

Teacher's Classroom Management on Student's Attitude Among 1st Year College Students

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The Researchers

DEDICATION

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APPROVAL SHEET

This research entitled “TEACHER’S CLASSROOM MANAGEMENT ON STUDENTS ATTITUDE AMONG 1ST YEAR COLLEGE STUDENTS,” prepared and submitted by Jeorenz Aton, Lynette Aranton, Marjorie Gregorio, Marry Jean Orang, Josper Gian Rabadon, in partial fulfillment of the requirements for the course The Child and Adolescent Learner and Learning Principles, has been examined and is hereby recommended for approval and acceptance.

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ABSTRACT

This study explored the link between teachers' classroom management practices and students' attitude among first-year college students. Using a descriptive-correlational design, data from 106 respondents were collected via complete enumeration. Statistical analysis revealed a strong positive correlation between classroom management—including time management and discipline—and students' attitude, marked by increased engagement and confidence. Effective practices boosted engagement and self-confidence, while inconsistent ones reduced motivation and participation. Findings highlighted students' self-regulation weaknesses, stressing the need for improved classroom management to enhance attitudes. Consequently, educators should integrate attitude-building activities like interactive discussions, goal-setting, and feedback into routines. Institutions should promote teacher-student collaborations through workshops and professional development on adaptive management. Teachers must balance structure with supportive interactions, and students should foster active participation, self-awareness, and coping strategies. Guidance counselors can develop programs to enhance motivation, resilience, and interpersonal skills. Future research should examine classroom management methods that directly improve engagement and confidence.

Keywords: *Education, Classroom Management, Student's Attitude, Descriptive-Correlational Design, Statistical Analysis, Student Engagement, Philippines.*

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CHAPTER ONE INTRODUCTION

Student attitude is a central concern in higher education, often reflected through indicators such as engagement and confidence, yet it presents significant challenges when examined in research. In a study of U.S. college students, attitudes were shown to fluctuate and exhibit substantial measurement error, raising concerns about stability and reliability (Zheng, 2023). Similarly, research with 294 undergraduates demonstrated that attitudes were not unidimensional and displayed only moderate consistency over time, undermining their accuracy as outcome measures (Alkharusi, 2011). Evidence from large-scale psychometric studies also highlights that attitudes toward learning are multidimensional, encompassing cognitive, affective, and behavioral dimensions, meaning simplified measures risk overlooking key aspects (Tai et al., 2022). Together, these findings suggest that student attitudes, including engagement and confidence, are unstable and complex constructs, creating persistent difficulties for accurate assessment in higher education research.

Learners' mindset plays a crucial role in driving scholastic achievements, frequently influencing results via factors like involvement and self-assurance. An investigation with 850 college participants showed that optimistic outlooks on virtual education markedly boosted contentment levels and scholastic performance (El Firdoussi et al., 2023). In a comparable way, an examination of bachelor's degree seekers in Spain indicated that supportive mindsets within an inverted instructional setup improved views on knowledge acquisition and resulted in superior scholastic outcomes (García-Barrera et al., 2022).

Classroom management is closely interconnected with student attitude, as effective practices foster greater engagement and confidence among learners. Similarly, time management by teachers has been identified as a crucial factor in shaping student attitudes, since efficient use of instructional time increases opportunities for meaningful learning and strengthens students' confidence in their abilities (Asiyai, 2020). Studies further reveal that classroom management strategies, including clear rules, consistent routines, and effective pacing, significantly correlate with student engagement and behavioral investment in learning (Korpershoek et al., 2016). These findings highlight that classroom discipline and time management, as dimensions of classroom management, are vital in cultivating positive student attitudes that enhance both confidence and sustained engagement in higher education.

This study is also anchored on behaviorism, which views learning as a change in observable behavior shaped by interactions with the environment. In classroom contexts, behaviorism emphasizes the use of structured management strategies to guide student conduct and maintain order. This approach is further supported by the principles of operant conditioning, as discussed by Slavin (2015). Operant conditioning explains that behaviors can be increased through positive reinforcement—such as praise, recognition, or privileges—or decreased through punishment or other consequences. Applied in classroom management, this means that desirable behaviors are strengthened when acknowledged and rewarded, while undesirable behaviors are discouraged through consistent corrective measures. By systematically applying reinforcement and consequences, teachers can effectively shape student behavior over time, promoting discipline and efficient use of instructional time. However, while this framework provides practical tools for managing classrooms, it must be balanced with opportunities for students to develop intrinsic motivation and an internal understanding of appropriate behavior, ensuring that discipline and time management not only regulate conduct but also contribute to more positive student attitudes.

Figure 1 shows the conceptual framework of the study, with classroom management as the independent variable and student attitude as the dependent variable.

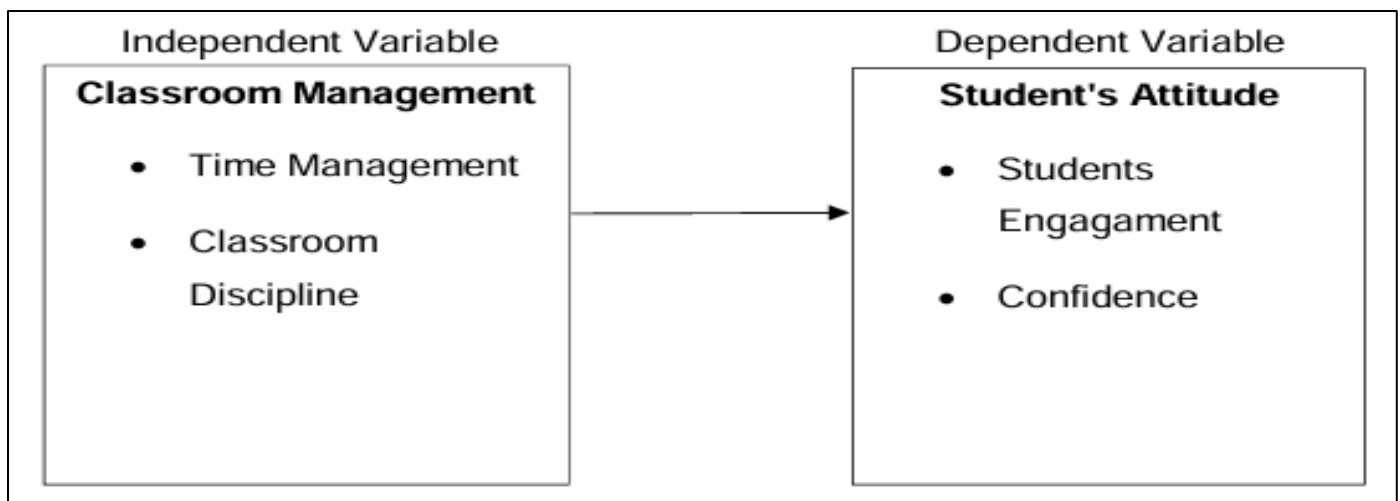


Fig 1 The Conceptual Paradigm Showing the Variables of the Study.

Moreover, the independent variable, classroom management, encompasses the structured arrangement of the educational setting via approaches that encourage structure, order, and optimal utilization of teaching periods (Marzano & Marzano, 2003). It is assessed through two primary components: time management, entailing the productive distribution and application of class periods to expand instructional chances and reduce interruptions (Asiyai, 2020); and classroom discipline, denoting the creation and steady application of explicit guidelines and conduct standards that promote a secure and considerate instructional space (Okoli & Ibenegbu, 2021). Collectively, these facets of classroom management help learners stay attentive, involved, and aided in reaching educational objectives.

On the other hand, the dependent variable, students' attitude, learners' mindset, encompasses individuals' general orientations, viewpoints, and emotions regarding the instructional process, impacting their methods of tackling scholastic duties and navigating the class setting (McCoach et al., 2013). It is evaluated via two components: engagement, signifying pupils' readiness to take part energetically in educational exercises, exhibiting curiosity, endurance, and productive participation that improves the entire classroom atmosphere (Fredricks et al., 2016); and confidence, denoting learners' trust in their capacity to excel in scholastic endeavors, incorporating their sense of self-competence, adaptability, and certainty in utilizing information and abilities to meet instructional targets (Bandura, 1997; Chemers et al., 2001). In combination, these aspects illustrate that learner mindsets are pivotal to scholastic achievement, molding how individuals react to teaching, surmount obstacles, and maintain drive during their educational journey."

As to the type of correlation, this proposed study is yet to determine the possible relationship existing between a teacher's classroom management and a student's attitude. Many studies have already shown that classroom management helps improve students' behavior and learning. But there is still limited research on how specific ways of managing a classroom affect students' attitudes—like how motivated they feel or how they behave in class—especially in college students. For instance, the study by Gage, Scott, Hirn, and MacSuga-Gage (2018) focused on how teachers' use of positive classroom management strategies reduced bad behavior, but it didn't look closely at how these strategies affect students' feelings and attitudes toward learning.

In addition, this study will be proposed to determine the relationship between classroom management and student's attitude of a second-year BSED-English students. This study will seek to achieve the following objectives: first, determine the extent of classroom management in terms of time management and classroom discipline; second, assess the level of student attitude in terms of student engagement and coincidence; and lastly, determine if there is a significant relationship between classroom management and student attitude among second-year BSED-English students. However, the researcher claims that there is no significant relationship between classroom management and students' attitude.

Moreover, this study will contribute globally by expanding the literature on classroom management and its relationship with student attitude, particularly in higher education. It will offer valuable insights that will inform future pedagogical approaches, curriculum design, and policies aimed at fostering active participation and meaningful learning experiences. Socially, this research will benefit humanity and the community by providing a framework that will help teachers implement effective strategies to enhance time management and confidence, thereby preparing them to become motivated, competent, and socially responsible individuals.

On the other hand, this study will be significant for various stakeholders. Firstly, it will provide students with strategies to enhance their active participation, motivation, and overall learning experiences. Secondly, it will offer parents valuable insights into how supportive teaching practices contribute to their children's classroom engagement, enabling them to reinforce these efforts at home. Thirdly, educators and school administrators will be able to utilize the findings to develop more effective instructional practices and policies that foster meaningful student engagement. Lastly, future researchers will be able to build on this knowledge to explore additional factors influencing engagement, thereby expanding the understanding of how teaching strategies can optimize student outcomes.

CHAPTER TWO METHOD

This chapter presents methodologies and procedures that were utilized in this research, including the research design, locale, sample and instruments, detailed collection techniques, statistical tools, and lawful issues.

To ensure comprehensive and accurate data collection, the researchers will employ the complete enumeration sampling technique. According to Abrol (2021), complete enumeration involves gathering information from every member of the population being studied. This approach ensures that no respondent is excluded, enhancing the accuracy and reliability of the findings by accounting for each individual before drawing any conclusions. Complete enumeration is particularly suitable for small populations, as it eliminates sampling error and secures data from all individuals within the group. Singh and Masuku (2020) emphasize that in small populations, it is more practical and precise to include the entire population rather than relying on a sample. Given the total population of 109 students, complete enumeration is considered the most appropriate sampling technique, as the number of respondents is limited, accessible, and manageable within the available time and resources.

The study will be conducted at a local college in Governor Generoso, North District, Davao Oriental. This municipality is home to various academic institutions committed to educational development and providing quality education to all learners. The chosen institution provides an appropriate setting for this study, as it houses a manageable population of second-year BSSED-English students, making it feasible to apply the complete enumeration technique. Additionally, the researchers found it convenient to conduct the study within reasonable proximity.

➤ *Materials and Instrument*

To measure the independent variable, Classroom Management, the study will utilize an adapted questionnaire originally developed by Legaspi and Brobo (2023). This instrument will assess the extent of classroom management, focusing on two key indicators: time management and classroom discipline. The questionnaire items will be structured using a Likert scale format to capture the degree of agreement or disagreement with each statement related to teaching strategies. The adaptation of this instrument will ensure its relevance to the context of a college students at GGCAST. Necessary modifications will be made to fit the local context while retaining the original intent and structure of the instrument.

The dependent variable, Student Attitude, will be evaluated through a modified form of the Student Engagement instrument created by Laing et al. (2020). This tool will measure two primary indicators of student attitude: students' engagement and confidence. Items will also be presented using a Likert scale to determine the extent of second-year BSSED-English students' academic engagement. . Employing this tool will enable a thorough insight into learners' involvement linked to instructional approaches.

Within this framework, the spectrum of average scores offered a qualitative analysis of the degree of classroom management practices observed by university learners. An average rating from 4.20 to 5.00 signified that participants 'Strongly Agree,' denoting a substantial level of classroom management where pupils frequently experienced effective strategies. An average rating from 3.40 to 4.19 suggested that learners 'Agree,' implying they often recognized classroom management techniques in their educational setting. Average scores between 2.60 and 3.39 were classified as 'Not Sure,' showing that pupils were ambivalent about the classroom management approaches they encountered. Ratings from 1.80 to 2.59 were deemed 'Disagree,' indicating learners did not observe those classroom management methods. Finally, scores from 1.00 to 1.79 were categorized as 'Strongly Disagree,' revealing that pupils had minimal awareness of the classroom management practices.

A comparable analysis was used for the average ratings concerning the degree of Students attitude. An average rating from 4.20 to 5.00 showed that participants 'Strongly Agree' they regularly exhibited strong outcomes, encompassing students engagement and confidence. Ratings from 3.40 to 4.19 were viewed as 'Agree,' denoting that participants often excelled in scholastic duties and exercises. Average ratings between 2.60 and 3.39 were classified as 'Not Sure,' implying that participants were unsure whether they sometimes succeeded in their coursework. Ratings from 1.80 to 2.59 were placed in the 'Disagree' group, signifying that they typically lacked participation or achievement in academic areas. Finally, an average rating from 1.00 to 1.79 was grouped as 'Strongly Disagree,' indicating that participants seldom or never showed scholastic success in their assignments and educational pursuits.

Before final implementation, the researcher will carefully review and modify the questionnaires to ensure their appropriateness and accuracy. Three field experts will be requested to assess the instruments for clarity, relevance, and alignment with the study objectives. Their evaluations will determine the content validity of the instruments. Following expert validation, a pilot test involving individuals similar to the target respondents will be conducted to assess the clarity and comprehensibility of the questions. Feedback from this pilot test will inform minor adjustments to improve item phrasing where necessary. Lastly, the reliability of the instruments will be tested using Cronbach's alpha coefficient to establish internal consistency. The resulting coefficient will indicate whether the instruments are reliable and suitable for use in the main study.

➤ *Design and Procedure*

In this study, information will be gathered and analyzed statistically employing a descriptive-correlational framework. This observational method enables the investigators to identify the connection between two factors in an authentic environment devoid of intervention or oversight. A descriptive-correlational investigation emphasizes outlining associations between elements (Mustieles et al., 2020).

Furthermore, the following steps will be undertaken to gather data for the study. First, the researchers will write a letter to the OIC College President of GGCAST requesting permission to conduct the study involving all second-year BSED-English students. Once approval is granted and the study is fully supported by the college president, the researchers will thoroughly explain to the students how to answer the questionnaires. A total of 109 second-year BSED-English students will be asked to complete the instrument. After the respondents have fully and honestly answered the questionnaires, the researchers will retrieve all completed forms. Following the successful administration and retrieval of the survey questionnaires, the data will be collated and tabulated, and appropriate statistical tools will then be employed for interpretation and further analysis.

Upon completion of the data collection, the researchers will have sufficient information based on the survey data, which will be sorted, compiled, and analyzed. The analysis will utilize several statistical tools, including the mean, which will be used to describe the extent of teaching strategies and the level of student engagement among second-year BSED-English students. Additionally, Pearson's r will be employed to ascertain the significance of the relationship between teaching strategies and student engagement.

Furthermore, the research will follow rigorous ethical standards. Willing involvement will be stressed, granting participants the option to refuse or exit the investigation at any point without facing scholastic or individual penalties (Barrow, 2022). Participants will offer knowledgeable agreement following disclosure of the study's objectives, their contributions, and their ability to opt out without repercussions. Privacy and namelessness will be maintained, with information kept safely and applied exclusively for investigative aims. In addition, the investigation will align with the moral protocols established by the organization and the Data Privacy Act of 2012 (Republic Act No. 10173), safeguarding subjects' private details and fostering honesty and equity across the entire research procedure.

CHAPTER THREE

RESULTS AND DISCUSSION

This part outlines the findings, analysis, and individual reflections that the investigators collected during the administration of the questionnaire for the research titled “Classroom Management and Students’ Attitude Among First-Year Students of Governor Generoso College of Arts, Sciences & Technology.” The information is shown in written, chart-based, and specialized visual representations. The initial segment covers classroom management, while learner mindset is featured in the subsequent part.

➤ *Classroom Management*

The overview of averages for two primary components of classroom management (CM): time management and classroom discipline is presented in Table 1. It features a 4.18 overall average, categorized as 'agree.' This indicates that learners generally concur with the application of classroom management by instructors. The components of classroom management reveal that time management received the top score of 4.19, whereas classroom discipline achieved the bottom average of 4.18, both marked as 'agree.' This suggests that educators regularly succeed in applying classroom management strategies. In particular, time management secured the leading weighted average of 4.19, with classroom discipline closely behind at 4.18. These outcomes indicate that instructors can optimize teaching periods and uphold order, thus creating an organized and supportive educational setting.

Table 1 Classroom Management

Indicators	SD	AWM	Descriptive Equivalent
Time Management	0.52	4.19	Agree
Classroom Discipline	0.53	4.18	Agree
Overall	0.52	4.18	Agree

In 2020, Simonsen et al. highlighted that efficient classroom management techniques are essential for establishing a favorable educational atmosphere in which pupils tend to participate enthusiastically and attain improved academic outcomes. Their research showed that approaches like steady procedures, preventive conduct assistance, and organized time allocation play a major role in enhancing both learner achievement and classroom balance. Similarly, Sokal, Trudel, and Babb (2020) underscored that classroom management becomes increasingly vital amid shifts and interruptions in education, since it offers steadiness and bolsters pupil welfare, and promotes resilience in learning. More recently, Marashi and Azizi (2022) underscored that classroom management enhances not only academic achievement but also students’ attitudes, motivation, and collaboration, which are vital for 21st-century learning. These contemporary findings support the present study’s results, highlighting that effective classroom management continues to be a cornerstone of quality education, fostering an orderly environment that strengthens both academic success and the holistic development of students.

➤ *Students' Attitude*

The overview of averages for the two primary components of Students attitude (SA): Pupil Involvement and Self-Assurance is presented in Table 2. The first-year BSED English cohort demonstrates strong collective performance, achieving an overall average score of 4.17, categorized as 'agree,' indicating that learners generally affirm they exhibit these qualities. The particular aspects of learner mindset, including self-assurance, secured the top average of 4.21, marked as 'strongly agree,' with all aspects earning outstanding scores. Nevertheless, pupil involvement obtained the bottom average rating of 4.14, rated as 'agree.' These results emphasize that learners display these traits. These results suggest that learners' outlooks are characterized by both assurance and participation, showcasing a positive orientation that boosts education and fosters a more favorable classroom setting.

Table 2 Students' Attitude

Indicators	SD	AWM	Descriptive Equivalent
Students' Engagement	0.57	4.14	Agree
Confidence	0.53	4.21	Agree
Overall	0.53	4.17	Agree

This corresponds to the results of Lee et al. (2021), who demonstrated that learners exhibiting greater empathy and an optimistic outlook on acquiring communication abilities are inclined to cultivate more productive attitudes in their scholastic and interpersonal engagements. Their study emphasized that positive student attitudes are strongly influenced by the cultivation of interpersonal skills such as empathy, cooperation, and communication. In the same way, the research of Al-Rahmi et al. (2017) supports the idea that positive student attitudes foster collaboration, motivation, and engagement in learning activities, which in turn enhance academic performance. These results emphasize the importance of nurturing students’ attitudes, as they do not only shape classroom behavior but also strengthen social connections, improve self-confidence, and promote holistic learning.

➤ *Significance on the Relationship Between Classroom Management and Students' Attitude*

Table 3 shows the considerable relations between classroom management and students' attitudes in the local college of Governor Generoso. With an overall correlation (R) value of 0.89, the significant level is assessed using a p-value of 0.000, which

is less than the standard of 0.05 level of significance. The overall result demonstrated that classroom management has a tangible link with students' attitudes. The null hypothesis is thus dismissed. This indicates a meaningful statistical link exists between classroom management and pupil involvement. student engagement.

This is congruent with the findings of Simonsen et al. (2020), who emphasized that effective classroom management is strongly linked with positive student attitudes and improved academic outcomes. Additionally, it was verified that classroom management plays a role in students' academic and cognitive development.

Table 3 The Relationship between Classroom Management and Students' Attitude

Variables	AWM	n	r-value	p-value	Decision	Remark
Classroom Management	4.18	117	0.89	0.000	Reject Ho.	Significant
Students' Attitude	4.17					

The result highlights that classroom management has a strong impact on students' attitude toward learning. With an average weighted mean of 4.18 for classroom management and 4.17 for students' attitude, it shows that teachers' ability to organize time, implement discipline, and create a structured environment directly influences how students engage and respond in class. The very strong correlation ($r = 0.89$) suggests that effective classroom management significantly enhances students' confidence, motivation, and overall engagement. This means that when classrooms are well-managed, students are more likely to display positive behaviors, maintain focus, and achieve better academic outcomes. Since the p-value (0.000) is less than 0.05, the null hypothesis is rejected, confirming that effective classroom management and positive student attitude are significantly related.

The study found a very strong positive correlation between classroom management and students' attitude, indicating that effective management strategies greatly influence how students engage in learning. This aligns with the findings of Simonsen et al. (2020), who emphasized that clear routines, structured time management, and consistent discipline foster student engagement and motivation. Similarly, Marashi and Azizi (2022) confirmed that well-managed classrooms enhance students' confidence, collaboration, and academic performance. These findings support the present study, affirming that classroom management is not only crucial for maintaining order but also for cultivating positive student attitudes that lead to meaningful and successful learning experiences.

These findings suggest that effective classroom management can be a powerful factor in shaping students' attitudes, fostering engagement, confidence, and positive behavior in the learning process. However, poor or inconsistent management may lead to classroom disruptions, reduced motivation, and negative attitudes toward learning, which can ultimately hinder academic success. This highlights the crucial role of structured teaching strategies in maintaining order and promoting student growth. As Emmer and Sabornie (2015) emphasize, effective classroom management not only minimizes misbehavior but also maximizes student learning opportunities, creating an environment where both academic achievement and positive attitudes can flourish.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATION

The study revealed that students demonstrated a high extent of positive attitude toward learning, as reflected in their active engagement and confidence in academic tasks. Confidence was the most evident aspect, showing that students felt assured in their ability to participate and perform well in classroom activities. However, engagement was slightly lower, suggesting that while students generally maintained a positive outlook, some may have struggled with consistent focus or participation. In terms of classroom management, the findings showed a very high extent, particularly in time management, where teachers effectively organized instructional hours. On the other hand, classroom discipline, while still rated highly, was slightly less emphasized, indicating occasional challenges in maintaining order. Overall, the results highlight that effective classroom management fosters positive student attitudes, but continuous efforts are needed to sustain engagement and discipline.

Moreover, the findings showed that classroom management has a very strong positive correlation with students' attitude, indicating that when teachers implement effective strategies, students are more motivated, engaged, and confident in their learning. The correlation analysis further suggests that while classroom management is a key factor in shaping positive attitudes, other influences such as peer interaction and individual learning styles may also play a role. This emphasizes the importance of consistent and well-structured management in maintaining a productive learning environment. Therefore, promoting effective classroom management can significantly enhance students' attitudes, fostering both academic success and holistic development.

The results of this study support the Social Learning Theory by Albert Bandura (1977), which emphasizes that learning occurs through observation, imitation, and interaction within a structured environment. Effective classroom management provides the order and consistency necessary for students to model positive behaviors, thereby shaping their attitudes toward learning. Additionally, the study aligns with the findings of Simonsen et al. (2020), who highlighted that structured routines and proactive strategies foster student engagement and motivation. Hence, the theoretical framework of the study was validated, confirming that effective classroom management not only maintains order but also nurtures positive attitudes essential for academic and personal growth.

These results offer valuable insights into the role of classroom management in shaping students' attitudes toward learning. The study supports previous literature suggesting that effective management strategies enhance student engagement, motivation, and confidence (Simonsen et al., 2020; Emmer & Sabornie, 2015; Marashi & Azizi, 2022). However, given the challenges observed in maintaining consistent student engagement and discipline, future research should explore innovative and student-centered approaches to classroom management. Such strategies could further strengthen positive attitudes, encourage active participation, and foster a more supportive and productive learning environment.

Based on the findings of this study, the following recommendations are proposed to address areas where students showed the least strength in both classroom management and attitude. To strengthen student engagement, teachers should implement interactive strategies such as collaborative activities and active learning techniques that sustain focus and participation. Clear and consistent discipline policies must also be reinforced to reduce classroom disruptions and encourage positive behavior. Furthermore, professional development programs should be provided for teachers to enhance their classroom management skills, focusing on time management, proactive behavior strategies, and student-centered approaches. By fostering a structured yet supportive learning environment, educators can further cultivate positive student attitudes that lead to improved academic performance and holistic growth.

Academic institutions and administrators should strengthen classroom management practices by providing ongoing training programs for teachers that focus on effective strategies for discipline, time management, and student engagement. Schools can implement policies that promote consistency in classroom routines while encouraging innovative, student-centered approaches that nurture positive learning attitudes. Administrators should also create support systems that allow teachers to share best practices, collaborate, and address common challenges in managing classrooms. Training for educators must emphasize the role of classroom management in shaping students' motivation, confidence, and overall behavior, ensuring that the learning environment remains both orderly and conducive to holistic student growth.

Students and parents should actively participate in fostering effective classroom management and positive learning attitudes. Schools can organize workshops that train students in developing self-discipline, time management, and teamwork skills to support classroom harmony. Teachers can integrate activities that build responsibility, such as group projects and peer assessments, to strengthen engagement and collaboration. At home, parents can reinforce positive attitudes by encouraging good study habits, open communication, and respect for classroom rules. Clear expectations, consistent routines, and structured discussions between teachers, students, and parents can further promote responsibility, motivation, and a supportive learning environment.

Lastly, future researchers should explore which classroom management strategies best support the development of positive student attitudes toward learning. Since this study found that engagement was slightly lower compared to confidence, future studies may investigate innovative approaches that sustain active participation, such as student-centered and technology-integrated methods.

Researchers may also examine how classroom management practices influence different dimensions of student attitudes, including motivation, collaboration, and resilience. Incorporating qualitative methods, like interviews and observations, into research can enrich our understanding of student experiences. This deeper insight can then inform strategies that optimize classroom management, promoting academic achievement and overall well-being.

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APPENDICES**A. SPECIFIC RESULTS (DESCRIPTIVE&INFERENTIAL)**

Table 1.1 The Extent of Classroom Management in Terms of Time Management

Items	SD	AWM	Descriptive Equivalent
1. In order to maintain a relationship with the students throughout the full class hour, I stay involved with them.	0.67	4.27	Strongly Agree
2. I follow to a regular timetable established by the Department of Education.	0.65	4.25	Strongly Agree
3. I uphold the protocols for establishing school routines at the start of the academic year.	0.69	4.21	Strongly Agree
4. I begin by working on one task at a time.	0.66	4.15	Agree
5. I employ suitable behavioral management techniques to minimize disturbances and interruptions.	0.63	4.20	Agree
6. I store things like scissors and school supplies in a communal area.	0.81	4.14	Agree
7. I complete administrative tasks fast.	0.78	4.08	Agree
8. I avoid any interruptions; I complete my paperwork at home or after class.	0.78	4.14	Agree
9. I divide tasks into smaller, more doable steps.	0.65	4.25	Strongly Agree
10. I set up the priorities for the day.	0.69	4.21	Strongly Agree
Total	0.52	4.19	Agree

Table 1.2 The Extent of Classroom Management in Terms of Classroom Discipline

Items	SD	AWM	Descriptive Equivalent
1. I contribute to a trouble-prone environment and possess the necessary knowledge and abilities to deal with instances of misbehavior.	0.65	4.25	Strongly Agree
2. I take into account the kids' diverse backgrounds, including their family history, emotional characteristics, and mental and physical abilities.	0.69	4.21	Strongly Agree
3. I can quickly transition between techniques as necessary, and I am sensitive to any redirection of efforts.	0.66	4.15	Agree
4. When using group-oriented approaches like the cooperative learning approach, team learning, peer tutoring, and group projects and collections, I take into account the skills and interests of the students.	0.63	4.20	Agree
5. I maintain my composure in the face of inappropriate behavior, which guarantees a solution that works for everyone.	0.81	4.14	Agree
6. I foster an environment in the classroom where proper conduct is valued and disruption is discouraged.	0.78	4.08	Agree
7. I take care to avoid needlessly embarrassing a pupil in front of his peers.	0.78	4.14	Agree
8. I record disruptive conduct.	0.60	4.22	Strongly Agree
9. In order to prevent bullying, I consistently enforce discipline.	0.69	4.21	Strongly Agree
10. I am aware of the rules regarding procedure and discipline at school.	0.66	4.15	Agree
Total	0.53	4.18	Agree

Table 2.1 The Extent of Students Attitude in Terms of Students Engagement

Items	SD	AWM	Descriptive Equivalent
1. I attempt to relate what I've learned in class regarding the items and encounters, I already understand.	0.63	4.20	Agree
2. I make my own illustrations and mnemonic devices to help me comprehend the important concepts I learn in class.	0.81	4.14	Agree
3. I dress appropriately to adhere to the rules of the university.	0.78	4.08	Agree
4. I give the lesson my whole attention.	0.78	4.14	Agree
5. I always participate in class discussions and ask questions.	0.60	4.22	Strongly Agree
6. I asked academic staff members and lecturers for suggestions outside of class, I collaborated with other students to get ready for a project or presentation.	0.78	4.22	Strongly Agree
7. Outside of class, I talked with other students on the concepts I learned from the readings or lessons.	0.84	4.02	Agree
8. I contribute in class discussion by giving my opinions regarding the topic of discussion.	0.81	4.12	Agree
9. I offer to take part in college extracurricular pursuits.	0.72	4.10	Agree

10. I add to the class conversation by providing my thoughts on the subject of conversation.	0.68	4.19	Agree
Total	0.57	4.14	Agree

Table 2.2 The Extent of Students Attitude in Terms of Confidence

Items	SD	AWM	Descriptive Equivalent
1. I am generally confident in my academic skills.	0.81	4.08	Agree
2. I feel at ease taking part in class discussions.	0.58	4.22	Strongly Agree
3. I'm comfortable asking peers or teachers for assistance when I need it.	0.68	4.22	
4. I am able to efficiently organize my time and study plan.	0.80	4.08	Agree
5. I have faith that I can achieve my future professional or academic objectives.	0.71	4.23	Strongly Agree
6. I have faith that I can manage unforeseen circumstances.	0.61	4.36	Strongly Agree
7. When faced with obstacles in my personal or professional life, I don't give up.	0.72	4.19	Agree
8. Speaking up in front of a group of people makes me feel at ease and confident.	0.71	4.14	Agree
9. I take criticism well and don't become defensive.	0.70	4.28	Strongly Agree
10. I take initiatives in any circumstances.	0.66	4.26	Strongly Agree
Total	0.53	4.21	Strongly Agree

Table 3 The Relationship Between Classroom Management and Students' Attitude

Variables	AWM	n	r - value	p - value	Decision	Remark
Classroom Management	4.18	117	0.89	0.000	Reject Ho	Significant
Students Attitude	4.17					

B. ADAPTED AND MODIFIED QUESTIONNAIRE**CLASSROOM MANAGEMENT AND STUDENT ATTITUDE AMONG FIRST YEAR STUDENTS OF GOVERNOR GENEROSO COLLEGE OF ARTS SCIENCES & TECHNOLOGY (GGCAST)**

Survey Questionnaire

Name (optional): _____

Year and Program

Age: _____

Dear Participants:

This questionnaire aims to measure the level of classroom management and its effect on the student's attitude among 1st year students in Governor Generoso College of Arts Sciences & Technology.

- Direction: Please read the statements carefully. Put a check (✓) on the box that corresponds to your answer.
- *Classroom Management*

TIME MANAGEMENT	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
In order to maintain a relationship with the students throughout the full class hour, I stay involved with them.					
I follow to a regular timetable established by the Department of Education.					
I uphold the protocols for establishing school routines at the start of the academic year.					
I begin by working on one task at a time.					
I employ suitable behavioral management techniques to minimize disturbances and interruptions.					
I store things like scissors and school supplies in a communal area.					
I complete administrative tasks fast.					
I avoid any interruptions; I complete my paperwork at home or after class.					
I divide tasks into smaller, more doable steps.					
I set up the priorities for the day.					

CLASSROOM DISCIPLINE	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
I contribute to a trouble-prone environment and possess the necessary knowledge and abilities to deal with instances of misbehavior.					
I take into account the kids' diverse backgrounds, including their family history, emotional characteristics, and mental and physical abilities.					
I can quickly transition between techniques as necessary, and I am sensitive to any redirection of efforts.					
When using group-oriented approaches like the cooperative learning approach, team learning, peer tutoring, and group projects and collections, I take into account the skills and interests of the students.					
I maintain my composure in the face of inappropriate behavior, which guarantees a solution that works for everyone.					
I foster an environment in the classroom where proper conduct is valued and disruption is discouraged.					

I take care to avoid needlessly embarrassing a pupil in front of his peers.					
I record disruptive conduct.					
In order to prevent bullying, I consistently enforce discipline.					
I am aware of the rules regarding procedure and discipline at school.					

• *Students Attitude*

STUDENTS ENGAGEMENT	Not at all True (1)	Hardly True (2)	Moderately true (3)	Exactly True (4)
I attempt to relate what I've learned in class. Regarding the items and encounters, I already understand.				
I make my own illustrations and mnemonic devices to help me comprehend the important concepts I learn in class.				
I dress appropriately to adhere to the rules of the University.				
I give the lesson my whole attention.				
I always participate in class discussions and ask questions.				
I asked academic staff members and lecturers for suggestions. Outside of class, I collaborated with other students to get ready for a project or presentation.				
Outside of class, I talked with other students on the concepts I learned from the readings or lessons.				
I contribute in class discussion by giving my opinions regarding the topic of discussion.				
I offer to take part in college. extracurricular pursuits.				
I add to the class conversation by providing my thoughts on the subject of conversation.				

CONFIDENCE	Not at all True (1)	Hardly True (2)	Moderately true (3)	Exactly True (4)
I am generally confident in my academic skills.				
I feel at ease taking part in class discussions.				
I'm comfortable asking peers or teachers for assistance when I need it.				
I am able to efficiently organize my time and study plan.				
I have faith that I can achieve my future professional or academic objectives.				
I have faith that I can manage unforeseen circumstances.				
When faced with obstacles in my personal or professional life, I don't give up.				
Speaking up in front of a group of people makes me feel at ease and confident.				
I take criticism well and don't become defensive.				
I take initiatives in any circumstances.				

Thank You!