, 2002).

Researchers have used data to provide evidence for the close relationship between parental theory of intelligence and parental involvement. Studies have shown that primary-school students' parents who hold more incremental theories reported a higher frequency of engagement in math- and reading-related activities with their children Muenks et al., 2015.

For a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years, and thus, the contact between home and school should be maintained, especially during the primary school years. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly



encouraged, can devote extra time and effort to assisting with their children's education, both in the home and school settings Ho, 2015).

According to Sapungan and Sapunga (2014), if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the students. As parents' involvement increases, teachers and school administrators also increase the chance of realizing quality reform in education.

In his article on Parental Involvement in Education, "Tips to Increase Parental Involvement in Education," Meador (2010) supported earlier contention stating that "true school reform will always begin with increased parental involvement in their children's education. It has been proven time and time again that parents who invest time and place value on their children's education will have children who are more successful in school."

In general, parents and other stakeholders should be strongly encouraged to participate and work hand in hand in whatever activities the school will conduct, and be aware of the great impact it contributes to the total development of their children. There should be a harmonious relationship and strong ties between the parents and the school. Trust creates strong bonds and must be strengthened and emphasized. Likewise, their involvement as parent would not just be limited to attending school meetings and gatherings, but also includes supervising and facilitating their children's homework, checking their school outputs, preparing their things, etc. This has already been proven by many studies that their involvement as parents or guardians has a great impact on how their children learn.

Freiberg, Huzinec, & Borders (2008) conclude that minimizing pupils' disruptive behaviour increases the pupils' performance in mathematics and in reading. It also found out that by creating a positive environment and good relationship with your pupil, they feel at ease and comfortable, which leads to greater learning.

Millapre (2016) found that teachers practice and see the importance of laying down clear classroom rules and discipline, and they practice being friendly, optimistic, and open-minded to ease the burden of classroom management. The formulation of an action plan to enhance classroom management practices of secondary school teachers in Juban, Sorsogon, was proposed to maximize teachers' techniques and strategies in managing various classroom situations.

Mwaniki (2012) found that effective classes are managed by effective teachers. Teachers who provide leadership create a secure environment in which students can achieve academic success. The study has revealed that teacher qualifications need to be supplemented with frequent professional development workshops and seminars for teachers.

Njeru (2012), It found that discipline measures in the classroom put in place greatly improved learners' commitment in class, which improved their academic achievement. Suspending deviant learners improved learners' academic achievement by eliminating sources of lesson distraction, removing learners who interrupted lessons, and making them stand outside the class, which improved silence and learning, which translated into better academic achievement. Ensuring that deviant learners did not sit in the same place in class eliminated avenues of interruption, improving their concentration and participation during lessons, hence improving their academic achievement.

Russo (2014) conducted a study on "The Impact of Adapting Classroom Management on an Elementary Teacher's Perception of Student Behaviour," and it was found that teachers must adapt their current classroom management approaches to meet the various needs of their students. Classroom management is the solid foundation on which academic achievement, a positive learning environment, and meaningful relationships are built.

"A Qualitative Study on Classroom Management and Classroom Discipline Problems, Reasons, and Solutions: A Case of Information Technologies Class," conducted by ERDOĞAN et al. (2010), believed that Students' motivation can be increased using various instructional methods and techniques. A high number of students in the classroom and a



relatively low number of technological equipment also created problems in terms of effective management and effective usage of the materials.

Mary (2012) believed that when parents are frequently involved and communicate with their children, they perform better in academics than those who are not. The performance of such children is also reflected as better than that of their parents' children, who are not motivated at all. Parental role of involvement influence on academic performance shows that most of the parents have a good relationship with their preschool children. This has caused their children to perform well in school academically.

Thornton (2015) found that when parents are involved, such as in homework execution and school involvement, it makes a significant difference in a child's education. He made a study, "Parental Involvement and Academic Achievement". The results of the study demonstrated that most parents were involved in the education of their students based on the magnitude of research on the importance of parental involvement. When parents are involved, such as in homework execution and school involvement, it makes a significant difference in a child's education.

Marshall and Jackman (2015), "Parental Involvement, Student Active Engagement and the 'Secondary Slump' Phenomenon—Evidence from a Three-Year Study in a Barbadian Secondary School," argued that there is a consistent, significant relationship between parental involvement and the proximal outcomes as measured by students' active engagement.

"A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement," a study conducted by Shute, Hansen, and Underwood, showed that parents appear to have an important opportunity to influence their children's academic achievement, though the influence may not be as great as traditionally believed.

Bartolome et al. (2017) studied that parent involvement plays a vital role in the education of children as well as the contribution it gives to society. Thus, programs and activities should not just focus on the established models, but also on cultural factors that influence the holistic development of a child. Education alone cannot completely meet the needs of the changing society, and the school alone cannot fulfil completely what is needed and relevant for education. In short, the full participation of the parents' impacts more on the child's learning. Chemagosi (2012) found that the majority of the respondents communicate with their preschool children about their school progress sometimes. It showed that the children whose parents communicate with them perform better in academics than those who do not.

"The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment" by Desforges (2014), showed that parental involvement in children's education confirms the long-held view that the impact is large, and the processes are well understood. What parents do with their children at home throughout the age range is much more significant than any other factor open to educational influence.

The studies presented above manifested that managing the classroom properly in imposing clear and consistent rules that elicit friendly discipline can produce a desirable learning outcome. Teachers' activities entirely impact pupils' academic performance. Similarly, the involvement of the parents shall be given importance because of its positive effect. When children see and witness the full support given by their parents in whatever school activities, they tend to become hardworking and eager to cooperate. These factors must be emphasized in each school if one wants a school to be productive.

Moreover, the primary theory used in this study is the "Formal Model of Education Management" of Sapre (2002). This theory posits that the school is structural, bureaucratic, and hierarchical. The authority and power of the teacher is the product of their formal position, and also these managers are responsible and accountable to the sponsoring body, the pupil, for the operation and execution of the agreed rule and regulation in the classroom.



It is also used as the supporting theory on classroom management practices, the (S-R) theory of BF Skinner (1957). According to him, changes in behaviour are a result of one's response to certain stimuli. When stimulus-response is rewarded, the individual is conditioned to respond similarly. Thus, classroom management practices (stimulus) will largely affect the response of the pupils. In an instance where teachers use and give cash or money to those who are doing well on the periodic test, it will encourage everyone to study harder to receive such rewards in the next exam. In this regard, it promotes study habits that will increase pupils' academic performance. Likewise, when one is hyper and disruptive will like to have additional books to read and assignments. Controlling one's behaviour is the central theme of classroom management, which will have a desirable result. Domineering teachers can ruin a learner's sense of autonomy. Likewise, being too free with the students can result in a state of anarchy in which no learning can occur. Thus, proper classroom management may increase the learning of the pupils and may eventually lead them to be successful.

This also embraced the theory of Jean Piaget's constructivist theory (1896) as well as the interactionist. It emphasized the constructive role of experiences with peers and family members. The basic assumption for this theory was that young children are active learners with the constant drive to match their internal constructions (their own view of the real world) and the external constructions (the external realities they face in their surroundings. When pupils see that their parents are supporting their studies, this boosts themselves to strive and persevere, and that might increase their academic performance. The formation of the pupils' learning is based on the active and constructive participation of the parents. With the involvement of the parents in the schooling of their children, learning is acquired by paving the way for the learners to be guided and facilitated in their assignments, etc., to achieve high academic performance.

Methodology

This section presents and discusses the methods and procedures used in this quantitative study. In addition, this section presents in detail the following: research design, research setting, research participants, research instruments, data gathering procedure, statistical treatment tools, and ethical considerations.

Research Design

This investigation is a quantitative method using the descriptive-correlation method. The descriptive approach is utilized because it is a basic research method that examines the situation as it exists in the current state (Williams, 2007). In this study, correlational research was employed since it includes collecting data to determine the significant relationship between two or more variables. Correlational research is a quantitative method of research that aims to explore and establish the relations between two variables (Lomax & Li, 2013). In particular, this design was used to show the relationship between classroom management practices and parental involvement in pupils' academic performance.

Research Environment

This study was conducted in some of the districts of Qualci 6, namely Pitogo, Tabina, and Dimataling, in the division of Zamboanga Del Sur. Most of the schools of these identified districts were accessible by all types of transportation available in the locality. These have been purposively chosen by the researcher as the environment of the study because these districts were neighbouring to his residence and were safe and accessible.

Research Participants

The primary participants of this investigation were the five hundred (500) pupils, five hundred (500) teachers, and five hundred (500) parents/guardians as the principal respondents for the School Year 2019-2020.

Sampling Design

In this study, the total enumeration sampling technique was used in determining the number of teacher-participants in the three districts of Qualci 6. On the other hand, in determining the specific responses of the pupils and



parents/guardians to participate in the survey, random selection was also utilized. Five hundred (500) parents/guardians and five hundred (500) pupil-participants of the 3 districts are randomly selected.

Research Instrument

The questionnaire checklist was used as the primary source for data collection. This was composed of two parts. The questionnaire checklist for classroom management practices and parental involvement was adopted in the study by Diaz et al. (2017) and by Grover (2018). A Validation of a Classroom Management Questionnaire.

The first part contained the classroom management practices applied by elementary teachers in three dimensions, namely discipline dimension, teaching-learning dimension, and personal dimension, adapted with modification from Diaz (2018). The three dimensions were chosen by the researcher because he believes that these dimensions lie in the loopholes why pupils performing poorly and having low academic performance. The researcher also chooses these questionnaires for it has already been validated and pilot-tested by authorities.

In determining the classroom management practices of teachers and the frequency of their application, a five-point Likert scale was used.

Scale	Weight	Adjectival Interpretation	Continuum Equivalent
5	4.21–5.00	Always (A)	Constantly Practiced (CP)
4	3.41–4.20	Often (O)	Frequently Practiced (FP)
3	2.61–3.40	Sometimes (S)	Occasionally Practiced (OP)
2	1.81–2.60	Rarely (R)	Seldom Practiced (SP)
1	1.00–1.80	Never (N)	Not Practiced (NP)

In ascertaining the academic performance of the pupil-participants, the general average of the first and second grading periods across all subject areas in primary grade was used following the guidelines attached to DepEd Order 8, series of 2015.

Grade Range	Descriptors
90–100%	Outstanding
85–89%	Very Satisfactory
80–84%	Satisfactory
75–79%	Fairly Satisfactory
Below 75%	Did Not Meet Expectations

The second part is the questionnaire checklist on parental involvement. It consists of a 20-item questionnaire checklist. A five-point Likert scale was utilized.

Scale	Weight	Adjectival Interpretation	Continuum Equivalent
5	4.21–5.00	Always (A)	Very High Involvement (VHI)
4	3.41–4.20	Often (O)	High Involvement (HI)
3	2.61–3.40	Sometimes (S)	Moderate Involvement (MI)
2	1.81–2.60	Rarely (R)	Fair Involvement (FI)
1	1.00–1.80	Never (N)	Poor Involvement (PI)

Data Gathering Procedure

In gathering the data, the researcher had undergone the following procedures. The researcher asked for permission to conduct the study. Letters were submitted to the Dean of the Graduate Studies of J.H. Cerilles State College asking



permission to conduct a study on "Classroom Management Practices, Parental Involvement and Pupils' Academic Performance." After the approval of the letter, it was sent to the Office of the School Division Superintendent for approval. After the approval of the Superintendent, the letter was forwarded to the supervisors of the identified districts. Lastly, the researcher asked permission from the principal in each of the identified schools. The researcher personally administered the questionnaire to the respondents of the study and ensured that respondents did not allow anyone to copy their answers from one another. The questionnaires were retrieved with the help of the research assistant, and each was checked to see if properly answered. After the retrieval of the data, it was calculated, tabulated, and subjected to statistical treatment for analysis.

Statistical Processes

The data of the study were placed in appropriate numerical tables. The following statistical tools were used to interpret the findings. The study employed Pearson's r as the primary statistical tool to determine the significant relationship between classroom management practices, parental involvement, and pupils' academic performance. It also made use of Weighted Average Mean (WAM) in getting the total mean of the responses on classroom management practices and level of parental involvement. This is obtained by getting the summation of the product of the frequency and the assigned weight divided by the number of respondents.

The formula is given by Ruiz (1988):

$$WM = \frac{\sum F W}{N}$$

Where:

WM = Weighted Mean

F = Frequency

W = Assigned Weight

N = Total Number of Respondents

Σ = Summation Sign

Ethical Consideration

The respondents of the study were given orientation on how to answer the survey questionnaire, as well as on their rights, such as withdrawing their participation if they find any item uncomfortable and addressing any inconveniences during the survey. Thus, all issues in handling human participants were given due consideration, ensuring that the researcher would not cause harm or establish any conflict of interest between the researcher and the respondents.

Results and Discussion

Teachers' Classroom Management Practices

As shown in Table 1, the mean responses of the participants in the discipline dimension of classroom management practices range from 3.99 to 4.34. Most of the items in the discipline dimension are interpreted as frequently practiced, except Item No. 1, which is interpreted as constantly practiced. Generally, the discipline dimension of classroom management practices has a mean response of 4.11, which implies that it is frequently practiced, with a standard deviation of 0.73 indicating high variability among responses.

Meanwhile, the teaching and learning dimension has mean responses ranging from 3.99 to 4.27 and is also interpreted as frequently practiced. Most items in this dimension are interpreted as frequently practiced; however, Item 1 and Item 3 of the sub-dimension organization of the lesson, as well as Item 1 of the sub-dimension interaction of the lesson, are interpreted as constantly practiced. Overall, this dimension obtained a mean response of 4.14, indicating frequent practice, with a standard deviation of 0.66, suggesting high variability among responses. Lastly, the personal dimension of classroom management practices has mean responses ranging from 4.05 to 4.20. Most items in this dimension are interpreted as frequently practiced, except Items 2 and 3 under the sub-dimension psychological and social classroom environment, which are interpreted as constantly practiced. The mean response



for this dimension is 4.15, implying that teachers frequently practice personal classroom management strategies, with a standard deviation of 0.67, which indicates high variability in responses.

Overall, classroom management practices obtained a mean of 4.13, which implies that these practices are frequently implemented by teachers in their daily teaching, with a standard deviation of 0.69 indicating high variability among responses. The result is congruent with the findings of Dodge, Rudick, and Colker (2009), who emphasized that the learning environment, organization of classroom space, daily schedules and routines, and the social and emotional atmosphere meet students' developmental needs, helping them feel safe, comfortable, and a sense of belongingness.

Table 1

Frequency of Application of Teachers' Classroom Management Practices

Item	Mean	Sd	I
Discipline Dimension (inside the classroom)			
1. I provide positive reinforcement to pupils for appropriate behaviour (e.g. extra computer time, tangible rewards).	4.34	0.74	CP
2. I make pupils aware of the consequences for misbehaviour (e.g. loss of break, extra classroom time).	4.11	0.76	FP
3. I use class time to reflect on appropriate behaviour with pupils as a group.	4.11	0.78	FP
4. I direct inappropriate behaviour on the spot using a loud voice.	4.03	0.63	FP
5. I ignore misbehaviour that is non-disruptive to class.	4.06	0.69	FP
6. I use short verbal cues to stop misbehaviour (e.g. say students' name aloud, use "shhh" sound).	4.15	0.72	FP
7. I use non-verbal cues to stop misbehaviour (e.g. make eye contact and touch disruptive pupils).	4.18	0.70	FP
8. I inform parents about classroom expectation.	4.06	0.78	FP
9. I use self-assessment forms for pupils to evaluate their own behaviour (e.g. checklist).	3.99	0.77	FP
TEACHING AND LEARNING (Organization of the Lesson)			
1. I take into account different learning styles when preparing the lesson.	4.26	0.71	CP
2. I establish routines for group work when needed.	3.94	0.63	FP
3. I make sure that the learning goals and objectives are clearly stated for pupils to understand them (e.g. displaying them on board and saying it aloud).	4.26	0.68	CP
4. I assign in advance to help weaker learners in the completion of the tasks.	4.08	0.69	FP
5. I take into account pupils' previous knowledge to plan their activities based on their level.	4.13	0.66	CP
TEACHING AND LEARNING (Interaction of the Lesson)			
1. I start the lesson unusually to catch pupils' attention (e.g., telling an amusing story or personal anecdote; starting in a very quiet voice or low, quiet voice).	4.27	0.62	CP
2. I model the tasks to demonstrate what pupils are expected to do (e.g., role-playing the tasks with a student to demonstrate the tasks).	4.08	0.61	FP
3. I respond to the pupil's answer using verbal praising (e.g., "Brilliant!", "Correct!", "Nice Job").	4.16	0.72	FP
4. I respond to the pupil's incorrect answer while validating students' participation (e.g., "That's partly correct!", "Good effort").	4.12	0.77	FP
5. I finish the class with a reflection activity about the lesson (e.g., written reflection, oral reflection, and a report on what was learnt).	4.08	0.71	FP
Overall mean	4.14	0.68	FP



PERSONAL DIMENSION (Teacher-Pupil Personal Communication)		Item	Mean	Sd	I
1.	I attend to be "Me" rather than "The Teacher" to make pupils feel I am approachable.		4.20	0.74	FP
2.	I learn and memorize pupils' names to recognize them as individuals.		4.13	0.69	FP
3.	I use eye contact to make pupils feel I care about what they do.		4.13	0.71	FP
4.	I praise individual accomplishments and important events in the pupil's life.		4.05	0.61	FP
5.	I incorporate pupils' personal interests into teaching.		4.14	0.62	FP
PERSONAL DIMENSION (Psychological and social classroom environment)					
1.	I begin the lesson with activities to reinforce a sense of collaboration among pupils.		4.14	0.65	FP
2.	I encourage pupils to be respectful.		4.21	0.70	CP
3.	I promote positive social values (e.g., helping, sharing, and being patient).		4.21	0.69	CP
4.	I promote pupils' responsibility in my classroom practice.		4.16	0.68	FP
5.	I encourage pupils to reach an agreement through conversation to resolve issues and conflicts.		4.14	0.67	FP
Overall mean			4.15	0.67	FP
Grand Mean			4.13	0.69	FP

Level of Parental Involvement in the School Activities

As shown in Table 2, the mean responses of the participants on the level of parental involvement range from 2.47 to 3.57. Most of the items imply moderate involvement except Items 4 (2.47) and 5 (2.58), which are interpreted as fair involvement, while Item 6 (3.57) is interpreted as high involvement. Generally, the mean response is 2.95, which is interpreted as moderate involvement, and the standard deviation of 1.12 suggests a moderate variability of the responses.

The result of this inquiry supports the finding of Muenks et al. (2015) that primary-school students' parents who hold more incremental theories reported a higher frequency of engagement in math- and reading-related activities with

Table 2

Level of Parental Involvement

PERSONAL DIMENSION (Teacher-Pupil Personal Communication)		Item	Mean	Sd	I
1.	I review my child's school work.	3.11	1.21	MI	
2.	I talk to my child's teacher about his/her daily school routine.	2.91	1.21	MI	
3.	I limit my child's TV and video watching.	2.74	1.22	MI	
4.	I praise my child for his/her school work in front of the teacher.	2.47	0.72	FE	
5.	I talk to the teacher about how my child gets along with his/her classmates in school.	2.58	0.89	FI	
6.	I attend meetings with the teacher to talk about my child's learning and behaviour.	3.57	1.24	HI	
7.	I share stories with my child when I was in school.	2.94	1.29	MI	
8.	I participate in fundraising activities at my child's school.	3.24	1.28	MI	
9.	I participate in my parent-family social activities at my child's school.	2.76	1.07	MI	
10.	I talk to my child's teacher about his/her difficulties in school.	3.22	1.13	MI	
11.	I feel that the teacher and the principal encourage parents to be involve at school.	3.10	1.25	MI	
12.	I feel that the parents in my child's school support one another.	2.77	0.89	MI	
Overall mean		2.95	1.12	MI	



Table 3

Significant Relationship of Teachers' Classroom Management Practices and Pupils' Academic Performance

Variables	Person's Correlation Coefficient	Level of Significance	t-Statistics		P-Value
			Computed	Critical	
Classroom Management Practices and Pupils' Academic Performance	0.48	0.05	5.42	1.99	0.00

As shown in the table, the computed t-value of 5.42 is higher than the critical value of 1.99 at the 0.05 level of significance. Thus, there is enough evidence to conclude that there is a significant relationship between the frequency of application of classroom management practices and pupils' academic performance. The Pearson's moment correlation coefficient of 0.48 suggests a moderately positive relationship between the two variables. It is also similar to the findings of Mwaniki (2012) that effective teachers tend to have effective pupils because teachers who provide leadership and a secure environment are more likely to have students who succeed in life.

Table 4

Significant Relationship between the Level of Parental Involvement and Pupils' Academic Performance

Variables	Person's Correlation Coefficient	Level of Significance	t-Statistics		P-Value
			Computed	Critical	
Parental Involvement and Pupils' Academic Performance	0.68	0.05	9.07	1.99	0.00

As shown in the table, the computed t-value of 9.07 is higher than the critical value of 1.99 at the 0.05 level of significance. Thus, the null hypothesis is rejected, and it is concluded that there is a significant relationship between the level of parental involvement and pupils' academic performance. The Pearson's moment correlation coefficient of 0.68 suggests a moderately high positive relationship between the variables. The findings of this investigation on parental involvement is similar to the findings of Ho (2015) that for a child to succeed, parents exert a great influence on their child's cognitive development in the early years; thus, home and school contact should be maintained, especially during the primary school years. Although family background appears to be a strong determinant of parental involvement, most parents, if duly encouraged, can devote extra time and effort to assisting in their children's education, both at home and in school settings.

Based on the analysis and interpretation of the data, the following findings were reported, and the research questions were answered:

1. The classroom management practices frequently applied by teachers were the discipline dimension, personal dimension, and teaching and learning dimension, as evidenced by the grand mean of 4.39.
2. Parents/guardians were moderately involved in school activities, as evidenced by an overall mean of 2.95.
3. There was a significant relationship between classroom management practices and pupils' academic performance.
4. There was a significant relationship between parental involvement and pupils' academic performance.

Conclusion



In light of the findings derived from this study, the researcher concluded that:

Teachers' classroom management practices have a significant relationship with pupils' academic performance. The way a teacher imposes discipline, plans lessons, and manages the classroom has an important effect on pupils' learning. Meanwhile, parental involvement also impacts pupils' academic performance. When parents are actively engaged in their children's education, it is more likely that their children will learn effectively, as it boosts their confidence and encourages them to persevere in studying. Based on the findings and conclusions gathered, the researcher recommends that teachers should maximize classroom management practices for pupils to learn effectively by applying suitable strategies to ensure a smooth flow of instructional delivery. Principals and other school leaders should strengthen the implementation of these practices in the classroom by providing training for teachers who need improvement in maximizing classroom management strategies to enhance pupil achievement, not only in quarterly examinations but also in national achievement tests. The teacher-parent and school-parent relationship should also be maintained in all schools, as parental involvement in school activities significantly affects pupils' academic performance by boosting children's morale and encouraging them to study well and persevere because their parents are actively involved in their educational development.

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