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Best Practices in Managing Class Outside Regular Classroom Setting

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**BEST PRACTICES IN MANAGING CLASSES
OUTSIDE REGULAR CLASSROOM SETTING**

A Thesis Presented to
The Faculty of the College of Graduate Studies and Teacher
Education Research
Philippine Normal University, Taft Avenue, Manila

In Partial Fulfilment of Requirement for the
Degree Master of Arts in Education
With Specialization in Educational Management

by
RAMEL O. AQUINO
March 2015

APPROVAL SHEET

In partial fulfilment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, this thesis entitled “**BEST PRACTICES IN MANAGING CLASSES OUTSIDE REGULAR CLASSROOM SETTING**” prepared and submitted by **RAMEL O. AQUINO**, is hereby recommended for approval and acceptance.

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ABSTRACT

Name : **RAMEL O. AQUINO**

Title : **BEST PRACTICES IN MANAGING CLASSES OUTSIDE
REGULAR CLASSROOM SETTING**

Key concepts: **Outside Classroom Setting, Motivation, Discipline and
Teaching strategies**

Degree: : **Master of Arts in Education**

Specialization: **Educational Management**

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This descriptive study was conducted to determine the best practices in managing classes outside regular classroom setting for the purpose of developing guidelines in managing classes (motivation, discipline and teaching strategies) outside regular classroom setting for Technology and Livelihood Education (TLE) High School teachers in Metro Manila.

Data from focus group discussion (FGD) involving department heads, TLE teachers and students was used to develop a survey questionnaire. Using the survey questionnaire, eight (8) department heads, twenty (20) TLE teachers and two hundred eighty (280) students of Sergio Osmeña Sr. High School were surveyed on TLE teachers' practices outside regular classroom setting (ORCS).

Descriptive statistics revealed the following are the identified best practices in ORCS: for practices in motivation-*intrinsic*, for practices in student discipline-*Group Managerial Approach*, and for teaching strategy-*visual method*. Perceptions of best practices vary among department heads, TLE teachers and students.

Based on the results of the study, a set of guidelines in managing classes ORCS was developed. It is proposed that the guidelines be used by TLE teachers in teaching and in managing students' motivation and discipline in classes conducted outside regular classroom setting.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This study is premised on various studies, theories, and principles of teaching focused on the classroom physical setting and management in terms of classroom motivation, discipline approach, and teaching strategies inside and outside the regular classroom.

Teachers as Classroom Managers

Educators hold an important task in the development of each student. Being the key managers of the classroom, teachers have the authority as well as the responsibility to handle the class and facilitate students' learning process (Barrientos, 2010). On the other hand, Aquino (2004) described classroom management as one of the main concerns of teachers, administrators, parents, and other stakeholders. The expectation of the community to school leaders is great as a learning-producing enterprise.

Every school operation considers learning as the central goal and teaching as the school's basic production technique. Effective teaching and learning happen in a well-managed classroom, which includes the instructional program and teacher-student relations (Vincent, 2004). Barrientos (2010) emphasised that aside from focusing on the classroom instructions, an efficient teacher exerts a great deal of time and effort to facilitate the smooth learning process. Good teaching ensures effective instruction and gaining efficient classroom management is equated to a successful teaching (Levin and Nolan, 2007; and Wolfgang, 2005 as cited by Barrientos (2010).

According to Cooper (2006), classroom management is a complex set of behavior the teacher uses to establish and maintain student behaviors that enable students to achieve their instructional objectives efficiently and leads them to a successful learning. Hence, effective classroom management is the major prerequisite to effective instruction. It is considered the most fundamental yet the most difficult task the teacher performs.

Well-versed teachers are prepared and equipped with different styles in dealing with students' transgression. Cooper (2006) identified the eight different approaches in classroom management. First is the authoritarian, who according to Phelan (2005), who uses a loud voice to get the attention of their students. Teachers act shocked and angry whenever students do not follow their directives. The advantage of this style is that the teachers frequently get the immediate compliance from their students. The cost of the authoritarian style greatly affects students behavior. It includes student anxiety and minimal long-term positive effects. Although students follow out of fear, this teaching technique rarely produces behavioral changes that last over time. Second is intimidation by glaring, threatening, yelling, scolding, browbeating, pressuring, and overbearing. These are definitely unacceptable nowadays, although few teachers would admit to using it as a classroom management method even to themselves (Linsin, 2005). Third is permissive (Stratford, 2015) who are lax and have a low control threshold on their students. They make few demands on students and generally show apathy toward student progress. This particular style is suitable for a learning situation in which advanced students despite the lax and relaxed control, student involvement needs little or no supervision, and complete independent studies or advanced projects

on their own. Next is cookbook, which may not provide students with valuable skills or even with a body of knowledge that lasts much beyond the end of the term, because the traditional teaching approaches are generally teacher-directed and follow cookbook steps of activities and demonstrations (Harris and Johnson, 2015). Fifth is the instructional method utilized by teachers to specify the nature of the activity in which the teacher and learner will be involved during the lesson and create learning environments (Keese, 2015). Sixth is behavior-modification, a method that can be developed for defining, observing, and measuring behaviors, as well as designing effective interventions (Mather and Goldstein, 2015). Cited authors assume that observable and measurable behaviors are good targets for change and that all behaviors follow a set of consistent rules. Seventh is the socio-emotional-climate, an approach in which students learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors (ICE, 2015). Students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. ICE emphasises that it is similarly an important avenue for improving the school environment and nurturing positive relationships between and among students and staff. Finally, there is the group-process approach in which students are expected to complete tasks in a collaborative manner (Newcastle, 2014). These groups generally include two to six people doing “group work” also known as “collaborative work.” The advantage of this method is that students understand how to participate in order to grow in terms of social interaction and interpersonal communication.

Marzano, Marzano, and Pickering (2003) as discussed by Cruickshank, Jenkins, and Metcalf (2009) believe that effective classroom managers are made. In addition, they are simply teachers who understand and use specific techniques that direct their behavior which, in turn, change the behavior of students and lead to higher student engagement and achievement.

DiGuilio (2005) as cited by Elylou (2010) discussed thoroughly the following practical reasons why teachers should be concerned about how well their classroom operates. The primary and basic reason is that student learning and achievement are at stake. In a recent analysis of 50 years of educational research, of the 28 factors evaluated, classroom management had the greatest effect on school achievement. The secondary reason is that a well-run classroom makes teaching easier, and it makes teaching possible. When teaching is possible, teachers feel a sense of accomplishment. Acero (2000) as pointed out by Baltazar (2002) agreed with Elyou (2010) and added that a well-run classroom establishes an atmosphere that permits activities to be carried on efficiently and economically. Third, the teacher's job is at stake. Lack of discipline by students is the most frequent mentioned reason given by more than one out of three teachers who have left the profession and those who are thinking of leaving teaching (McIntyre, 2006). Fourth, a teacher could be a defendant in a lawsuit. Teachers have been sued when a judge has been convinced that a student's injury was due to teacher negligence. Finally, the society needs it desperately. If the learners fail to learn pro-social behavior, their misbehavior and antisocial behavior soon become matters for the legal systems and ultimately, in prison.

Teachers' Flexibility

It is important that teachers as classroom managers should be the one in-charge of the entire class and know how to control any inconvenience such as loosing of electrical power during a demonstration or transferring to another place due to urgent situation which may lead to untoward incidence. They should be ready to face unpleasant situation and awkward moment.

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for handling stress level but also for some students who expect to be in charge and take control of any situation (Kelly, 2015).

Classroom Physical Environment

An additional factor affecting management is the physical environment in the classroom. An appealing well-constructed classroom imbibes a feeling of comfort and creates a soothing ambiance. This is often an overlooked dimension of teaching, which not only affects how easily students are managed but also how well they achieve. An attractive, well-lit, comfortable, and colorful classroom is more conducive to a feeling of well-being than a dim, drab, and colorless one (Jacobsen et. al., 2002).

Section 90 of the Bureau of Public School's Service Manual stated that every schoolroom should be suitably decorated so that surroundings of pupils may be such as those that give them pleasure.

Other factors include learning materials and seating arrangement which can significantly affect management and learning (Jacobsen, Eggen and Kauchak, 2002).

Jacobsen et. al. describe the visual impression on classroom received from features of colors, size of print, and the page that can have an impact to students. Furthermore, they emphasize the traditional setting with rows of desks and the teacher's desk in front to focus attention on the teacher, which tend to detract from communication among students.

This is effective when a teacher is presenting a lesson to the entire class, but it can make group work difficult. Students at the rear of the room tend to be physically separated from the teacher and they are most likely to be the ones causing problems.

Some classrooms use tables for seating, with the teacher's desk located somewhere on the periphery. An arrangement in which students are provided with their own work space with a little distraction as possible is often used for individualized instruction. The access to materials and the teacher is maintained and the side-by-side seating is not so distracting as across-table seating. In considering seating arrangement, factors such as inclusion is important. A physical arrangement that promotes inclusion is conducive to a feeling of well-being and helps prevent management problems.

Muijs and Reynold (2005) believed that no pupils should be sitting with their backs to the teacher. The way pupils are positioned can influence the effectiveness of different types of delivery. If a direct instruction style lesson is to be used in which the whole class and all the pupils should be able to see the teachers and the tools they use such as black or whiteboard, OHP screen, number line, and other visual aids without straining.

According to Meer (2014) a good classroom should meet the following standards. First, a classroom should be equipped with proper seating both quantity and quality wise. Next, the number of students should not exceed beyond the teacher's ability to pay attention to. Third, there should be good ventilation of air, so one does not feel succumbed and may pay full attention. Fourth, the architecture should be able to maintain healthy temperatures. Too much cold or too much heat will distract students' mind and will wear down the teacher as well. Fifth, there should be audio and visual facilities to aid better understanding of the subject. Sixth, less colors and only necessary items will minimize the distraction of the pupils. Seventh, the positive usage of the available technologies may also prove to be of great help. Finally, in pre-primary, primary or elementary schools, there should be physical-interaction-activities with relevant subjects for better understanding and engrossing the interest of students.

Teachers can take the following steps to effectively manage classroom (Henly & Long, 2003 as cited by Scarpci, 2007) to make sure that their classrooms meet their students' emotional and psychological needs: Make learning relevant; Foster positive peer relationships; Teach behavior-management skills; Make the classroom a supportive environment; Help students cope with stress; and, Instill hope.

Students in a Classroom

Classroom teachers should have a knowledge on each student inside their care; after all, classrooms are filled with diverse learners and as educators, it is important that no student in the class is neglected and the needs of each learner are being acknowledged (Baccay, 2012). Teachers are expected to adjust to the number of

students with varied characteristics and traits in order to achieve positive learning environment.

One of the teachers' tasks is to monitor the academic development of each student. It is widely recognized that teachers are responsible to determine the effects of class size on classroom interactions and pupil behavior (Blatchford, 2011).

Shaeffer (2006) recognized that large classes are often perceived as one of the major obstacles to ensuring quality education, which is a direct result of inadequate funding and the absence of political will that would ensure quality education.

Blatchford (2011) conducted a study on the effects on pupil classroom engagement and teacher-pupil interaction, and on examining if effects vary by pupil attainment level and between primary and secondary schools. Systematic observations were carried out on 686 pupils in 49 schools. Multilevel regression methods were used to examine relationships between class size and observation measures, controlling for potentially confounding factors like pupil attainment.

At primary and secondary levels, smaller classes led to pupils receiving more individual attention from teachers, and having more active interactions with them. Classroom engagement decreased in larger classes; but, contrary to expectation, this was particularly marked for lower attaining pupils at secondary level. Low attaining pupils can therefore benefit from smaller classes at secondary level in terms of more individual attention and facilitating engagement in learning.

It seems likely that bigger classes will decrease the amount of time that can be spent on instruction to deal with individual child (Blatchford, 2011). This is consistent with teachers' views (Bennett, 1996; Pate-Bain, Achilles, Boyd-Zaharias, & McKenna,

1992) and some previous research (Achilles, 1999; Anderson, 2000; Blatchford, Moriarty, Edmonds, & Martin, 2002; Bruhwiler & Blatchford, 2011; Cooper, 1989; Glass, Cahen, Smith, & Filby, 1982; Molnar et al., 1999). However, observational research by Shapson, Wright, Eason, and Fitzgerald (1980), and reviews by Ehrenberg et al. (2001) and Slavin (1989) supported the view that the effects of class size reductions on teaching are minimal.

Finn et al. (2003) argued that the effects of class size on pupils' classroom engagement are more important than those on teaching. In the English Class Size Research (CSR), a connection with pupil 'on task' behavior was found with the younger pupils (aged 4/5 yr olds) but not older primary pupils (aged 10/11 years) (Blatchford, Bassett, & Brown, 2005).

Research has found that the effects of class size on academic outcomes can vary by pupil characteristics such as prior attainment level, and disadvantaged and minority group status (Blatchford et al., 2003; Ehrenberg et al. 2001). A research in England found that the initially lowest attaining pupils gained most from small classes in the first year of school (Blatchford et al., 2003).

Research suggests that the youngest pupils gained most in terms of academic outcomes from small classes (Blatchford et al., 2003 & Ehrenberg et al., 2001) because they better help children adjust to school and receive individual attention.

A common knowledge and logic suggests that with more children in the class there will be more potential for distraction, and more possibility of being off task. Conversely in small classes there will be more opportunities to engage children and keep them on task (Finn et al. 2003). Small classes can therefore allow teachers to

engage in more individualized teaching, and can be used as part of more differentiation of the curriculum.

According to Blatchford, Bassett, and Brown (2011) cited by Graue, Rauscher, and Sherfinski (2008), teachers do not always adapt their teaching to take advantage of small classes. In the CSPAR case studies, it was found that some teachers in small classes still relied a good deal on whole class teaching with very brief interactions with individuals, and did not take advantage of the possibilities of increased individualization.

Classroom Motivation

According to Patrick, Ryan, and Kaplan (2008), early researchers recognized that behavior is a function of people's personal characteristics and their environment. Patrick et al. (2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. A person's wishes and desires urge them to stimulate their interest in an activity by inner striving conditions that stimulate and trigger behavior is referred to as motivation (Tracy, 2000 as explained by Nioda, 2010).

Effective motivation is an essential method in teaching, according to Kaplan (2014). Teachers who understand student motivation expect a smooth flow of learning and can greatly enhance the classroom experience and student performance. Students' interest in class activity depends on the how teachers motivate their students. Broussard and Garrison (2004) stressed that it is an important attribute that moves a person to do or not to do something.

Motivation is one important part of an effective classroom management. However, it involves more than simply praising a student. Student motivation is affected by the

selection of instructional content, the instructional strategies, the tasks that are asked from the student to complete, the way of providing feedback, the means of assessment, and other related issues. Many educators use the word motivation to describe those processes that can arouse and initiate student behavior, give direction and purpose to behavior, help behavior to persist, and help the student to choose a particular behavior (Burden and Bird, 2003).

Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfilment, enjoyment, and to achieve mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated (Kirk, 2013). Intrinsic motivation according to Coon and Mitterer (2010) occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials. Brown (2007) explains the reason for performing certain activities for inherent satisfaction or pleasure - you might say performing one of these activities is reinforcing in-and-of itself.

Plotnik and Kouyoumjian (2011) state that intrinsic motivation involves engaging in a behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Examples of behaviors that are the result of intrinsic motivation include participating in a sport because you find the activity enjoyable, solving a word puzzle because you find the challenge fun and

interesting, or playing a game because you find it exciting. In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

From a study of Lyons et al. (2011) on Transformative Classroom Management, among rewards, praise, punishments, public recognition, and phone calls home, grades emerged as the most prevalent example of a formal extrinsic motivator used in schools. Their primary purposes are to provide a concrete representation of either the completion of a task and/or the quality of a performance, and act as an incentive for later benefits and opportunities. As representations of the level of quality performance, grades have only a symbolic meaning. They only represent something of value (e.g., quality work, scores on a test, assignments completed, etc.), and have no inherent value.

Burden (2000) as cited by Burden and Bird (2003) offered the following three aspects of planning for motivation. First, there is a need to develop a comprehensive approach to motivation. Second, motivational strategies have to be adjusted to your instructional situation. Third, motivational issues are to be built into all levels of instructional planning.

Miskel and Wayne (2001) found from their study that teachers' support for merit pay depends on its perceived effects on collegial relationships among teachers. Opposition is highest among teachers who believe that merit pay system will increase competition and reduce cooperation among colleagues.

Kim, Fraser, and Fisher (2000) as cited by Deleña (2009) described a good classroom with eye-catching visuals and well-arranged furniture and fixtures that

develop a pleasant atmosphere and stimulate a sense of security and comfort and that students perform well and achieve better if classroom environment is liked by them.

Disciplinary Approach

Classroom management, often called classroom discipline, has been a priority for teachers for as long as there have been opinion surveys of educational priorities (Kratochwill, 2014). The Gallup Poll designed to assess perceptions of public education (Rose & Gallup, 2006) has consistently cited classroom management and school discipline as major issues.

Dealing with students with behavioral problem is a task that a teacher as an authority should know how to handle. As Harmin (2014) puts it, classroom managers apply different strategies as a form of discipline because all discipline problems are not alike, so effective teachers match different approaches to different problems.

Zabala (2008) concurred with Harmin (2014), classifying discipline approaches as 1) assertive, assuming that firm classroom management liberates students because it allows them to develop their best traits, skills, and abilities and provides them with a sense of security and an effective learning environment. It is based on Larson (2000) model of discipline in which teachers give premium on the responsible behavior of students, 2) behavioral modification, presuming that behavior is shaped by environment and pays a little attention to the causes of the problem. It utilizes a variety of techniques ranging from simple rewards to reinforcement training which is rooted in the classic work of White, et. al. (2001), 3) business-academic, a well-run classroom free from disruption, where students behave in an orderly manner and are highly involved in

learning. It is an approach developed by Evertson and Emmer (1982) pointing out the organization of the students as they engage in academic work focusing on the business-like orderly accomplishment of academic task, 4) group guidance approach, based on manipulating and changing the surface behavior of students on a group basis. Classroom discipline and control are achieved through group atmosphere and honed through group rapport, and lastly, 5) acceptance approach, which is based on the need for acceptance by peers and the teachers as a prerequisite for appropriate behavior and achievement in school Stevenson (2001). Accordingly, Stevenson identified mistaken goals as (1) attention getting; however, when students are not getting the recognition they desire they often resort to attention-getting misbehavior from other fellow students or teachers; (2) power-seeking, where students tend to defy adults to achieve what they perceived as power. Their defiance is expressed in arguing, contradicting, teasing, temper tantrums and low-level hostile behaviour; (3) revenge-seeking, where students who failed to gain recognition through power seek revenge. Their mistaken goal is to hurt others to make up for their hurt or being rejected. Students who seek revenge do not care about being punished. They are hostile, violent, and cruel towards others; and (4) withdrawal – if students feels helpless and rejected, the goals of their behavior may become withdrawal from social situation, rather than confrontation.

In order to attain effective classroom management, the following five systems must be observed and aligned (Wolfgang, 2005). 1) Classroom Structure requires the creation and implementation of rules and regulations of the classroom to enable and maintain desired behavior. Establishing structure through class routines, the arrangement of tables, chairs and furniture and expectations would also facilitate

classroom discipline as this will generate students a sense of predictability. 2) Realistic limit setting is the fundamental strategy to inhibit misbehavior at the onset. 3) Incentive system may be used to sustain, boost confidence, and develop positive student behaviour. 4) Next is encouragement system, an approach which aims to develop positive behavior in discouraged and difficult individual student. 5) Professional administrative backup system, which is described as an individualized and targeted approach to students with difficult behavior and refer and hand over to counsellor, school psychologists, school administration, school board, police, juvenile authorities, and the court system.

Inexperienced teachers are commonly blamed for an unfavorable result of classroom management. Wolfgang (2005) pointed out that failure of the classroom discipline is the result of poor classroom management practices; hence, discipline issues in the classroom may be addressed properly by taking into consideration the elements of classroom management which include: 1) the design of classroom furniture and fixtures and material; 2) arrangement of students in small and large groups; 3) establishment and implementation of rules and regulation; and 4) acceptance procedures of the whole school staff and administration on the field management of the whole school environment.

Classroom misbehavior is equated with appropriate sanction as Scarpaci (2007) compares discipline with punishment. The terms discipline and punishment are often used interchangeably to refer to any negative sanction administered by an authority. However, Goodman (2003) as cited by Scarpaci explained that the modest use of punishment is a vehicle for moral education. The mission of punishment according to

Goodman is to change character, not just induce behavioral conformity; thus, punishment must be reserved for deliberate offenses against the welfare of others and it is seen as a valuable tool for fostering children's moral growth.

It is essential for teachers to maintain control over their class. By maintaining order among learners, teachers will not only establish authority, but also foster the most effective environment for learning (Shindler, 2008 as cited by Lyons et al., 2011).

Some teachers warn students that they will be punished for committing misconduct, while others allow students to face consequence for their wrong doing. It is unethical to use classroom management techniques simply to keep students docile and quiet. Discipline should not be confused with stupid forms of punishment (Shindler 2008).

Application of discipline depends on the teachers' personality. There is no one generally accepted theory of discipline that best addresses classroom disputes and student misbehavior. Individual teachers must decide for themselves which among various disciplines to apply (Edward, 2004 as cited by Martinez, 2013).

Lewis (2008) as described by Lyons, Ford, and Kelly (2011) believe that discipline is best achieved by maximizing students' responsibility. This responsibility of self can be understood through three philosophical perspectives. First, it focuses on developing student responsibility by setting clear behavioral expectations and then systematically recognizing and rewarding good behavior while punishing misbehavior. The second focuses on developing students' responsibility by encouraging student self-regulation rather than using external coercion. The last emphasizes collaborative, whole

class decision making, and the development of shared group responsibility. Each philosophical perspective calls for different classroom discipline strategies.

Scarpaci (2007) described the three approaches to resolve problems in classroom management: 1) The Consequence approach (Canter and Canter, 2001) basically lays out consequences for bad behaviour; 2) The Group-guidance approach involves the class in utilizing a judicial framework to adjudicate the infraction of violation in accordance with established class rules (Landau and Gathercoal, 2000); and 3) Guidance approach, where the teacher talks privately with the misbehaving student and decides cooperatively on a resolution. These three approaches provide the basis on which the management strategies are developed.

Imprudent teachers commonly neglect students' general welfare as quite a lot of misbehavior actually appears to be caused by poor teaching, or at least teaching that is poorly adapted to the interests and abilities of the pupils in the school and classroom (Muijs et al., 2005). A focus on improving teaching and learning can therefore be a very effective way of improving behavior in a school.

Teaching Strategies

A careful planning of the teaching strategies is essential in order to achieve the learning goals and attain the desired learning outcomes (Baccay, 2012). Teaching is a creative art that teacher has to use many methods which can meet the learner's needs and the demands of learning situation (Mikinghiem, 2014). It is important that teachers learn to use a variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within most class environment (Campbell, Farrows, Riley, 2004).

Teachers are tasked with so many responsibilities, aside from the teaching approaches to meet student needs. These tasks include: the sorting of teaching and learning activities that a teacher has planned (lecture, tutorial, self-directed learning, case study, workshop, workplace learning); ways in which a teacher tries to engage students with the subject matter or provide students with basic facts, relate new knowledge to what students already know, build in interaction, be passionate, be enthusiastic; the ways in which a teacher support his/her students which include encouraging questions, set formative assessments, and provide constructive feedback.

In performing their tasks, teachers are expected to be versatile. Fronda (2007) put forth that teachers exercise a variety of teaching strategies when delivering lessons. Teachers, being effective instructional classroom managers, have to be well-equipped with up-to-date technology and familiar with the skills in managing a classroom to be successful.

Issac (2011) identified the four methods of presenting the subject matter. Telling method is the traditional strategy of teaching conducted by a teacher through Lecture, Discussion, and Story-Telling method. Doing method is the actual performance and demonstration being put to action which includes Project method, Problem-solving, Seatwork, board work or textbook method. Visual method is an approach where students develop learning through vision which includes teacher's demonstration, supervised study method such as supervised tutorial teaching, group tutorial, and practical tutorial. Finally,(4) Mental method using the inductive and deductive reasoning, Analysis, and Synthesis. Further, differentiation between teaching methods and teaching strategies are made, to wit:

Teaching method:

- 1. It is limited to the presentation of subject matter.*
- 2. Methods come under strategy.*
- 3. It is a micro approach.*
- 4. Teaching as an art.*
- 5. Effective presentation of subject matter.*
- 6. Classical Theory of human organization.*
- 7. Work is important*

.

Teaching strategies:

- 1. When we try to achieve some objectives by any method it becomes strategies.*
- 2. Strategy is actually a combination of different method.*
- 3. It is a macro approach.*
- 4. It considers teaching as science.*
- 5. Its purpose is to create conducive learning environment.*
- 6. It is based on modern theories of organization.*
- 7. Pre determined objectives, becomes strategy*
- 8. Behavior of students and teachers and their mutual relationship.*

A description of a teacher's approach covers the mode or manner of teaching (lecture, tutorial, bedside teaching, laboratory work); some understanding of how people learn (learning theory); and some understanding of how to facilitate learning (qualities of

the teacher such as passion, principles for good teaching practice such as providing timely and constructive feedback, and putting educational theory into practice).

There is no "best teaching approach". However, there are some recognized teaching methods together with a range of learning theories and some principles for good practice (Marwaha, 2009), saying that the teaching methods can either be inductive or deductive or some combination of the two. The inductive teaching method or process goes from the specific to the general and may be based on specific experiments or experimental learning exercises. Deductive teaching method progresses from general concept to the specific use or application. These methods are used particularly in reasoning (i.e. logic and problem solving). To reason is to draw inferences appropriate to the situation, as inferences are further classified as either deductive or inductive.

Kelly (2014) listed the most commonly used teaching strategies, the first is lecture, the oldest teaching method applied in educational institution. It is one way channel of communication. Students' involvement is just to listen and sometimes to write down some notes if necessary during the lecture, combine the information, and organize it. One of the problems of teacher using this method is how to grab the attention of the whole class. Lecture is not a simple process. The pouring process is not recommended for secondary level of students (Farooq, 2012). Second is the case method, described as "the art of managing uncertainty"—a process in which the instructor serves as "planner, host, moderator, devil's advocate, fellow-student, and judge," all in search of solutions to real-world problems and challenges. It unfolds without a detailed script. Successful instructors simultaneously manage content and process, and they must

prepare rigorously for both (Christensen, 2003). Third is discussion, also called instructional conversations and substantive conversations. This method may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. Discussion methods offer a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of expanding students thinking, learning, problem solving, understanding, or literary appreciation. Students present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand (Wilkinson, 2009). Next is active learning, a process in which students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. Then there is cooperative learning, a method of instruction that allows students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and the ability to work with others as a team. However, gifted students are often placed in groups with non-gifted children, sometimes with the goal of having the gifted student help the others, either directly or by example. In these instances, the gifted student is not likely to learn anything new, while the non-gifted students are not likely to develop any leadership skills (Bainbridge, 2014). On the other hand, Beth (2015) defined cooperative learning as a form of active learning where students work together to perform specific tasks in a small group. Another is integrating technology, which when done in seamless and thoughtful manner, encourage students not only to

become more engaged, but they begin to take more control over their own learning. Effective technology integration changes classroom dynamics, and builds student-centered project-based learning (Hertz, 2007). Additionally, distance learning is defined as a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom (Midgley, 2014).

According to Lojo (2006) as cited by Tenedero (2009) a variety of ways exist to innovate one's teaching style. Human brain shows that the maximum attention span of children ranges from 20 to 25 minutes. This means that those new stimuli, whether physical, intellectual or emotional, are required in order to recapitulate attention. Examples of stimuli include energizers, music, wholesome humor, or even a change in the teacher's tone of voice.

Related Studies

Stronge (2002) as discussed by Scarpaci (2007) developed a teacher skills checklist that can be used to evaluate practitioners' skills as they relate to management style. The checklist includes the qualities that reinforce good classroom management, organization, and disciplinary practices for students. It can reveal an individual's strength and weaknesses and identify those skills that may need to be developed in order for the practitioner to become a more-effective classroom manager.

Classroom Innovations

Teachers vary according to their personal preferences. Ornstein and Haden (2002) understand teacher effectiveness to be commonsensical. Furthermore, organized teachers are better disciplinarians than disorganized teachers; friendly teachers are

more effective at conveying meaning to students than unfriendly teachers. The same can be said of the beliefs, skills, and practices that make up one's management style: common sense dictates those elements that will have the most practical effectiveness in the classroom.

Classroom surveys

Corbett and Wilson (2001) as cited by Scarpaci (2007) conducted an interview to four hundred pupils from inner-city, low income middle and senior high schools. The survey aimed is to identify what students feel about what the school should do to encourage them and enhance learning. Students ranked creation of a classroom environment that allows students to learn as number four; and to vary classroom routines to keep class work interesting and engaging as number six. Teachers were identified as the main factor in determining the quality of students' experience. Students viewed sense of humor and charisma as among the qualities admired in good teachers. Good teachers were also said to: 1) be involved in students' progress by checking homework, providing individual reminders and feedbacks; 2) invite students to be involved in the learning process; 3) create a learning environment that allows students to learn; 4) be willing to help students in accordance with how and when individual students want help; 5) explain contents and assignments clearly, making information accessible to all; 6) vary classroom routines to keep class work interesting and engaging; and 7) take time to get to know students. In order to address the issue on the increasing diversity of the classroom and lack of multicultural sensitivity which can exacerbate the difficulties that teachers have with classroom management, Weinstein and colleagues (2004) as cited by Scarpaci (2007) proposed theoretical conception,

culturally responsive classroom management (CRCM) which includes five important components: 1) Recognition of one's own ethnocentrism; 2) Knowledge of students' backgrounds; 3) Understanding of the broader social, economic, and political context; 4) Ability and willingness to use culturally appropriate management strategies; and 5) Commitment to building caring classrooms.

Evertson and Harris (1999) advocated classroom organization and management program (COMP), which emphasizes procedures and strong rules in order to facilitate learning. The program was designed as an approach to staff development in which teachers analyze their own practice by using various checklists and through an in-service training course. The important premise is that by teaching effective lesson, teachers lessen the risk for classroom disruption while maximizing their classroom organizational skills (Evertson, Emmer, and Worsham, 2003).

Comparing Classroom Class Sizes

Blatchford (2011) cited that in some countries, policy has changed in favor of small classes. In the United States of America, over 30 states have enacted legislation for class size reduction (CSR) programs. Likewise, current government policy in England and Wales is for a maximum class size of 30 for pupils aged 4-7 years, and larger cuts are planned in Scotland. There have been initiatives involving class size or pupil to adult ratio reductions in the Netherlands and New Zealand. In East Asia, many countries and cities (including Shanghai in the Chinese Mainland, Hong Kong, Macau, Taiwan, Korea and Japan) have implemented 'small class teaching' initiatives.

The consensus in education shows that smaller classes allow a better quality of teaching and learning, which has led to a policy of class size reductions (CSR) by a

number of U.S. states, by the United Kingdom (UK) and Netherlands, and Asia Pacific countries as diverse as New Zealand and China. This policy is contentious, although some argue that the effects of CSR are modest and that there are other more cost-effective strategies for improving educational standards (Rivkin, Hanushek, & Kain, 2000; Hattie, 2005).

According to Preble (2014) in a New York Times article, class size reduction was the educational buzzword. From 2009, a graph comparing countries and their class sizes was mind-boggling. The country with the largest class size in 2009 — North Korea — clocked in at 36 kids per class. The United States was at 24. The lowest, the Russian Federation, was at about 17 kids per class.

In Quality Counts 2008, the EPE (Educational Project in Education) Research Center found that 21 states had a class-size reduction policy in place for the 2007-2008 school year. By 2010, 15 states had laws restricting the number of students that might be included in a general education classroom, in some or all grades.

Following the start of an economic downturn in 2008, 19 states relaxed or eliminated their class-size policies as a cost-saving measure in addressing the issue of having a large class in their schools in cities and provinces.

In most districts in the USA, public schools have squeezed as many kids as possible into classrooms, taking a toll on teachers and students alike. Kids sit on counters, on the floors, or wherever they can find a space. Teachers struggle to be heard above the din of 40 plus kids, and kids struggle to hear the teacher and keep up with instruction.

On the other hand, according to Holloway and Hessel (2002) as discussed by Cooper (2006), teachers in smaller classes spent less time in discipline and more time teaching and working with individuals and small groups. Students in smaller classes in elementary grades were more engaged in learning and less disruptive, possibly because their teachers got to know them more intimately and developed a greater tolerance for their behavior (Finn et al., 2003 as described by Cooper, 2006).

The Dangerous Results of Overcrowding

In educational research, the overcrowding of students inside classroom is seen as the root cause for failed schools as well as teacher dissatisfaction.

A University of London study from 2009 noted that teachers “feel there is a moral imperative” operating at the heart of their work: every child has the right to the attention and support which each needs. This is difficult to attain under all circumstances and creates a tension for the teacher, which increases as class size grows. “Failure to achieve the ideal of meeting every pupil’s needs produces negative feelings towards their own work”. The London study noted, “The size of the class contributes to the severe criticism which some teachers express about their own teaching. In a sense, Preble (2014) explained, that once the class size passes a certain point, the teachers are bound to ‘fail’ because the demands on their time cannot be met.

Classrooms in the Philippines setting

In the Philippines, classrooms management and discipline are interconnected, and Requiman (2005) stressed that these are two very closely related issues. Classroom management is concerned with structuring classroom life – including all the elements in the classroom as a learning environment which includes: human, physical,

and time in such a way that teaching and learning can be possible. It includes the skills which a teacher employs in managing the learning environment in such a way that learning can go on.

Sorio (2008) was in agreement with Requilman (2005) and pointed out that a well-managed class is essential to mental growth and development of each pupil. Learning becomes interesting and enjoyable under favorable working conditions, while unhygienic conditions affect the health as well as the learning of pupils, and these consequently affect teachers, too. They can teach effectively only when conditions around them are favorable. Pleasant surroundings induce good-thoughts and inspire both the teachers and pupils to perform their best. In addition, teachers would claim that one cause of poor teaching which result to poor pupil performance is their inability to provide healthy learning environment conducive to teaching and learning process.

The sounds produced by external forces affect classroom management based on the study conducted by Simbulan (2005) on the effects of the conditions of the classroom setting on the listening skills of the Arts and Sciences Freshmen of Pampanga Agricultural College. Majority of the physical condition had much effect on their listening skills; people walking around the corridor were rated to be the number one contributor affecting their listening skills. These findings led to the recommendation that assistance to teachers through in-service training to update their teaching listening skills be given; to renovate classroom designs and structure to lessen distractions; and lastly, to motivate students and ask them to put their cell phones to silent mode during class hours.

According to the research conducted by Templado (2009), the instructors of the ZNAC Laboratory High School were using the following traditional styles ranked from highest to lowest; lecture or expository style, question and answer method, project method, demonstration/showing style, eclectic or combination of different styles. Templado observed that as regards classroom management, the routinary activities were only sometimes applied by the academic and technical instructors. The instructors were not particular of classroom structuring, and student discipline was always practiced by the academic and technical instructors, even as technical instructors tended to give higher grades than their counterpart.

Maragay, Solmerin, and Caber (2006) reported that President Gloria Macapagal Arroyo ordered officials of the Department of Public Works and Highways (DPWH) and Armed Forces of the Philippines (AFP) to coordinate with Department of Education (DepEd) to build makeshift classrooms for over populated schools and for those being repaired to ease crowding and make room for more students.

Mrs. Arroyo followed a ratio of 100 students per classroom in public schools divided into two shifts: 50 for the morning shift and the other half in the afternoon.

I will not say that we are not on track in our goals in the educational system, unless we have built all the required number of classrooms to accommodate students on two shifts (Former President Arroyo, 2006).

Mamanglu (2009) observed that four of the countries' 17 regions suffered from severe classroom shortage. Data from DepEd Physical Facilities School's and

Engineering Division (DepEd-PFSED) indicated that Regions 4A, 7, the Autonomous Region in Muslim Mindanao (ARMM), and the National Capital Region (NCR) have a severe shortage of classrooms.

Classroom shortage in the four regions comprised more than half of the total classroom shortage of 7,087 in all public elementary and high schools in 17 regions.

According to Oliver Hernandez, PFSED Chief, shortage in region 4A is attributed to frequent typhoons in the past. Schools in ARMM's persisting concern is the destroying of its classrooms which is attributed to the lack of peace and order of the place aside from its backlog. He added that the alarming lack of classroom in NCR is associated to migration and the growing number of students. He cited,

Karamihan ng pumupunta sa Metro Manila nasa urban slums kung
kaya't yung mga nakaka-experience ng acute shortage ay mga schools
sa area na ito. At the same time, lumalaki ang population ng ating
students (p.4).

Hernando (2011) reported that the DepEd continues to concretize its counter-parting agreement with local executives which includes League of Provinces of the Philippines (LPP), League of Municipalities of the Philippines (LMP), League of Cities of the Philippines (LCP), and the Department of Budget and Management (DBM) in various parts of the Philippines to add new classrooms in time for the school opening.

The agreement of DepEd with the LPP aims to address the classroom shortage through a nationwide counter-parting scheme. Participating members of LPP shall share

with the national government the cost of building new classrooms prioritizing areas experiencing acute classroom shortage like Albay and Camarines Sur in the province of Bicol, since it is prone to typhoon. This was the first province to commit support in the classroom building construction after LPP signed the MOA in February 2011.

Under the counter-parting program, initial 50 % of the building cost would come from participating local government units (LGUs). The release of DepEd's 50% counterpart funds would be made upon receipt of certification from LGUs that the construction is 50% complete as certified by DepEd's schools division superintendent.

The DepEd Chief Armin Luistro stated that classroom shortage in the country stands at over 152,000 on a single shift to meet the 1:45 ideal classroom students' ratio. He added that constructing of building is needed in order to meet the demand of growing number of students and replace ageing school building and those that were destroyed by calamities.

However, with the way public classroom shortage is rapidly increasing as opposed to the number of classrooms DepEd can construct per year, Escudero (2010) observed that it may take a lifetime before the government can catch up with the backlog.

To ease the problem of education, a report from Malaya (2012, June 22, p B2) entitled "50 PAGCOR-funded kindergarten classrooms ready for June opening" reported that The Philippine Amusement and Gaming Corporation (PAGCOR) has funded the construction of 50 new classroom in selected public schools.

PAGCOR Chairman and CEO Cristino Naguiat Jr. had turned over 25 Sibol classrooms as of May 16, 2012 to public schools and 11 were ready for turnover. The remaining 14 were due for completion prior to the start of classes on June 4, 2012.

The construction of the Sibol Kindergarten classrooms was being carried out by PAGCOR in partnership with the Department of Education and Gawad Kalinga (GK) Community Development Foundation. The Sibol Kindergarten classrooms are part of the DepEd's "Matuwid na Daan sa Silid-Aralan" project. It intends to address the perennial problem on education.

Based on the record of DepEd as of 2012, at least 66,000 additional classrooms were needed to accommodate the mushrooming number of students in the kindergarten, elementary, and secondary public schools.

High school classrooms vary according to the academic needs of the learner. The classroom is a particular context with particular features different to others (Pellegrini & Blatchford, 2000) and its effect on learning, motivation, and development needs to be accounted for if we are to have a full picture of what is necessary for educational reform.

Synthesis

The school as zone of peace (DepEd Order No. 44, s. 2005), provides the special environment for the formal, physical, mental, emotional and moral growth of the young. However, this attribute appears to be out of reach for many poor countries. The department of education revealed that 5.6 million students in the Philippines between the ages of six to 15 have dropped out (De Dios, 2014). According to Amoroso and Bajo (2014) one of the reasons of dropout rates can be attributed to coping up with school

work due to its environment. Looking at the root cause of school children dropping out of school, Hillman and Jenkner (2004) stressed that many students who attend classes in school receive an inadequate education because of poorly trained and underpaid teachers, overcrowded classrooms and a lack of basic teaching tools.

As an offshoot to the crisis, department of education in coordination with Department of Public Works and Highways (DPWH) and Armed Forces of the Philippines built makeshift classroom for over populated schools and those being repaired to ease crowding and make room for more students (Marangay et. al., 2006).

It can be said that educators can find ways to be effective despite restrictions imposed by class, classroom size or even setting (Cooper, 2006) A teacher may effectively transfer knowledge and impart good values in a setting other than a regular classroom.

There are many things that can be transformed inside the classroom where the teacher's teaching style and classroom management has a great influence on. A teacher can make the classroom organized or disorganized (Ponce and Armando, 2000) and make the climate conducive or unfavorable. Dela Cruz (2003) cited that the management of classroom includes control of its physical condition other than its resources.

The preceding discussions of a number of researches emerge to have pertinent and parallel ideas to the present study in terms of classroom motivation, disciplinary approach and strategies and methods of teaching. The outputs of those studies could be used for comparison or for similar interpretations in this study since almost the same variables were involved. However, the present study will be different from what have

been read with regard to the location of the practice of managing instruction, because teaching is held from a different setting which is outside the regular classroom. This was not mentioned in other relevant studies.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method, participants, instruments, data gathering procedure, and data analysis of this study. It highlights the procedures for the generalizations of the study.

Research Method

This study utilized the descriptive method of research which is used to explore and explain data. In this method, information is collected as much as possible from a carefully made instrument. Also, it is used to emphasise on what actually exists such as current conditions, practices, situations, or any phenomena (Calderon and Gonzales, 1993 as cited by De Castro, 2013).

Descriptive design was employed to highlight the existing dilemma of teachers who are forced to teach ORCS and carry out valuable strategies in dealing with students' motivation, discipline, and effective teaching strategies gathered and culled through an extensive Focus Group Discussions (FGD).

Research Locale

The study was conducted in Sergio Osmeña Sr. High School for school year 2013-2015. The school is situated at the heart of urban town located at Quezon City in Del Monte Avenue corner Araneta Avenue. The community is surrounded by commercialized establishments.

It is a common knowledge among residents in the community that majority of the students who are living around the area belong to the marginalized and low-income families.

From an airview, one can see the delapidated makeshift houses where informal settlers built homes and resided for more than a decade. For the most part, they cluster together and form territories along danger areas such as along waterways, under the bridges, government properties, open spaces, and private lands.

The practice of utilizing outside classroom setting has been a perennial solution to accommodate and serve the growing excessive number of the neighboring members of the community, primarily due to the cost of education in the private sector and the continues migration of rural families to urban places.

Participants of the Study

This study employed purposive sampling in selecting the participants from the group of school department heads, TLE teachers, and students based on their knowledge and experience on the practices outside classroom setting in the aspects of motivation, discipline approach, and teaching strategies (Crossman, 2014).

In purposive sampling the size of the sample is determined by information provided by the participants. If the objective is to maximize information on drawing indicators for the instrument, the sampling is terminated when no new ideas is forthcoming from new sampled units, therefore redundancy is the primary criterion. There is no specific number of participants since it will depend on the questions (De Castro, 2013).

There were two groups of participants in the study: one for the Focus Group Discussions (FGD) and another for answering the Survey Questionnaire.

Group I Participants in the Focus Group Discussions (FGD)

The study gathered information from experts, principals, department heads, TLE teachers and High School students from Philippine Normal University, Sergio Osmeña, Sr. High School, Ramon Magsaysay High School, Manila, T. Paez Integrated High School, Eulogio Rodriguez High School and Notre Dame of Greater Manila, Caloocan City.

Group II. Participants in answering Survey Questionnaire

Eight (8) department heads, twenty (20) TLE teachers, and two hundred and eighty (280) public high school students from Sergio Osmeña Sr. High School, School Years 2013-2014 to 2014-2015, comprised the members who answered the survey questionnaire. Most of the participants from group one were also part of group two.

The distribution of participants is shown in Table 1.

Table 1
Frequency Distribution of the Participants

Participants	Population	Number of participants	Percentage (%)
Department heads	8	8	100%
TLE. Teachers	20	20	100%
Students	300	280	93%
Total	328	308	93.90%

Random sampling was used to determine the respondents for the interview. The number of interviewed participants was eight (8) Department heads, twenty (20) TLE teachers, and seventy-seven (77) students. The summary of number of respondents interviewed is shown in Table 2.

Table 2
Number of Interviewed Participants

Participants	Population	Number of participants	Percentage (%)
Department heads	8	8	100%
TLE. Teachers	20	20	100%
Students	80	77	96.25%
Total	108	105	97.22%

Research Instrument

The following instruments were used in order to gather data on practices in managing instructions outside the regular classroom setting.

1. Interview Protocol for Focus Group Discussion (FGD)

Interviews were conducted in order to determine the consistency of responses to the questions. Interviews covered the practices in terms of classroom motivations, disciplinary approaches, and teaching strategies. The study gathered information through FGD.

Verbal consent of the participants was requested in advance, although a letter of permission to conduct an FGD to the principal was prepared and approved later. The gathering of raw data for the preparation of survey questionnaire involved the school heads, department heads, TLE teachers and students, and experts from the following schools: Sergio Osmeña, Sr. High School, Philippine Normal University, Ramon

Magsaysay High School, Manila, T. Paez Integrated High School, Eulogio Rodrigues High School, and Notre Dame of Greater Manila, Caloocan City. (Please see Appendix A for the Protocol of FGD).

The protocol for FGD was patterned from Escalada and Heong (2009), and contained the procedures, objectives, probing questions, and responses from the participants. The results of the FGD were utilized in gathering raw data for the preparation of the survey questionnaire.

The interview guide was used to record the responses of the participants, and said responses were audiotaped for transcribing later on. (Please see Appendix B for the sample copy of the interview guide).

2. Survey Questionnaire on Managing Classes ORCS

This instrument was intended to collect information from the department heads, teachers, and students to determine the best practices on managing classes outside classroom setting in terms of motivation, discipline, and teaching.

The questionnaire was categorized into three aspects of classroom Management. Part I Classroom Motivation is clustered as: A. Internal Factors with eight (8) items and B. External Factors with eight (8) items as well.

Part II Disciplinary Approach is clustered as: A. Assertive Factors with seven (7) items; B. Business-Academic Approaches with nine (9) items; C. Behavior-Modification Approach with four (4) items; D. Group Managerial Approach with four (4) items; and E. Acceptance Approach with three (3) items.

Part III Teaching Strategies is clustered as A. Telling Method with three (3) items; B. Doing Method with five (5) items; and C. Visual Aids with two (2) items. (Please see Appendix C for the survey questionnaire on ORCS).

Development and Validation of the Instruments

A focus group discussion (FGD) was done in a lively and natural discussion among the participants. It was used in understanding how and why department heads, TLE teachers, and students have common interest or characteristics which hold certain beliefs and opinions (Marczak & Sewell, 2014) about the practices in managing classes ORCS in terms of classroom motivation, disciplinary approach, and teaching strategies and their interaction with participants as a way to gain information on the said topic.

A survey questionnaire guided by ideas from related literature was developed after the collaboration of each participant during the FGD. Experts in instrument preparations were consulted to ensure the validity of the instrument. (Please see Appendix D for the profile of the experts who validated the instrument).

The information collected covered all aspects of the problems. Validated instruments were submitted to the advisers for correction, revision, and finalization. (Please see Appendix E for the validation checklist and the result of the validation of instrument).

Ten experts in the field of classroom management were consulted during the validation of instrument. The study conferred with three professors from Philippine Normal University, one of which was in line with research study; two were principals in

the High School; three were TLE department heads; and two were master teachers who directly experienced an outside classroom setting.

Out of the forty-five (45) identified practices in terms of classroom motivation, sixteen (16) were chosen. Out of thirty five (35) identified practices in discipline approach, twenty eight (28) emerged; and lastly, out of thirty one (31) identified practices in teaching strategies, ten (10) came out.

Table 3 shows the result of the validation of instrument.

Table 3
Result of the Validation of Instrument

Aspects of Managing Classes ORCS	Raw data	Validated Indicators	Percentage (%)
Classroom Motivation	45	16	35.55
Discipline Approach	35	28	80
Teaching Strategies	31	10	32.26
Total	111	54	48.65

The number of items in the questionnaire are presented in Table 4.

Table 4
Number of items and Distribution of Questions in the Questionnaire

Section of Questionnaire	Questionnaire for	
	Department Heads/Teachers	Students
Part I Classroom Motivation	16	16
Part II Disciplinary Approach	27	27
Part III Teaching Strategies	10	10
Total	57	57

The administration of instrument followed after the development of Instrument.

Data Collection Procedure

The research followed two stages, namely, preparation and administration stage.

Preparation Stage

The preparation stage covers the identification of practices ORCS using the Focus Group Discussion (FGD). It was followed by the development of an instrument in which the indicators were collected from the experiences of teachers, students, department heads, and other experts on the study. The research also utilized related literatures to supplement the study.

On the development of instruments, the study utilized two sets of survey questionnaire for the department heads, TLE teachers, and students. The survey questionnaire included the management practices outside the regular classroom setting in terms of classroom motivation, discipline approach, and methods and teaching strategies.

The instruments were scrutinized thoroughly and validated by some experts before they were submitted to the adviser.

Administration Stage

Under this stage, careful selection of department heads, TLE teachers, and students respondents has been observed to attain authentic and sufficient response. Letters were coursed through corresponding authorities. Official correspondences were addressed to the School principals. (Please see Appendix F for the letter asking permission to conduct Focus Group Discussion and to validate instrument).

Aerial pictures of participating schools were also taken for verification and proof of legitimacy. (Please see Appendix G for the aerial pictures of Sergio Osmeña, Sr. High School where the study was conducted, the places where ORCS were held, place during the FGD, participants of the study, during the administration of the instrument and interview with the participants).

Vigilance and prudence in handling confidential information from participants were observed in the course of study.

The following precautions to secure the genuineness of the responses of the respondents according to De Castro (2014) were exercised:

1. The results of the survey questionnaire were not revealed to anyone .
2. The names of the respondents were double checked.
3. The survey was administered personally by the researcher.
4. Clarifying and explaining the mechanics and the survey items were done for the respondents' better understanding.
5. No other teachers and non-participating individuals were present at the venue during the survey.
6. The researcher collected the answered survey questionnaire personally from the respondents.
7. The confidentiality of the responses was kept strictly.

Meanwhile, the schedules of the survey and interview were arranged with school head, department head/s, teachers, and students.

On the development of the guidelines on managing classes outside regular classroom setting in terms of classroom motivation, discipline approach, and teaching strategies, the study used the mixed triangulation. The Mixed Triangulation method was employed to prove that the gathered data were reliable. Triangulation method involved the three different perspectives of respondents, employed to check and establish validity in their studies by analyzing a research question from multiple perspectives (Guion, Diehl, and McDonald, 2013).

Data Analysis Procedure

The study used percentage, mean, weighted mean, and rank to evaluate responses obtained from the participants. (Please see Appendix H for the result of the survey questionnaire ORCS).

Frequency was utilized to present and interpret the rate of each school. It was expressed using frequency followed by its corresponding percentages. Weighted mean was applied to determine the result of the survey questionnaire. Likert Scale was utilized to determine the verbal interpretation of the responses on a four-point scale.

Table 5 shows the guide in interpreting responses to the survey questionnaire.

Table 5
Interpretation of Responses to the Questionnaire

Weighted Mean Ranges	Equivalent	Verbal Interpretation	Symbol
3.50 – 4.00	4	Very Effective	VE
2.50 – 3.49	3	Effective	E
1.50 – 2.49	2	Somehow Effective	SE
1.00 – 1.49	1	Ineffective	I

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter comprises the presentation, analysis, and interpretation of the data gathered.

Practices in managing classes ORCS in terms of the following:

- a. Classroom motivation***
- b. Disciplinary approach***
- c. Teaching strategies***

Table 6 presents the practices in managing classes ORCS in terms of classroom motivation as perceived by the participants. During an interview, one TLE teacher in electronics said:

“A good teacher knows how to control his/her students and sets their minds and energizes their mental ability to think for themselves to be better individuals. Like earning an extra income after learning how to cook or offer basic computer hardware servicing.”

Classroom managers in TLE aim to produce productive students equipped with the basic skills in line with their chosen specialization in grade nine and ten. Teachers play a challenging role in molding students' self-reliance and competitiveness in order to survive the demands of time. Teachers who understand student motivation can greatly enhance the classroom experience (Kaplan, 2008).

Motivating students is not an easy task that teachers perform, as Broussard and Garrison (2004) claimed that teacher has not only the power to inspire students to be at

their best but can also influence others to be in their worst. Motivating students therefore is a critical responsibility that an educator holds. It is the attribute that moves students to do or not to do something.

Winning the trust and confidence of each student takes a lot of effort on the part of a teacher. Nevertheless, it can be developed through getting to know and emotionally investing in students. In a sense, when the teacher makes deposits in what Covey (2004) calls the “emotional bank account”. they can use their withdrawals as opportunities to influence students’ behavior. Covey adds that a teacher as attractive authority can also come from the teacher’s having a personality that is perceived by students as being likeable, funny, and charming.

As one of the TLE student-respondents whose classes are being held at the vacant lot near the garage of the school, said:

“Mas gusto ko yung teacher namin na palaging nagpapatawa sa klase kaysa naman sa mga titser na masyadong strikto sa amin. Halos nakakatulog na ang iba kong kaklase sa tuwing nasa harapan at nagtuturo. Nakakawalang gana tuloy mag-aral.”

“I prefer teachers who have sense of humor in front of the class rather than those who are strict yet boring. I am beginning to lose interest in my studies.

Table 6
Practices on Managing Classes ORCS in
Terms of Motivation

Department Heads	TLE Teachers	Students
1. Acknowledges and accepts each students with individual differences and needs.	Acknowledges and accepts each with individual differences and special needs.	Recognizes and accepts each member of the class with difficulties and needs.
2. Inculcates a sense of ownership and stewardship for occupying the space.	Inculcates a sense of ownership and stewardship for occupying the space.	Imbibes a sense of ownership and stewardship for occupying the space.
3. Develops the value of responsibility and accountability for the area and its facilities being occupied.	Allows a personal development brought about by outside classroom learning experience.	Instills in them value of being resourceful and ingenuity in maximizing available learning resources.
4. Demonstrates affection and affirmation through a tap on the shoulder, hugs or handshake.	Provides pleasurable learning experience in carrying and accomplishing task.	Engages in the creation of rules regulations and expectations on the outside classroom setting.
5. Sets limitations, demands, implements and enforces them firmly.	Promotes fairness and transparency in the implementation of outside classroom setting policies.	Uses seat plan for a special seating arrangement to monitor attendance and control noise.
6. Uses eye-to-eye contact, gesture and touches to call attention.	Fosters a sense of belongingness among students with the place.	Gives incentives and rewards with gifts, prizes, certificates and money for winning.
7. Calls for parent-teacher conference in school.	Gives additional point, grade or merit for the extra effort.	Gives praises and a well-rounded applause for a job well-done.
8. Organizes and implements home visitation.	Announces and posts names for an excellent performance.	Exempts from individual or group task for an outstanding performance.
9. Promotes to a higher position or level for an outstanding performance.	Calls for parent-teacher conference in school.	Gives exercises to solve difficult problem or perform hard task.
10. Projects a disciplinarian image in front of the students	Organizes and implements home visitation.	Looks forward to teacher-student conference after class.

On the other hand, Table 7 presents the practices in managing classes ORCS in terms of classroom disciplinary. Majority of the TLE teachers during the interview said that all discipline problems are not alike when it comes to controlling peace and order outside classroom setting. Individual differences should be considered in dealing during chaos.

As cited by a TLE student in Beauty Care and Nail Care Servicing

“May mga classmates po kaming SPED. Pero hindi naman iba ang turing namin at teacher namin sa kanila. Kaya lang kapag sinusumpong, iniintindi na lang ni Mr._____. at parang bale wala lang ang mga kasalanan nila”.

“We have SPED classmates. They do not receive special treatment from us and our teacher. When they show tantrums, our teachers just ignore them and consider their situations as if they have not done something wrong.”

Effective teachers match different approaches to different problems (Harmin, 2014).

A department head always reminds her TLE teachers to avoid any physical and oral abuse among students no matter what happen; instead, the use of positive discipline is encouraged when students misbehave. Punishment should be the last resort in the process of training students to become morally competent individuals.

The term discipline and punishment are often used interchangeably to refer to any negative sanction administered by an authority (Goodman, 2003 as cited by Scarpaci, 2007).

Table 7
Practices on Managing Classes ORCS in
Terms of Discipline

Department heads	TLE teachers	Students
1. Engages in the creation of rules regulations and expectations on the outside classroom setting.	Sets limitations, demands, implements and enforces them firmly.	Calls attention whenever distracted by external disturbance immediately.
2. Calls for parent-teacher conference in school.	Uses eye-to-eye contact, gesture and touches to call attention.	Allows to view a chaotic din that causes serious interruption like school program.
3. Organizes and implements home visitation.	Stops and pauses during programs and announcements	Monitors attendance and asks who leave their post without permission frequently.
4. Conducts teacher-student conference	Secures the learning area with or divider.	Orders to copy posted lessons written notes on the board.
5. Engages in the creation of rules regulations and expectations on the outside classroom setting.	Sets limitations, demands, implements and enforces them firmly.	Calls attention whenever distracted by external disturbance immediately.
6. Calls for parent-teacher conference in school.	Uses eye-to-eye contact, gesture and touches to call attention.	Allows to view chaotic din that causes serious interruption like school program.
7. Organizes and implements home visitation.	Stops and pauses during major activities and hubbub.	Monitors attendance and asks who leave their post without permission frequently.
8. Conducts teacher-student conference	Secures the learning area with or divider.	Copies posted lessons written notes on the board.
9. Assures a safety learning environment away from danger or hazard.	Allows to practice appropriate conduct and observes proper outside classroom decorum.	Roams around the whole area to individual or group work regularly.

Table 8 indicates the practices in managing classes ORCS in terms of classroom teaching. According to Tenedero (2005) as cited by Lojo (2006, there are lots of ways to innovate teacher's teaching style. However, most of the TLE teachers and experts in education believe that effective teaching strategies vary according to the needs of the students, and lessons and situations in an ordinary classroom, but not in the outside classroom setting.

Conducting classes ORCS needs a lot of adjustment. Bhat, (2006) explained that teachers' behavior is conditioned by their psychological as well as sociological environments; hence, certain qualities which are essential for good teachers are better developed in certain environments. It is a common knowledge that teachers should be more prepared and equipped with teaching strategies in order to get the attention of their students from the external factors that disturb their classes. These major factors include the noises and commotions coming from the passersby.

It is important therefore, that teachers learn to use a variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within the class environment (Campbell, Farrows and Riley, 2004).

Table 8
Practices on Managing Classes ORCS in
Terms of Teaching Strategies

Department Heads	TLE Teachers	Students
1. Uses <i>story-telling</i> technique to facilitate discussions.	Utilizes the project method whether to be done in school or home.	Listens to lesson using the conventional lecture method.
2. Explains lessons through actual teacher's and student's practical demonstration.	Makes sure that seatworks and workbooks are accomplished independently.	Engages every student through classroom discussion.
3. Instructs to supply details using individual or group reporting.	Employs appropriate legible and colorful visual aids.	Utilizes mental and physical development through games or contest.
4. Simulates the real world through role-playing and dramatization.	Injects story-telling	Employs colorful visual aids.
5. Gives instructions in Manila paper, cartolina and bond papers	Implies argumentation and debate among students.	Encourages acting and singing during presentation of report
6. Writes on the board lessons and objectives.	Projects lessons using powerpoint presentations.	Inculcates dancing and merry-making.
7. Makes lesson enjoyable using varieties of techniques in teaching.	Prepares lessons and activities in the form of visual aids.	Administers the class with a student teacher.
8. Moves around the whole area to monitor each students behavior.	Marks students behaviour or conduct using anecdotal record.	Motivates students using diorama and caricatures.

Tables 9, 10 and 11 show the summary of the practices in managing classes outside classroom. There were various practices in managing classes ORCS identified and were perceived to be effective in their respective groups. It was observed that these practices are all students-centered. According to Education Reform (2014), the term student-centered learning attributes to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and individual differences and needs of students.

It is obvious that the identified practices in managing classes ORCS are similar to the practices being held inside the regular classroom. However, teachers being classroom managers can work to improve their management styles to better meet the needs of their students and to enhance student learning (Scarpaci, 2007).

According to Peha, (2003), sages in education express good teaching in terms of a continuum of improvement that involves doing less of harmful or ineffective practices while doing more of the research-based best practices. Furthermore, Peha highlights that more often than not, students suffer from mediocrities in the traditional and boring way of teaching by inefficient teachers for there are not only best practices but worst practices, too; and the differences between them in terms of student academic development can be quite devastating and dramatic on the part of the learner.

Table 9 contains identified practices on managing classes in terms of motivation ORCS. These practices in terms of motivation were clustered into intrinsic and extrinsic factor.

The structure of classroom environment affects the level of students' motivation as recognized by Patrick et al., (2007) there is a positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment. Teachers play an important role in making classroom setting conducive and make students feel comfortable as described by a study conducted by Aleria (2008) as cited by Kyriacou classroom ambiance set by a teacher can have significant effect on students' motivation and attitude towards the learning process.

Students' intrinsic motivation emphasize on embracing their work and take a genuine interest in it, while students who are extrinsically motivated are grade-oriented

and are motivated to perform and succeed for the sake of accomplishing a specific outcome (Kirk, 2013).

Plotnik and Kouyoumjian (2011) mention that intrinsic motivation involves engaging in a behavior because it is personally rewarding. Students who are participating in a sport because they find the activity enjoyable, fun and exciting are intrinsically motivated. However, from a study of Lyons et al. (2010) point out that among rewards, praises, punishments, and public recognition, grades appeared as the most prevalent example of an extrinsic motivator used in schools. Students who grade conscious are extrinsically motivated.

Table 9
Summary of Practices on Managing Classes ORCS in
Terms of Motivation

I. Students Motivation
A. Intrinsic Factor
1. Acknowledges and accepts each with individual differences and needs.
2. Inculcates a sense of ownership and stewardship for occupying the space.
3. Allows a personal development brought about by outside classroom learning experience.
4. Develops the value of responsibility and accountability for the area and its facilities.
5. Provides pleasurable learning in carrying and accomplishing task.
6. Instills the value of being resourceful and ingenuity in maximizing available learning resources.
7. Promotes fairness and transparency in the implementation of outside classroom setting policies.
8. Fosters a sense of belongingness among students with the place.
B. Extrinsic Factor
1. Grants additional point, grade or merit for the extra effort.
2. Provides incentives and rewards with gifts, prizes, certificates and money for winning.

Table 10 indicates the identified set of practices in managing classes in terms of discipline approach ORCS. It was classified into four approaches namely: assertive, business-academic, behavior-modification, and group-managerial approach.

Maintaining control over his/her class is one of the most difficult tasks a teacher performs. By sustaining peace and order inside the classroom, a teacher does not only establish his/her authority, but foster the most effective environment for learning Lyons, Ford and Kelly, (2011) as cited by Shindler (2008). Students' participation in a group is essential in keeping the room in order and organized. Designating and giving assignment on holding specific classroom chores to students is a good practice among classroom managers as Lyons et. al. Described by Lewis (2008) discipline is best achieved by maximizing students' responsibility. This practice focuses on developing student sense of responsibility by setting clear behavioral expectations and then systematically recognizing and rewarding good behavior while sanctioning behavioral misbehavior.

Zabala (2008) identify the following disciplinary approaches: 1) Assertive. A technique applied by teacher that provides students with a sense of security by allowing them to develop their best traits, skills, and abilities in an effective learning environment, 2) Business-academic. An approach developed by Evertson and Emmer (1982) pointing out the organization of the students as they engage in academic work focusing on the business-like orderly accomplishment of academic task, 3) Behavior-modification. Presumes that students' behavior is shaped by environment and pays a little attention to the causes of the problem. It utilizes a variety of techniques ranging from simple rewards to reinforcement training, and 4) Group guidance. It based on manipulating and changing the surface behavior of students on a group basis. Classroom discipline and control are achieved through group atmosphere and honed through group rapport.

Teacher as an authority inside the classroom should know how to deal with students with behavioral problem. As Harmin (2014) puts it, classroom managers apply different

strategies as a form of discipline because all discipline problems are not alike, so effective teachers match different approaches to different problems and situation.

Table 10
Summary of Practices in Managing Classes ORCS in Terms
of Disciplinary Approach

II. Discipline Approach	
A. Assertive Approach	
1.	Engages in the creation of rules regulations and expectations on the outside classroom setting.
2.	Sets limitations, demands, implements and enforces them firmly.
3.	Uses eye-to-eye contact, gesture and touches to call attention.
4.	Designs a seat plan for a special seating arrangement to monitor attendance and control noise.
5.	Calls for parent-teacher conference in school.
6.	Organizes and implements home visitation.
7.	Conducts teacher-student conference
B. Business-Academic Approach	
1.	Stops and pauses during major and hubbub.
2.	Calls attention whenever distracted by external disturbance immediately.
3.	Allows to view a chaotic din that causes serious interruption like school program.
4.	Monitors attendance and asks who leave their post without permission frequently.
5.	Orders to copy posted lessons written notes on the board.
6.	Secures the learning area with or divider.
7.	Assures a safety learning environment away from danger or hazard.
8.	Roams around the whole area to individual or group work regularly.
9.	Transfers the entire class to a better place in case of school program or as the need arises.
C. Behavior-Modification Approach	
1.	Allows to practice appropriate conduct and observes proper outside classroom decorum.
2.	Sets a good example to emulate proper and ideal behavior.
3.	Refers and sends for guidance and counseling.
4.	Strengthens good behavior through words of encouragement.
D. Group Managerial Approach	
1.	Groups and assigns leaders to monitor cleanliness and orderliness of the place.
2.	Ensures completion of an activity before going to the next.
3.	Considers physical setting and students' readiness for the activity.
4.	Discusses topic concerning outside classroom setting issues openly.
5.	Encourages cooperation and coordination among students inspite of scarcity of resources.
6.	Highlights strengths and works out on weaknesses of students.
7.	Points out learning from making mistakes.

And table 11 depicts the set of identified practices in managing classes in terms of teaching strategies ORCS. It is divided into three methods namely: telling, doing and visual.

Engaging TLE students to actively participate in practical application of lesson is one of the criteria in gauging their ability. Teaching is a creative art that teacher has to utilize many methods which can effectively meet the needs of students and the demands of the learning situation (Mickinghiem, 2014). Campbell, Farrows and Riley, 2004 concur with Mickinghiem and added that it is essential that teachers learn to use a variety of teaching methodologies in order to cater for the range of learning requirements that are present within most class environment.

Isaac describes the following methods in terms of teaching strategies: 1) Telling method, it is the conventional way of teaching utilized by a teacher through lecture, discussion, and story-telling method, 2) Doing method is the practical application of the lesson and demonstration being put to action which includes project method, problem-solving, seatwork, board work or textbook, and 3) Visual method is an approach where students develop learning through vision which includes teacher's demonstration, supervised study method such as supervised tutorial teaching, group tutorial, and practical tutorial.

Table 11
Summary of Practices in Managing Classes ORCS in Terms of Teaching Strategies

III. Teaching Strategies
A. Telling method
1. Delivers lesson using the conventional lecture method.
2. Engages every student through classroom discussion.
3. Uses <i>story-telling</i> technique to facilitate discussions.
B. Doing Method
1. Utilizes the <i>project method</i> whether to be done in school or home.
2. Makes sure that <i>seatworks and workbooks</i> are accomplished independently.
3. Stimulates the mental and physical abilities through games or contest.
4. Instructs to supply details using individual or group reporting.
5. Simulates the real world through role-playing and dramatization.
C. Visual Method
1. Explains lessons through actual teacher's and student's practical demonstration.
2. Employs appropriate legible and colorful visual aids.

Best practices in managing Classes held ORCS based on the practices rated very

effective by department heads, TLE teachers, and students

Table 12 shows the mean rating on practices outside regular classroom setting as perceived by the participants in terms of students motivation, particularly on intrinsic factor. Majority of the respondents, particularly the department heads, with a mean rating of 3.75, agreed that the most effective practice is the acknowledgment and acceptance of each student's individual differences and needs by the teachers and fellow students.

The personal and academic relationships between teachers and their students may be the most influential of all of other motivating factors (Teacher Vision, 2015). It proves that the positive identification of the needs and individual differences of students creates a basis for the development of an effective communication and management strategies. Teacher Vision emphasizes that the role of the teacher is to facilitate growth by utilizing the unique needs of students and interests as a guide for meaningful management.

Teacher-respondents in an interview said that most of the student-occupants of the outside classroom setting are those who belong to the lower section.

“Karamihan sa mga gumagamit na klase sa labas ng classroom ay ang mga mag-aaral na nasa mababang seksyon. Pero hindi nangangahulugan na maramdaman nilang sila ay pinababayaan gaya ng nasa mataas na seksyon”.

“Most classes using outside the classroom setting belong to the lower section. But it does not mean that they feel they were neglected unlike those in the upper section”.

Another teacher revealed from an interview as quoted:

“There are students who are far better than their classmates and deserve to be in the upper section as far as academic factor is concern. Some of them can compete with other bright students however; they are being influenced by rascals and troublemakers.”

“Most of the time we, teachers need to adjust in order to cope up with their needs and be updated with the latest technology to meet the demands of time.”

“Teachers in TLE should be well-equipped with the knowledge in dealing with the diversity of students; some maybe quiet but good in writing and perform better than the bright ones”.

“Different strokes for different folks.”

Demographer Harold Hodgkinson who advocates universal preschool education as a means of providing true equal educational opportunity take into account not only academic needs but conceive children as whole persons with social, emotional, and physical needs (Shore, 2014).

Burris and Welner (2005) as cited by Shore (2014) that when all students who belong to the bottom as well as those at the top of the class have access to first-class learning opportunities, all students' achievement can rise.

A TLE student shared his observation regarding his fellow students who were streamlined with unique characteristics and have trouble interacting socially with the class. As quoted:

“Laking pasasalamat ng mga magulang sa pagkakatanggap ng kanilang anak na may “learning disability” o tinuturing na “special student sa hanay ng mga mag-aaral na nasa regular na klase, bagama’t mayroon silang maituturing na kakaibang pangangailangan at mas higit na atensyon mula sa kanilang guro at kamag-aral.”

“How grateful parents are for having accepted their children with “learning disability” or considered as “special student” in a regular class, despite having special needs and that greater attention and wider

understanding are needed from their teachers and classmates.”

In striving to educate as many children as possible, with limited funds to build a separate special education infrastructure to cater to the needs of children with disabilities, inclusive education was officially adopted in 1997 by the Department of Education in the Philippines as a viable educational alternative. It was an undertaking of the state of affairs for including children with disabilities within regular schools in the Philippines. The program was spearheaded by ‘Silahis Centres’. It was a school within the school concept. It was presented as a feasible model for implementing and promoting the inclusion of children with disabilities within regular schools throughout the Philippines (Inciong & Quijano, 2007).

Teaching a group of students while keeping in mind individual learners’ needs is a challenge. But there are techniques and strategies that teachers utilize to support students including those with learning disabilities. The objective is to ensure that the child receives the instruction, support and services needed to succeed in school and become functionally literate.

After all, every child is entitled to education. Education is a human right which ought to be accessible to everyone, without any discrimination (Tomasevski, 2001) as stated in the “No Child Left Behind Act”, an act to ensure the full realization of the constitutional right of all citizens to quality education ordaining for the purpose of a No Filipino Child Left Behind Act of 2008 (Villar, 2008). The law compels educators to use teaching practices that have been proven to work.

A great responsibility lies in the hands of a good ORCS manager. A good classroom manager should maintain a conducive learning environment no matter where lessons are conducted (Acero, 2000 cited by Baltazar, 2002). It establishes an atmosphere that permits activities to be carried on efficiently and economically. And the basic reason why teachers should be concerned about how well their classrooms operate is that student learning and achievement are at stake as emphasized by DiGuilio (2000) cited by Elyou (2010).

Table 12
Results of Survey Questionnaire on Practices ORCS
in terms of Intrinsic Motivation

I. Students Motivation	Department heads		TLE. Teachers		Students		Overall	
A. Intrinsic Factor	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Acknowledges and accepts each with individual differences and needs.	3.75	VE	3.14	E	3.61	VE	3.5	VE
2. Develops the value of responsibility and accountability for the area and its facilities.	3.5	VE	3.03	E	3.44	E	3.32	E
3. Allows a personal development brought about by outside classroom learning experience.	3.63	VE	2.84	E	3.29	E	3.25	E
4. Promotes fairness and transparency in the implementation of outside classroom setting policies.	3.5	VE	2.88	E	3.28	E	3.22	E
5. Provides pleasurable learning in carrying and accomplishing task.	3.25	E	3.01	E	3.28	E	3.18	E
6. Instills the value of being resourceful and ingenuity in maximizing available learning resources.	3.25	E	2.85	E	3.44	E	3.18	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 13 indicates that announcing and posting of names of students for an excellent performance is perceived to be the best practice outside classroom setting

among department heads, TLE teachers, and students in terms of extrinsic motivation. Department heads gave the highest rate of 2.75, while TLE teacher rated the lowest mean of 2.95 on this approach. TLE teachers perceived this task as an additional burden. In a group of matured TLE teachers, one commented and quoted:

“Recording and computing top ten in every class takes time and calls for additional expenses, like bond paper, printing and effort using calculator. I have no time for that I rather spend my time teaching than calculating and printing grades.”

On the other hand, according to a TLE student, it is good to be updated with regard to his performance and be reminded of his academic progress. As quoted.

“Mabuti nga at nalalaman naming mga mag-aaral kung saan kami malakas at mahina pagdating sa aming aralin sa TLE.upang hindi kami magsisi sa bandang huli”.

“It is good that we are being informed about our strong and weak points in our subject, TLE. so that we will not have regret when time comes.”

Students can inquire from their teachers of their academic standing and solicit information about their development. According to Reynolds (2014), it is essential for teachers to make the process of providing feedback for the students. Feedback is any response from a teacher in regard to a student's performance or behavior. It can be verbal, written or gestural, the purpose of which is to improve a student's performance.

On the other hand, there were students who dislike that their low or failed scores be announced in front of the class, especially after checking of test papers for a quiz or major examinations like the periodical test. As mentioned by a student-respondent,

“Sana hindi na sinasabi ang mga pangngalan ng mga mag-aaral na nakakakuha ng mababa o bagsak sa pagsusulit. Nakakahiya sa mga kapwa mag-aaral.”
“Nakakawalang gana tuloy mag-aral!”

“I wish that the name of students who got low score or grade and or failed from the test will not be announced. It is so embarrassing to other students.” “I am losing interest on my studies.”

A teacher stressed that no matter how hard it is, students should accept the reality of failure so that they will not just be as easy as they were. They have to consider TLE as part of their major subject and not just an ordinary minor subject that they can ignore and disregard. As quoted.

“Ano ba ang tingin nila sa TLE? Vocational lang? aba kailangang malaman ng mga estudyante na magagamit nila ito sa pang-araw-araw nilang gawain at maaari pa nilang gawing pagkakitaan kapag nagging bihasa na sila sa mga skills”.

“What do students think of TLE? Only a vocational course? They ought to know its importance. They can use it in their daily living and can be their source of income once they mastered the skills.”

It is vital that teachers take into consideration each student individually when giving feedback. Classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level, and other needs to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential. When feedback is predominately negative, studies have shown that it can discourage student effort and achievement (Reynolds, 2014).

A male TLE student who heard his name on the top seven among the top ten of the class promised to himself and uttered.

“Pagbubutihan ko pa ang aking pag-aaral para sa susunod na grading period ay una na ako sa top ten na binabasa ni sir at nakadikit ang aking buong pangalan sa dingding na iyan.”

“Papatunayan ko sa inyo yan!”

“I am going to do better and improve on my studies so that on the next grading period, my name will be on the first list being announced by sir and posted on that wall. I swear, I am going to prove it!”

Feedback is one of the most powerful influences on learning and achievement. But research has also shown that this impact can be either positive or negative. Although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective (Hattie & Timperley, 2014).

A student shared her happiness every time she was recognized for her outstanding performance. As she related:

“Masaya ako, tuwing makikita ko ang aking pangalan na kasama sa top ten sa klase, kaya naman sulit ang aking mga pinaghihirapan bukod pa sa ako ay natututo sa TLE.”

“I feel so happy every time my name is being called as one of the top ten students among members of the class. My sacrifice is paid off aside from the lessons learned from TLE.”

Reynolds explained that acknowledging students and the efforts they are making goes a long way to positively influence academic performance. Posting names of outstanding students creates a favorable attitude and confidence to exert more effort to meet their endeavors. Most of the time, seeing a comment written out is more effective than just hearing it aloud.

A TLE teacher cited that majority of the students are eager to find out their class standing. Once the students found out what they missed, they would immediately figure

out what to do in order to meet their requirements, especially those who belong to higher section and are considered responsible students.

However, parents who were summoned by the class advisers of their children due to failure often request for a chance to pass their children and offer some petty gifts. As confessed by an adviser:

“Most often, parents will ask the teacher concerned how their child failed followed by a plea for a consideration”.

Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand in view of their work. Providing answers to the questions of students on a regular basis will help provide quality feedback.

A TLE teacher recalled one of the responsibilities of a teacher is to monitor the academic progress of his students and inform them as well as their parents of the learners’ development. As quoted:

“Trabaho ng isang guro na magtala ng marka ng kanyang klase sa kanilang class record at ipaalam ito sa kanilang mga klase upang malaman nila kung sila ba ay papasa o babagsa upang makagawa ng paraan ang mag-aaral at maagapan ang mga kinakailangan upang hindi ito tuluyang bumagsak”.

“It is a job of a teacher to record the scores of his class on their class record and let them know their academic status whether they will pass or fail and do something to make up as an intervention and rectify them”.

Another TLE teacher commented in front of others in a loud voice as she was teasing the bystanders at the corner of the room,

“Record-record din pag may time” Hwag puro Facebook at tsismisan! sa loob ng faculty”.

“One should find time to record grades and minimize the

use of facebook and stay away from gossips inside the faculty”.

An effective teacher does not procrastinate; rather, s/he utilizes time wisely; aside from focusing on the classroom instructions, a teacher needs to exert a great deal of time and effort to facilitate the smooth flow of learning process as pointed (Barrientos, 2010).

Table 13
Results of Survey Questionnaire on Practices ORCS
in terms of Extrinsic Motivation

I. Students Motivation	Department heads		TLE. Teachers		Students		Overall	
B. Extrinsic Factor	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Announces and posts names for an excellent performance.	3.75	VE	2.95	E	3.50	VE	3.40	E
2. Challenges to solve difficult problem or perform hard task.	3.75	VE	2.76	E	3.44	E	3.31	E
3. Praises and gives a well-rounded applause for a job well-done.	3.5	VE	2.94	E	3.44	E	3.29	E
4. Exempts from individual or group task for an outstanding performance.	3.38	E	2.91	E	3.56	VE	3.28	E
5. Grants additional point, grade or merit for the extra effort.	3.25	E	3.09	E	3.44	E	3.26	E
6. Demonstrates affection and affirmation through a tap on the shoulder, hugs or handshake.	3.5	VE	2.66	E	3.50	VE	3.22	E
7. Promotes to a higher position or level for an outstanding performance.	3.5	VE	2.5	E	3.06	E	3.02	E
8. Provides incentives and rewards with gifts, prizes, certificates and money for winning.	3.25	E	2.38	E	2.61	E	2.75	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 14 shows the Mean Rating on Practices ORCS in terms of assertive approach on discipline. According to the table, the best practice in terms of discipline approach is rated 3.32 and marked as the highest among seven approaches. It says,

‘Engages students in the creation of rules regulations and expectations on the outside classroom setting’.

Department heads place great premium on this matter with a mean rate of 3.63. They consider the engagement of students in the creation rules, regulations, and expectations on the ORCS as the best among other approaches.

A student voiced out his sentiment regarding their unpleasant situation located at the vacant lot. As quoted.

“Mahalagang parte sa paggawa ng alituntunin at patakaran sa labas ng silid-aralan ang tinig ng bawat mag-aaral dahil kami rin ang susunod sa mga ito.

Importante na maipaabot ang mga nais at mga inaasahan naming mag-aaral sa anomang isyu o suliranin na na may kinalaman sa sitwasyon namin na gumagamit ng labas ng silid-aralan dahil sa kami ang diretsong nakararanas ng kakulangan ng silid-aralan.”

“Concern students are important in the creation of rules and regulations with regard to using ORCS. Our voices as students must be heard because we accept, abide and follow these things. It is also essential that we, as students, who are using the outside classroom setting present our expectations in connection with our experiences because we are directly involved and affected by the scarcity of resources”.

Young (2015) emphasised that in order to ensure a smooth transition throughout the day, students need to know what is expected of them. Before establishing specific procedures or routines, it is necessary to have a discussion with students about their expectations. Establishing clear classroom routines and procedures together with students is necessary for ensuring a classroom to run smoothly. This process can nurture a sense of ownership and community in a classroom.

A teacher shared that rules and regulations are normally stated on the first week of the opening of classes. The house rules including the do's and don'ts should be clearly laid down to all students. Students, on the other hand, should agree; otherwise, they should compromise. As quoted.

“Kailangan talagang mailatag ng guro ang mga gusto at hindi niya gusto habang siya ay nagtuturo sa simula pa lamang ng klase para malaman ng mga estudyante ang kanilang gagawin sa mga susunod na araw”.

“Gayunpaman, kasama sa pagpapakilala ng kanilang sarili ay tinatanong ko na rin ang kanilang mga nais at di nais sa klase upang magkasundo-sundo kaming lahat”.

“It is really important that the teacher lay down what he wants and do not want while teaching on the first week after the opening of classes so that student can adjust on the next coming days.

However, part of their introduction of self is to mention what they like and dislike so that all will be in agreement”.

It is a good practice to lay down expectations at the start of the school year. Marzano and Brown (2014) stressed that classroom rules and procedures are fundamental and essential to building a productive learning community among students and teachers within the classroom. The authors highlighted an essential goal for teachers should be to promote student understanding and ownership of the rules and procedures necessary to maximize learning. In addition, students should be encouraged to periodically revisit classroom operating principles, providing input about how those principles might be changed, and how the class as a whole might improve their attention to classroom rules and procedures. Marzano and Brown introduce the following generalizations which should guide the design and implementation of classroom rules and procedures: 1. Although rules and procedures should be established at the

beginning of the school year, students need reminders of when rules and procedures must be added or altered; 2. Rules establish general expectations or standards regarding student behavior; 3. Procedures describe those behaviors that will help students realize the rules; and 4. The utility of rules and procedures is enhanced if students have input into their design, especially if the teacher facilitates periodic discussions via classroom meetings.

Wolfgang (2005) concurred with Marzano and Brown, saying that it is essential to have an agreement between the teachers and the students in order to meet expectations between the two. To attain effective classroom management, classroom structure requires the creation and maintenance of rules and regulations of the classroom to enable and maintain desired behavior.

Table 14
Results of Survey Questionnaire on Practices ORCS
in terms of Assertive Approach on Discipline

II. Discipline Approach	Department heads		TLE. Teachers		Students		Overall	
A. Assertive Approach	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Engages in the creation of rules regulations and expectations on the outside classroom setting.	3.63	VE	2.94	E	3.39	E	3.32	E
2. Sets limitations, demands, implements and enforces them firmly.	3.38	E	2.75	E	3.50	VE	3.21	E
3. Uses eye-to-eye contact, gesture and touches to call attention.	3.25	E	2.83	E	3.56	VE	3.21	E
4. Designs a seat plan for a special seating arrangement to monitor attendance and control noise.	3.38	E	2.93	E	3.28	E	3.20	E
5. Calls for parent-teacher conference in school.	3.63	VE	2.55	E	3.17	E	3.12	E
6. Conducts teacher-student conference	2.75	E	2.66	E	3.39	E	2.93	E
7. Organizes and implements home visitation.	3.25	VE	2.3	E	3.01	E	2.87	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 15 shows the Mean Rating on Practices ORCS in terms of Business-Academic Approach on Discipline. The mean rate of 3.41 is the highest among nine approaches. 3.88 was the mean rated by the department heads. Contrary to the mean rating of 2.91 ranked by the TLE teachers, respondents perceived roaming around the whole area to monitor individual or group work regularly as the most effective.

Department heads always emphasize the need to be on alert because incidents may trigger every time students misbehave. As quoted:

“The mere presence of a teacher is important inside the classroom because of his/her image of authority in front of the class. It will surely prevent students from doing malicious mischief”.

A TLE teacher relayed that there is really a need to stand up, walk around, and patrol over students doing off task, being disrupted by passers-by, and being annoyed by classmates in order to get their attention and get on with their lessons. She communicated her ordeal as quoted.

“Sa araw-araw na lang, kailangan ko talagang kunin ang kanilang atensyon para makinig. Gamit ko pa ang aking lapel microphone para marinig ng buong klase ang aking boses habang sila ay nakaupo sa bleachers”.

“Hindi ko naman kasi maaaring ipagbawal na dumaan ang mga tao sa lugar, daanan kasi ito.”

“Pagdating naman sa aktwal na aktibity, hindi ko sila basta na lang iniwan, umiikot ako para maka-tiyak na lahat ay gumagawa. Delikado kasi ang mga hawak nilang gamit sa pagluluto. May kutsilyo at babasagin na gamit.”

“For almost every day, I need to get the attention of my students to listen to me using my lapel microphone while they are seated at the bleachers. I have no authority to stop people from passing by after all, we are occupying an open path. When it comes to activities, I never leave them unsupervised. I see to it that everybody is doing their task.

Students are holding knife and fragile utensils in cooking”.

A student shared his account while they were giving foot spa with their partner.

Her teacher never stayed in one place and made sure that everyone was well-attended and not being distracted by hubbub. As quoted.

“Natuto ako’ng mag bigay ng foot spa ng maayos at tama kahit na masyadong maingay dahil sa maraming dumadaan sa aming lugar”.

“Sinisiguro ni Mam na pulido ang aming pagkakagawa at wasto ang timpla na kemikal na ginamit namin kahit na marami sa aking kaklase ay magugulo”.

“I learned to provide proper foot spa even though it was very noisy due to the many people passing through our area.

“Mam assured that we displayed workmanship and accurately mixed chemical that we used despite of my classmates being unruly.”

In a class with a large number of students, it may be cumbersome, but moving around the classroom is a great way to raise the level of attention among students. As a teacher moves around the classroom, /she should stop next to students who are "off-task" and without losing a beat, continue with a lecture. Teacher’s close proximity makes it quite difficult for students to continue a conversation with their neighbor, sleep, text, or talk on a cell phone (Lucero, 2014).

It is a duty of a teacher to make sure that every student is being well-attended. The teacher must be able to observe all students at all times and to monitor work and behavior (Kizlik, 2014).

As the old saying goes, “A watch pot never boils”. TLE teachers allow students to learn on their own initiative with a close supervision in order for them to develop confidence and independence. As one electronic teacher quoted:

"They can not understand and appreciate electricity unless they feel it, so I let them experience minor electric shock on a minimal voltage. This way, they learn from their own mistakes and handle electric gadget carefully."

"My strategy works! I have been teaching electricity for more than ten years and so far, I have not receive any complain from them instead my students appreciate what I am doing!"

As cited by Zabala (2008), this approach assumes that firm classroom management liberates students because it allows them to develop their best traits, skills, and abilities and provides them with a sense of security and an effective learning environment.

Table 15
Result of Survey Questionnaire on Practices ORCS
in terms of Business-Academic Approach on Discipline

II. Discipline Approach	Department heads		TLE. Teachers		Students		Overall	
B. Assertive Approach	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Roams around the whole area to individual or group work regularly.	3.88	VE	2.91	E	3.44	E	3.41	E
2. Monitors attendance and asks who leave their post without permission frequently.	3.5	VE	2.93	E	3.56	VE	3.33	E
3. Assures a safety learning environment away from danger or hazard.	3.38	VE	3.08	E	3.44	E	3.30	E
4. Transfers the entire class to a better place in case of school program or as the need arises.	3.5	VE	2.8	E	3.44	E	3.25	E
5. Calls attention whenever distracted by external disturbance immediately.	3.13	E	2.59	E	3.50	VE	3.07	E
6. Allows to view a chaotic din that causes serious interruption like school program.	3.13	E	2.85	E	2.90	E	2.96	E
7. Stops and pauses during major and hubbub.	3	E	2.66	E	3.00	E	2.89	E
8. Secures the learning area with or divider.	2.63	E	2.66	E	3.06	E	2.78	E
9. Orders to copy posted lessons written notes on the board.	2	E	3	E	3.22	E	2.74	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 16 depicts the mean rating on practices outside regular classroom setting as in terms of Behavior-Modification Approach on Discipline.

With the overall rating of 3.49 as perceived by the respondents, the practice of teacher setting as a good example to emulate proper and ideal behavior' is ranked as the highest among the four approaches, although this approach was ranked the lowest with the mean of 3.04 among 3 TLE teachers; yet teachers perceived the approach as the best among the four approaches.

A student revealed from an interview that a student's attitude is based on the approach that a teacher shows in front of the class. As quoted:

"Kung ano ang pinapakita ni mam sa aming mga mag-aaral syempre ganun din kami".

"Whatever our teacher shows us, we simply reciprocate".

Teachers need to model the ideal behavior they want to see from their students, because their actions mirror students' behavior in the school. There is nothing more powerful for employees than observing the "big bosses" do the actions or behaviors they are requesting from others (Heathfield, 2014).

According to Orlando (2013), skills in effective classroom management are central to teaching and require "common sense," consistency, 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.

A student shared that she has a teacher who listens to her issues and gives her good advice regarding her family problems, despite the busy schedule of her class. As quoted:

“Talaga pong nakikinig si Mrs._____ sa akin sa tuwing lalapit ako at magsasabi ng mga nararamdaman ko tungkol sa aking mga magulang at kapatid. Pagkatapos, nagbibigay siya ng advise at sinasabi sa akin na kaya ko yan at huwag akong susuko sa aking mga pagsubok.” “Kahit na marami siyang ginagawa, titigil sya para damayan ako”.

“Mrs._____ really listens to me every time I tried to approach her and tell her how I feel about my parents and siblings. And then she will advised me and tell me to go on with my life and never give-up on whatever trial I encounter. Despite her busy schedule she always finds time to console me”.

A great teacher is warm, accessible, enthusiastic, and caring. This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go to with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them (Orlando, 2013).

During one of the interviews with the teacher, a teacher confessed that there are few teachers who showed dedication to their profession. A group of TLE teachers cited:

“Kakaunti na lang ang mga guro na nagpapakita ng pagkauhaw sa karunungan at harapin ang katotohanan na sila ay nahuhuli pagdating sa mga bagong pamamaraan ng pagtuturo. Sinasabi nila na alam na nilang lahat kaya hindi na nila sineseryoso ang mga seminar at trainings lalo na pagdating ng Inset”.

“There are only few teachers who show hunger for knowledge and face the fact that they are far from reality in terms of teaching strategies. They say that they knew everything and that they do not take seminars and trainings seriously specially during In-service-training”.

A great teacher collaborates with colleagues on an ongoing basis rather than thinking of herself/himself as weak because s/he asks for suggestions or help. Teachers must view collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator (Orlando, 2013).

A TLE teacher revealed that there are teachers who are still using the traditional method of teaching. As quoted:

“Mayroon pa talagang gumagamit ng MP3 or Manila Paper para sa kanilang visual aids, kahit na meron ng powerpoint. Kailangan din kasi nating sumunod sa mga pagbabago ng teknolohiya kaya marami sa atin ang napag-iinwanan ng panahon”. “Basta lang meron silang maipakita sa klase nila.”

“Mabuti pa ang mga studyante natin halos lahat may mga gadgets at updated pagtating sa technology”.

“There are teachers who are still using MP3 or Manila Paper as visual aids, although Powerpoint presentation is already available. We, teachers need to be abreast with the new technology, otherwise we will be left behind. They do this only to show that they have prepared something for their class”.

“Students nowadays are lucky to have gadgets, the latest innovations and live in the world of advance technology.”

Everything for the Teaching is hard work and some teachers never grow to be anything better than mediocre as they do the bare minimum required and very little more. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude toward our students, our subject, and our work (Orlando, 2013).

The performance as well as traits of every teachers deeply affect the students' behavior and their involvement in the ORCS thus, influences and creates a significant change in their academic standing. As Vincent (2004) claimed, effective teaching includes not only instructional program but also teacher-student relations. In addition, Marzano, Marzano, and Pickering (2003) as cited by Cruickshank, Jenkins, and Metcalf (2009) comment that effective managers are teachers who understand and use specific techniques that direct their behavior which, in turn, change the behavior of students and lead to higher student engagement and achievement.

Table 16
Results of Survey Questionnaire on Practices ORCS
in terms of Behavior-Modification Approach on Discipline

II. Discipline Approach	Department heads		TLE. Teachers		Students		Overall	
C. Behavior-Modification Approach	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Sets a good example to emulate proper and ideal behavior.	3.88	VE	3.04	E	3.56	VE	3.49	E
2. Allows to practice appropriate conduct and observes proper outside classroom decorum.	3.63	VE	2.93	E	3.56	VE	3.37	E
3. Strengthens good behavior through words of encouragement.	3.63	VE	2.94	E	3.56	VE	3.37	E
4. Refers and sends for guidance and counseling.	3	E	2.59	E	3.39	E	2.99	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 17 shows that number one has 3.54 mean as the most effective practice in terms of Group Managerial Approach on Discipline. It reads, 'Groups and assigns leaders to monitor cleanliness and orderliness of the place'. With a mean of 3.75, department heads rated this approach being the most effective; while TLE teacher

perceived it as the best practice with the rating of 3.16 among the four approaches. Nevertheless, it was given the lowest rate among the three respondents.

Teachers have long recognized the power of grouping students together for a variety of reasons: to collaborate with each other on a project, for cooperative learning opportunities, and to work with a small group of students on a particular skill (Herrmann, 2014). It is a normal scenario to see activities performed by students managed by a teacher as Weimer (2013) as cited by O'Hair, D. & Wiemann, M.O. (2004) put it, that part of the activities of students in a classroom is to perform certain activities. It can either be on a singular or group basis. It is a common practice that human beings exist, spend time, and behave both individually and in groups.

The respondents shared that outside classroom situation is in dire need of tough leaders to act as students with authority to maintain order and peace as well as cleanliness of the place. As stated:

"From the beginning of the school year, I make it a point that a leader will stand to represent the whole class. That is why I conducted an election of officers to monitor their attendance and check on their other activities".

"I solicit their suggestions regarding the preservation of the place and the available resources such as table, chairs and loose boards".

"I give them time during HRO-Home Room Organization to discuss among themselves how they are going to keep the room tidy and work out on it".

"Since they have limited resources, they voluntarily contribute for the improvement of the place with the consent of their parents".

Collaboration of ideas is important in order to build deeper level of understanding among students. They learn how to work with people outside their circle of friends, including those who have different backgrounds and experiences. They can even learn how to work with those who disagree with them, and others they might not “like” or want as friends. And when students are trying to explain things to each other, to argue for an answer, or to justify a conclusion, that interaction clarifies their own thinking and often it clarifies the thinking of other students (Weimer, 2013).

A group of student-respondents shared that they observed insufficient donation and support from their fellow classmates to keep their outside classroom setting look presentable. As quoted:

“Paano namin mapapanatiling malinis at maayos ang lugar naming kung kakaunti lang ang nag-kokontribute para sa aming outsid classroom setting? Katulad ng floor wax at basahan.

“Kung sana lahat nagdadala malinis at maayos sana ang lugar namin”.

“Madalas nga, kami na lang na kayang bumili ang palaging nagdadala.”

“Yung iba ngang class monitors, kahit alam na nilang cleaners sila eh hindi naman kumikilos”.

“How can we keep our place spick and span if we lack materials?”

“Others are not contributing like floor wax and rugs. If only all bring their requirements, then we shall have clean and order place. Most of the time, we who can afford were always required to bring.”

“Other class monitors who were assigned as cleaners do not perform their task even though they knew it was their turn.”.

In order for groups to function productively, students must fulfill individual responsibilities. Productive group members come prepared; they contribute to the group interaction, they support each other, and they deliver good work on time. In order for individuals to function productively in groups, they have the right to expect the group to value their individual contributions, to address behaviors that compromise group productivity, and to divide the work equitably among members (Weimer, 2013).

There is a great need to group students in order to control their behavior and monitor discipline, but grouping them is such an issue as remarked by an adviser.

“Good students do not want to be with naughty students, because they thought that they will influence them and be burden and cause trouble. They prefer to be with their own peer”.

It is common knowledge that one is more comfortable to be with his/her group of his/her own kind. If given a choice, students prefer to learn in groups of their peers and friends classified as homogeneous groups (Johnson, 2011).

Grouping students in order to monitor attendance as well as discipline need not be a major issue if they were closely supervised, as commented by a seasoned adviser:

“A good orientation and agreement to abide by the rules and regulations with the students and a religious supervision of the class adviser results a good management”. “It is up to the students if they are going to comply or not. Otherwise, they have to face the consequences”.

This practice requires trust among students to make good decisions and hold them accountable for following the norms of learning in groups (Johnson, 2011).

Effective learning in groups includes at least the following elements according to Marzano et. al. (2014): 1. They must include every member of the group; 2. Each person has a valid job to perform with a known standard of completion; 3. Each member invests in completing the task or learning goal; and 4. Each member is accountable individually and collectively.

Table 17
Results of Survey Questionnaire on Practices ORCS
in terms of Group Managerial Approach on Discipline

II. Discipline Approach	Department heads		TLE. Teachers		Students		Overall	
D. Group Managerial Approach	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Groups and assigns leaders to monitor cleanliness and orderliness of the place.	3.75	VE	3.16	E	3.72	VE	3.54	VE
2. Ensures completion of an activity before going to the next.	3.63	VE	2.81	E	3.61	VE	3.35	E
3. Encourages cooperation and coordination among students inspite of scarcity of resources.	3.63	VE	2.81	E	3.56	VE	3.33	E
4. Considers physical setting and students' readiness for the activity.	3.63	VE	2.94	E	3.56	VE	3.37	SE
5. Points out learning from making mistakes.	3.5	VE	2.88	E	3.39	E	3.26	E
6. Discusses topic concerning outside classroom setting issues openly.	3.25	E	2.75	E	3.5	VE	3.17	E
7. Highlights strengths and works out on weaknesses of students.	3.25	E	2.79	E	3.44	E	3.16	E

VI-Means verbal interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 18 highlights that 'engaging every student through classroom discussion' as the most effective practice outside regular classroom setting in terms of telling

method on teaching strategy with an overall rating of 3.39. TLE teachers perceived that delivering lessons using lecture method with the rating of 3.06 as the best among the three approaches.

From the group of TLE teachers teaching Beauty Care and Nail Care Servicing, one proudly commented as quoted:

“Students are more interested in discussions if they are given open-ended questions and cite their own opinions regarding the topics in giving services in order to gain extra income like offering a foot spa.”
“They become active when they exchange ideas about how much they charge services in rendering services”.

“They get excited sharing their experience with their parents after learning how to bake in front of the class”.

Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, and build confidence. By interacting with classmates and responding to the varying viewpoints and arguments that may arise during an open discussion, students will learn the value of continually challenging their own preconceptions, notions, understanding, and conclusions (Blount and Napolitano, 2014).

However, no matter how good the teacher facilitating the conversation, Hammond (2014) claimed that class discussions become less effective with a class size greater than 20 students. As the class size grows beyond this point, individual voices become unheard and the opportunity for the class to get off topic increases.

A teacher in Drafting tells his experience with students doing other project as quoted:

“Most of the time, it becomes time consuming for a teacher to open for discussions if a total number of students reciting is being outnumbered by other students doing off tasks, like project in MAPEH”.

“I rather assign students activities in Drafting than spend saliva in front when majority are not listening”.

“Less time talking about the lesson and more on application in cooking”.

In order to attain an effective learning, there is a great need of participation among students; but there are students who shy away and keep their ideas to themselves and avoid being ridiculed if they make a mistake. Some are active, others are passive. As teachers commented:

“No matter how I encourage everyone to participate especially during recitation, I don’t seem to get everybody’s full involvement”.

“It is expected that not all will raise hands during discussions”.
“The same hands and same students are raising their hands”.

Teachers may see that introverted student in TLE as someone with problem, not as simply someone with a different personality type. There is nothing wrong with being introvert. It does not need to be cured. They simply need to be understood and accepted and do not need to be changed to match other students (Burruss and Kaenzig, 1999).

Table 18
Results of Survey Questionnaire on Practices ORCS
in terms of Telling Method on Teaching Strategy

III. Teaching Strategies	Department heads		TLE. Teachers		Students		Overall	
	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Engages every student through classroom discussion.	3.63	VE	2.92	E	3.61	VE	3.39	E
2. Uses story-telling technique to facilitate discussions.	3.25	E	2.93	E	3.39	E	3.19	E
3. Delivers lesson using the conventional lecture method.	2.16	E	3.06	E	3.56	VE	2.93	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 19 shows that with a mean of 3.46, 'instructing students to supply details using individual or group reporting' was perceived as the best teaching strategy in the Doing method. With a mean of 3.67, it was rated by students as the very effective practice closely followed by a mean of 3.63 by the department heads.

According to Penton (2013), reporting aims to provide students with information in a direct way and in uninterrupted manner. When a student is assigned to report, he or she has to collect, organize, and share certain information. The student-reporters act like an authority of the topics assigned to them. Teachers in TLE during an interview revealed that it enhances communication skills as well as boosts students' confidence.

As quoted:

“Assigning a topic to students to be reported makes them eager to study and encourages them to research in the library. Once they gathered information, they feel like they hold the authority in front of the class”.

“Students prepare their own visual aids using cartolina and pentel pen as well as colorful pictures posted on the board for better

presentation”.

“They like reporting and look forward to be given topic for the next meeting, especially the higher section”.

However, delivering information in front of the students by fellow students poses danger when inaccurate data are being relayed. The teacher needs to make a follow-up and inject additional inputs if needed.

“I make it point to stand, intervene whenever insufficient information comes out and supply the correct data.”

“Sometimes, students just guess the contents of their reports and presents them according to their own perception which might jeopardize facts”. I buzz in so that facts will not be altered.”

“It is not wise to leave a student reporter all by himself in front of the class. Wrong information might be disseminated”.

According to Booth (2010), the aim of the activity is to be able to deliver factual information about a topic facilitated by a sage on the side. A teacher who stands as a facilitator ORCS during students’ report plays an important role not just in directing every body’s attention and finding means where students can place or hang their visual aids, but to arouse their interest on the topic being discussed and deliver lessons effectively. Booth emphasized that reporting is a way in which teachers try to engage student with the subject matter and provide students with basic facts and most importantly to relate new knowledge to what the students already know.

Table 19
Results of Survey Questionnaire on Practices ORCS
in terms of Doing Method on Teaching Strategy

III. Teaching Strategies	Department heads		TLE. Teachers		Students		Overall	
B. Doing Method	Mean	VI.	Mean	VI.	Mean	VI.	Mean	VI.
1. Instructs to supply details using individual or group reporting.	3.63	VE	3.08	E	3.67	VE	3.46	E
2. Simulates the real world through role-playing and dramatization.	3.63	VE	3.10	E	3.44	E	3.38	E
3. Utilizes the project method whether to be done in school or home.	3.63	VE	2.93	E	3.39	E	3.31	E
4. Makes sure that seatworks and workbooks are accomplished independently.	3.5	VE	2.8	E	3.56	VE	3.29	E
5. Stimulates the mental and physical abilities through games or contest.	3.63	VE	2.73	E	3.44	E	3.26	E

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Table 20 presents the best practice in terms of teaching strategy with an overall rating of 3.6, 'explains lessons through actual teacher's and student's practical demonstration'. Department heads and teacher equally rated this approach with a mean of 3.88. Sasi (2012) describes this method of teaching that relies heavily upon showing the learner a model performance that a demonstrator should match or pass after a student has seen a presentation that is live, filmed, or electronically operated. It is employed in presenting lessons that use sophisticated equipment and technical know-how. The demonstration step gives learners the opportunity to see and hear the details related to the skill being taught and there is immediate application of learning. Department head encourages each TLE teacher to utilize demonstration technique to engage students into the reality of the subject being taught them. One TLE teacher commented its significance as quoted:

“This strategy is perfect in TLE, since it is a practical subject”.

“Application of the subject is most needed as well as gaining extra income”.

“It is the most appropriate strategy in teaching cooking to my students. After all, how can they learn to if they are not going to do it?”

“I a lot at least 10-15 minutes discussions and the rest is more on demonstrations and application of the lesson in electricity”.

With the immediate application of lessons, students learn faster and learning becomes more stimulating. However, it is not applicable to a class with more than 30 students. There will be communication barriers, thus becoming a failure in big classes.

“K+12 curriculum offers exploratory subject to grades 7 and 8 and groups the class into two in grade 9 where they focus on one specialization, like ICT; and the other one is cookery for the higher level”.

“There will be chaos if a large number of students were enrolled in Housekeeping with a limited resources”.

“It is a good practice to divide the class into two to accommodate each students in using the computers”.

In one class, the student said that the strategy of the teacher is far better inside the computer laboratory and utilizes school facilities than staying outside the classroom for a discussion. The interviews revealed that:

“Magandang gawin ito ng mga guro dahil mas nalalaman ng mga mag-aaral kung paano o kung ano ang gagawin dahil makikita nila ang mga pamamaraan nito. Sabi nga ng mga guro namin ngayon, kaming mga estudyante sa panahon ngayon ay mas natututo kapag visual ang pagtuturo kaysa oral. Halimbawa na lang sa aming paaralan, may sariling Computer Lab ang aming paaralan kung saan pwedeng aktwal na ituro ng aming guro ang aming lesson. Sa ganong paraan,mas naiintindihan namin ang aming mga aralin”.

“This is a good practice of a teacher, because students will have a better idea on how to do things when they see how things are being done. According to a teacher, we students learned better visually rather than in oral. For instance, we have computer laboratory where we can actually hold our lessons. This way, we understand better our lessons”.

A fellow TLE student agreed and commented as quoted:

“Epektibo dahil mas mainam ito para makuha nang nagtatalakay ang atensyon ng kanyang estudyante at para na rin nakawili ang mga talakayan”.

“This is effective because it is better when getting the attention of the students and to make the discussion more interesting.”

During a class ORCS, one teacher in commercial cooking commented:

“The method of teaching should be directly related to the presentation of the TLE teacher, like in cooking, he should show how a dish being prepared in front of his class and allow the students to feel and enjoy his class by a group participation.

“I usually ask my students to group themselves and organize a plan on how they are going to prepare recipe for a certain menu. So far, they liked it and they themselves go to the market and buy the necessary ingredients after dividing the expenses among themselves”.

Fronza (2007) stressed that a well-versed teacher exercises a variety of teaching strategies when delivering lessons and familiar with the skills in managing a classroom.

Table 20
Results of Survey Questionnaire on Practices ORCS
in terms of Visual Method in Teaching Strategy

III. Teaching Strategies	Department heads		TLE. Teachers		Students		Overall	
C. Visual Method	Mean	VI	Mean	VI.	Mean	VI.	Mean	VI.
1. Explains lessons through actual teacher's and student's practical demonstration.	3.88	VE	3.03	E	3.88	VE	3.60	VE
2. Employs appropriate legible and colorful visual aids.	3.88	VE	2.91	E	3.72	VE	3.51	VE

VI. Means Verbal Interpretation (VE-Very Effective, E- Effective, SE-Somehow Effective, I-Ineffective)

Guidelines on managing classes ORCS based on the identified best practices

This section shows the set of guidelines on managing classes ORCS that was developed based on the identified best practices in terms of (A) Classroom Motivation, (B) Discipline Approach, and (C) Teaching Strategies.

A. Classroom Motivation

The best practice in intrinsic classroom motivation is acknowledgement and acceptance of each student with individual differences and needs. This practice enables teachers to build a stronger teaching and learning relationship with students because of the consideration for their diversity. Based on this, the following guidelines on managing classes ORCS in terms of motivation are provided:

1. Establish and develop students' rapport between the teacher and among

themselves. In every start of long lasting association with students, it is important to build and promote good working relationship with each. One effective practice is through "laying down cards". Open the line of communication, to encourage students to lay down what they like and dislike. Allow every student to cite their expectations. Teacher as classroom authority shall assess what the students want and do not want and arrive at the decision of the majority. If one party disagrees, at least, learn to compromise and weigh options that will be beneficial to both parties. This way, respect among teachers and students regarding their needs and individual difference is addressed properly.

2. Reflect on individual students' way of living and language adroitness when

preparing instructional activities. Prepare activities suited to the needs of the students. Consider their economic status in life. For instance in Cookery, when preparing a dish, it is wise to use available and cheaper recipe in the market rather expensive and hard to find cooking ingredients. Prepare lessons appropriate to TLE classes when discussing lessons; use simple but comprehensive sentences; and avoid highfaluting words when explaining in order to keep the communication alive. The fact that teachers share common interests with students could be used as an attractive authority. The attractive teacher relies on personality, relationship building, or attractive authority which can be developed through getting to know and emotionally investing in students. In a sense, when the teacher makes deposits in what Covey (2004) calls the

“emotional bank account”, they can use their withdrawals as opportunities to influence behavior.

3. Distinguish and acknowledge students with similarities and differences.

Schindler (2008) discussed that effective teachers of socially diverse students acknowledge both individual and cultural differences enthusiastically, and identify these differences in a positive manner. The governance of the school places each teacher in a position of responsibility for the management of every student in the class. Each student is unique; one student has significant difference with another, so it is necessary for a teacher to accept even the worst type of student. Student acceptance by peers and teachers is a prerequisite for appropriate behavior and achievement in school.

4. Teach students to be accustomed to the inadequacies of the location of the setting and scarcity of resources ORCS.

Students behave differently in different settings and situation. For example, they behave more formally at official ceremonies like attending a Holy mass, school program, or a student general gathering. Teaching students the differences between a regular classroom from an ORCS can help them switch to appropriate behavior. Each behavior is valued and useful in that setting. While some students adjust their behavior automatically, others must be taught and provided ample time to be oriented and well-adjusted with the situation to avoid future conflict. For instance, late comers are expected to be given less opportunity to use available facility like chair. Another instance is whenever students are told to be seated on the floor, students may be required to bring something to cover their body from dirt. And a

class being held in an open space may be asked to transfer to another place as the need arises (e.g. interruption of classes due to school program or a strong typhoon).

5. **Give attention on the practices of students learning style and observe them to recognize their task orientations.** Managing classes ORCS entails a lot of adjustments. A positive way to honor students' needs for preparation according to Schindler is that once students' orientations are known, the teacher can structure tasks to take them into account.

For instance, before some students can begin an activity in drawing from a Drafting class, they need time to prepare their papers, drawing instruments and find appropriate chair to work on details. Other students might need to go to the bookstore to buy school supplies, sharpen pencil or look for a comfortable place to draw. In this case, the teacher can allow time for students to prepare and announce how much time will be given for preparation and when the task will begin.

6. **Highlight learning objectives for affective and students' personal development.** Schindler cited that teachers acknowledging individual differences provide increased opportunities for high and low achievers to boost their self-esteem, develop positive self-attributes, and enhance their strengths and talents. Such opportunities can enhance students' motivation to learn and achieve. Highly Motivated students embrace the subject and show premium interest on the subject matter.

B. Discipline Approach

The best practice in a group-managerial approach is grouping and assigning of student leaders to monitor cleanliness and orderliness of the place. The TLE teachers' role in delivering instructions ORCS takes a lot of effort. Grouping and assigning leaders for each group unload the burden. Teachers need to let the student understand that discussions in groups can help overcome the passivity and anonymity of a large class or a class meeting in a poorly designed room (Sarkisian, 2010). Based on this, the following guidelines on managing classes ORCS in terms of discipline approach are provided:

1. State the reasons why there is a need for grouping and assigning leaders.

Forming students to work in small or large groups allows students to learn interactively by a) soliciting a wide array of solutions and possible alternative means to solve a problem; b.) group leaders' sharing of students' expertise with their advance knowledge and unique backgrounds to bring their special skills and teach each other others especially those "late bloomers"; and c) allowing students an opportunity to work on an assignment that is too large or complex for an individual. Whatever is the purpose of grouping, it should be communicated clearly to them.

2. Devise a system in grouping and assigning leaders of the class. Teachers as classroom managers should figure out ways to divide class when providing students with a variety of group works activities. Sarkisian believes that most groups select a leader early on, especially if the work is a long-term project.

Other options for leadership in long-term projects include taking turns for different works or different phases of the work. There are several ways in dividing class into either small or large group. Random selection from the whole class is an effective way of dividing them equally. It is a process of gathering in a truly random way Cherry (2015), for a particular study. The process is done by chance. Students can either be grouped into two: heterogeneous-- describe students of different levels of proficiency; and homogeneous-- of same level of proficiency (Ma, 2015). Obviously, a normal student would prepare to be with bright and industrious students if asked.

However, a wise teacher should consider each group member whether fast or slow learner to contribute and participate for the group. A teacher may immediately assign or ask for volunteers to lead the group after randomly dividing the class.

Another approach is that the teacher may first ask for three to five volunteers to stand in front as leaders and one by one call for a member they want to be with until the last student is called.

- 3. Consider the nature of each student when selecting group leader of the class.** According to Sarkisian, most students prefer to choose whom they are familiar with. These are classmates who have been friends and acquainted with each other for a long time and share common interest. It is a disadvantage when friends work together and already know each other. Knowledge Base Central (2010) asserts this statement and cite that familiarity among classmates may cause danger, like output may end up with all superior students working together

on their project and the rest might feel inferior. This practice may lead to disappointment when talkers who are not doing anything produce nothing.

Nevertheless, many students say they welcome both kinds of group experiences, appreciating the value of being with others and hearing from others' perspective or another background. When choosing the right type of leader, reflect on the leadership styles suitable to handling ORCS. Nayab (2010) identified leadership styles as 1) participative leadership style when leaders consider suggestions and recommendations from the group members before making final decision; 2) democratic styles of leadership when leaders encourage fellow students to indulge in an open discussions before the leader arrive at the decision making process; 3) transformational leadership when the leader motivates people toward a shared vision and mission for entire class; 4) affiliate leadership when the group leader tries to win friendship with fellow leaders; and 5) servant leadership when the leader opts to serve and not to be served and where the leader strives to create facilities for team members into optimal use.

4. Assess students with potential leadership and determine their capability and capacity to handle the group ORCS. Before picking the right student for the right position to be the right group leader, teacher and students ORCS should reflect on the following qualities that a good leader should possess as described by Kokemuller (2015):

- a. Students trying to establish themselves as lifetime leaders should have good integrity. It is the foundation of leadership in any capacity as manifested by showing core elements of integrity that includes:

Trustworthiness, honesty, and the ability to consistently follow-through on promises. It becomes difficult for a student to get other students to buy in and follow his/her lead if a student leader is not honest in the way that s/he leads.

- b. A student who has genuine concern with his/her fellow students ORCS gains confidence and trust not just with his/her classmate, but more on with his/her teacher. This type of student leader possesses good human relations, showing compassion, willingness to extend a hand for others, and motivate others to follow example are trait of a good student leader.
- c. A student leader performing without anybody asking him/her to do is characteristics that should be emulated. A student with initiative step in when help is needed offers support to fellow students and overcome peer pressure to do what is right. Student leaders are also typically self-starters who push themselves to success.

Being a group leader ORCS is not an easy task. Students endure a great deal of patience and tend to sacrifice their time and effort in order to successfully lead others. It is the responsibility of the teacher to assess the capacity of the chosen leader. The classroom manager can devise ways to evaluate a group leader and the manner the students were grouped to better hold an ORCS.

I plan Magazine (2015) stated that whether chosen student leaders are seasoned or new to the roles, they should look forward to the challenge to push themselves and others to new heights. A group leader will still have room for

improvement, and teachers have to ponder on these top ten qualities of exceptional student leaders: 1. Think for the future, learn from the past and act it now; 2. Influence others to participate; 3. Able to deal with and overcome failures, mishaps, and mistakes; 4. SMART goal planner; 5. Push oneself to learn more, work harder, and compete for the greater good; 6. Delegate other tasks to all members; 7. Open to working with all channels; 8. Learn to listen before speaking to others; 9. Continually ask questions; and 10. Know the rules ORCS.

- 5. Specify and strengthen the roles of the chosen group leaders.** The word 'role' as defined by Skills You Need (2010) pertains to how students will behave and what function they will perform within the group as a whole. You Need emphasised that the role of the student-leader or facilitator will change and evolve as these evolve over time.

The role of group leaders is important as they represent authority in the absence of a teacher. The existence of leaders can either be designated or emergent. Schmitz (2010) differentiated the two, saying that designated leaders may be officially elected or appointed by either the teacher or the whole class; while emergent leaders may be substitutes when a designated leader unexpectedly leaves. These leaders gain status and respect through engagement with the group and its task and is turned to by others as a resource when leadership is needed.

C. Teaching Strategies

The variety of teaching strategies aid students develop and strengthen other approaches to learning. Technology and Livelihood Education being a practical subject, demonstration is the most appropriate method in delivering instructions. Based on this, the following guidelines on managing classes ORCS in terms of teaching strategy are provided:

- 1. Discover and utilize available school resources and maximize its full potential.** Every government school small or big holds its resources. Using resources effectively is an effort every member of the school should hold as responsibility. School authorities from the highest down to the last level as well students should have policies that implement various measures to use resources effectively and avoid waste.

Kennedy (2010) explains that when faced with funding cutbacks and money is tight, US education administration had to make difficult choices about where to allocate dwindling resources without sacrificing their first priority-- education of the students. Many school managers adopt the "run it 'til it breaks" method of addressing maintenance issues.

Anderson (2010) addresses shortage using an efficient scheduling system. In this system a student does not need to wander around the library searching for available study space with a reservation system in place. Scheduling system can be a very useful tool. Its challenging system ensures maximum utilization in buildings or even within single large buildings.

Anderson promotes green initiatives. It is an innovative means to reduce energy consumption that integrates a room scheduling application with an

energy-management system that automatically controls the lighting and temperature of a room based on its scheduled use. Wise use of available space to achieve the maximum use and efficiency gains a complete picture of efficiency on managing resources. Thus, detailed knowledge will contribute to an overall improvement in the school's scheduling efficiency, productivity and savings.

- 2. Observe and Practice Occupational Health and Safety all the time to avoid untoward incidents.** Conducting classes ORCS entails a lot of danger, it necessitates extra caution on the part of a TLE teacher. Ramilo and Pasco (2013) identify three ways to manage health and safety during the actual demonstration: First is to spot the hazard. Hazard is anything that can hurt classroom occupants. Hazardous places include: frayed electrical cords lying on the ground can result an electric shock, empty boxes stacked unsteadily can fall on someone, cluttered papers all over the floor can cause potential fire, dirty water running down the creek can cause lungs-related decease through stinky air pollution and noisy machinery and vehicles as well as passersby passing through. Chairs, waste containers, electrical cords, extension wires, and other school facilities should be arranged properly and not be left behind where they will become a tripping hazard.

It is the responsibility of the teacher to put into record untoward incidents and even hazardous place and objects that endanger the safety and health of each student. Employees have a responsibility to report any accident/incident they are involved in, or are aware of, to their superior immediately. This includes

hazard concerns and near miss situations that have the potential to cause damage, injury, or loss (Birkenhead and Wallasey, 2004).

3. **Give each student an opportunity to experience failure and allow each to acquire first hand learning through hands on training.** People learn lesson from either others or own mistakes is an old cliché. Failure is part of a learning process as Worthington (2004) puts it. Active engagement gives students opportunities to experience success and failure. Societies tend to frown on failure, which discourages people from taking chances. But much can be learned from failure from our own and that of others. TLE Teacher as a person of authority in the subject matter demonstrates the process in order to produce an output. Demonstration permits the teaching of theory along with practice. The result may either be a success or disappointing on the part of learner. However, the lessons acquired out of the experience can be retained as a learner realizes his/her mistake and learns from it.

Moreover, Huhman (2013) averred that much of what students know and understand has been learned through experience. Whether it was time spent in a classroom, much of what they learn is accomplished through doing and interacting with others. In presenting demonstration ORCS when everything is set, Makokha and Ongwae (2015) recommend the following pointers:

1. It is important that the students learn by showing good example. The trainer should exhibit a good performance.

2. Prepare and stick to the lesson plan. Steps or process should be explained properly as the trainer proceeds.
3. Make it a point that the students see and hear the demonstration from the view that they will perform it themselves.
4. Maintain eye contact with the students to make sure that everybody is paying attention and pause whenever there is a query. Take extra vigilance for those students on off-task behavior.
5. Observe and follow safety rules, precautions, and procedures. Use proper teacher instructions, such as visual aids, charts, handouts and tools to support the demonstration.
6. Allow for student-trainees participation where possible, during and after demonstration. Offer reinforcement where necessary and coach weak or slow learners.
7. Give a short summary of the steps and emphasise key points.

4. Monitor and record students' performance using rubrics and communicate results. Students are eager to find out their performance progress. These assessment provided by teacher-trainer is important to measure the knowledge and skills their trainees learned. Brualdi (2000) defined Performance-based assessments as "a set of strategies for the application of knowledge, skills, and work habits through the performance of tasks that are meaningful experience and engaging to students" (Hibbard and others, 1996, p. 5).

Brualdi further explains that teachers can integrate performance-based assessments into the instructional process to provide additional learning experiences for students.

Students are rated according to the quality and quantity of their performance and are evaluated based on standard set. It can be accomplished by creating rubrics. Rubrics according to Brualdi is a rating system by which teachers can define the different levels of proficiency for each criterion. A teacher can either revise and utilize previously developed rubrics or create his/her own together with his/her students.

This method shows teacher being objective when rating individual behavioural performance as it reflects students' attitude towards work and quantity or output that they produced. Teachers need to be certain that the rubrics are fair and simple. Also, the performance at each level must be clearly defined and accurately reflect its corresponding criterion.

Whether the result of assessment is positive or unfavorable on the part of the students, it should be immediately relayed to them coupled up with justifiable feedback.

5. Emphasize the importance of acquiring skills through actual demonstration and highlight its value as a life-long learner.

“Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.”

This is a popular Chinese proverbial saying which suggests that the ability to work is of greater benefit than a one-off handout. It is more important to teach students skills that will permanently fill the needs they have, over just handing them a temporary solution to a problem.

The ability to learn and develop work related skills and knowledge is necessary requirement in workplaces in order to survive not just for a day but for a lifetime and compete in all industries. It is important to recognize that different learning styles exist and that people often have a preferred style of learning, particularly when developing or delivering training programs.

According to Education Reform (2014) the 21st century skills concept is motivated on the idea that teaching students the most useful, relevant, in-demand, and universally applicable skills should be prioritized in today's schools that will place upon them in a globally competitive, knowledge-based, information-age, technology-driven economy and society.

Vocational and Technical Education identify the subject areas in the United States of America most commonly associated with career and technical education, such as business (office administration, entrepreneurship); trade and industrial (e.g., automotive technician, carpenter, computer numerical control technician); health occupations (nursing, dental, and medical technicians); agriculture (food and fiber production, agribusiness); family and consumer sciences (culinary arts, family management and life skills); marketing (merchandising, retail); and technology (computer-based careers).

Furthermore, Vocational and Technical Education For career and

technical education programs to flourish in the early twentieth century's test-driven school environment, it is suggested that school authorities must: (1) find ways to continue to prepare students with the skills and knowledge needed in the increasingly sophisticated workplace; (2) embed, develop, and reinforce the academic standards/benchmarks that are tested on the state-mandated assessments; and (3) teach the essential skills that all students need for success in life.

Figure 2 illustrates the summary of the guidelines on managing classes ORCS in terms of classroom motivation, discipline approach, and teaching strategies.

GUIDELINES ON MANAGING CLASSES ORCS

Classroom Motivation

The following guidelines on managing classes ORCS in terms of classroom motivation:

1. Establish and develop students' rapport between the teacher and among themselves.
2. Reflect on individual student's way of living and language adroitness when preparing instructional activities.
3. Distinguish and acknowledge students with similarities and differences.
4. Teach students to be accustomed to the inadequacies of the location of the setting and scarcity of resources ORCS.
5. Give attention on the practices of students learning style and observe them to recognize their task orientations.
6. Highlight learning objectives for affective and students' personal development.

Discipline Approach

The following guidelines on managing classes ORCS in terms of discipline approach:

1. State the reasons why there is a need for grouping and assigning leaders.
2. Devise a system in grouping and assigning leaders of the class.
3. Consider the nature of each student when dividing and selecting group leader of the class.
4. Assess students with potential leadership and determine their capability and capacity to handle the group ORCS.
5. Specify and strengthen the roles of the chosen group leaders.

Teaching Strategies

The following guidelines on managing classes ORCS in terms of teaching strategy:

1. Discover and utilize available school resources and maximize its full potential.
2. Observe and practice Occupational Health and Safety all the time to avoid untoward incidence.
3. Give each student an opportunity to experience failure and allow them to acquire first hand learning through hands on training.
4. Monitor and record students' performance using rubrics and communicate results.
5. Emphasize the importance of acquiring skills through actual demonstration and highlight the value of it as a life-long learner.

Figure 2 The Summary of Guidelines on Managing Classes ORCS

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study in which the conclusions and recommendations are taken based on the findings.

Summary of the Study

The primary objective of this research is to develop guidelines on best practices in managing classes ORCS in terms of classroom motivation, discipline approach, and teaching strategies. Department heads, teachers and students were used as the respondents of the study.

The descriptive research and purposive sampling were employed in the study to select the participants. Survey Questionnaire and Interview Guide were validated and used as research instruments.

Responses from the instruments of the Department head, TLE teachers and students were collected, consolidated, and evaluated using Triangulation method and were summarized. The results of the findings provided the basis for inputs on the development of guidelines on managing classes ORCS in terms of classroom motivation, discipline and teaching strategies.

Summary of Findings

The following results are the findings of the study based on the data gathered.

- 1.1. The identified practices on managing classes outside the regular classroom setting in terms of classroom can be categorized as intrinsic and extrinsic.
- 1.2. The best practice on managing classes outside the regular classroom setting in terms of classroom motivation is intrinsic, particularly teachers' acknowledgement and acceptance of students with individual differences and needs.
 - 2.1. The identified practices on managing classes outside the regular classroom setting in terms of discipline approach can be categorized as telling, doing, and visual method.
 - 2.2. The best practice on managing classes outside the regular classroom setting in terms of teaching strategy is the visual method, particularly explaining lessons through actual teacher's and students' practical demonstration.
- 3.1. The best practice on managing classes outside the regular classroom setting in terms of student discipline is group managerial approach, particularly teachers' use of grouping and assigning leaders to monitor cleanliness and orderliness.
- 3.2. The proposed guidelines in managing classes were developed from the identified practices in terms of motivation, discipline and teaching strategies.

Conclusions

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

1. The Identified practices in managing classes ORCS are similar with the practices usually done in regular classroom setting.
2. The best practices in managing classes ORCS may be considered as student-centered practices.
3. The developed guidelines on the best practices in managing classes is an essential tool in addressing the scarcity of teaching resources and can be utilized by TLE teachers who are forced to conduct classes ORCS.

Recommendations

In the light of the conclusions of this study, the following clustered recommendations on student motivation, discipline approach, and teaching strategy ORCS are specified.

A. Student motivation

1. TLE teachers should reflect on the way they treat students and show recognition for the students with individual differences and needs by acknowledging and accepting them together with other fellow students.
2. Proper screening and a diligent study should be conducted before including students on the list of classes using ORCS to avoid discrimination.
3. Strengthen teacher-student and student-student relationship to establish strong connection between the members of the class ORCS to attain effective learning and smooth flow of communication.

4. Orient students regarding the scarcity of school resources and facilities to practice maximum use of its resources and emphasize the importance of sharing and cooperation among themselves.

B. Discipline Approach

1. Emphasize the importance of grouping and assigning leaders to the whole class to ensure the monitoring of attendance, cleanliness of the place, and safety and order of each student.
2. Familiarize each other student with one another to easily detect the absentees and determine the total number of students and supervise each development ORCS.
3. Devise an effective system of grouping and assigning student to control the use of school resources such as space, available chairs, and other TLE tools and equipment.
4. Build up and fortify the group leaders' authority among their classmates to be felt by their subordinates as their representative whenever the teacher is out.
5. Reward group leaders and boost confidence through words, price or action to recognize their accomplishments.

C. Teaching Strategies

1. Teachers should be well-informed regarding the innovations in TLE by attending and actively participating seminars and workshops related to their field of expertise to better deliver precise information and demonstration.
2. Allow each student to experience the actual training using the appropriate gadget or improvise device in the absence of a genuine equipment or machine.

3. Practice extra prudence when handling delicate tools and equipment in TLE and orient students regarding the importance of Occupational Health and Safety Procedures to avoid accident.

Other Recommendations

1. TLE teachers should reflect on their ways of managing classes ORCS to attain effective learning and produce a conducive learning environment.
2. Use the guidelines of best practices on managing classes ORCS and conduct an implementation to test its validity and effectiveness.
3. A TLE self-paced module must be developed using research so that students ORCS who are directly practicing skills can follow lessons.
4. At the end of the school year, TLE students, teachers, and administrators should conduct an evaluation on managing classes ORCS in terms of students' motivation, discipline, and teaching strategies. This will help in further revision of the school policies and would serve as data for future researchers.
5. TLE Teachers should try other strategies in motivating, disciplining students and delivering lessons to students in order to achieve effective teaching and learning process ORCS.
6. Seminar-workshop on effective management of ORCS setting be used as an avenue for discussing students' motivation, discipline and teaching strategies.
7. A similar study should be conducted to address the issue of managing classes outside classroom setting either on the motivation, discipline and teaching strategies or other aspects of managing classes ORCS.

8. Further try-out, refinement, and a wider utilization of the developed framework of the best practices in managing classes outside classroom setting for effective management of classes be adapted for using the different level of schooling.

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APPENDICES

Appendix A

Protocol of Focus Group Discussion

In preparation for the research instrument, the study employed Focus Group Discussions patterned from Escalada and Heong (2009) to identify teaching practices outside the regular classroom setting in terms of classroom motivation, discipline approach and teaching strategies.

Protocol for Focus Group Discussion

The following steps on focus group discussion transpired.

Introduction

The study held a series of discussions composed of department heads, TLE teachers and students and experts. The discussions conducted were part of the Thesis Writing entitled: “Best Practices in Managing Classes Outside the Regular Classroom Setting”. Participants were provided with information in two ways: interview guide and protocol for FGD.

The FGD commenced with an expression of gratitude followed by the statement below.

“Thank you for agreeing to participate. I am very interested to hear your valuable opinion on your practices outside classroom setting in terms of classroom motivation, discipline approach and teaching strategies.”

The purpose of this study is to gather information regarding practices outside classroom setting in terms of classroom motivation, discipline approach and teaching strategies.

The information you give us is completely confidential, and I will not associate your name with anything you say in the focus group.

I would like to record and video the focus groups so that I

can make sure to capture the thoughts, opinions, and ideas I hear from the group. No names will be attached to the focus groups.

You may refuse to answer any question or withdraw from the study at anytime.

I understand how important it is that this information is kept private and confidential. I will ask participants to respect each other's confidentiality.

The discussion was designed to gather information from the TLE Department in connection to the following objectives and outcomes:

1. To list down the practices in managing classes outside the regular classroom setting in terms of classroom motivation, Disciplinary approach and teaching strategies.
2. To identify the adjustments being made by teachers and their students when conducting classes outside the regular classroom setting terms of classroom motivation, Disciplinary approach and teaching strategies.
3. To develop an instrument (survey questionnaire and interview guide) according to the assessment of the department head and teachers' practices in managing classes ORCS in terms classroom motivation, disciplinary approach, teaching strategies.
4. To produce a guidelines on managing classes outside the regular classroom setting in terms of classroom motivation, disciplinary approach and strategies in teaching based on the findings.

A power point presentation in line with the topic was prepared and provided a summary sheet to take the attendance of the participants.

Major topic

Best practices in managing classes outside the regular classroom setting in terms of classroom motivation, disciplinary approach and teaching strategies.

Probing questions

1. What are your adjustments as a teacher since you taught classes outside the regular setting?

Based from the study conducted on the focus group discussion with the department head, teachers and students involved, the following perceptions occurred on the part of teaching adjustments:

1. What are your adjustments as a teacher since you taught classes outside the regular classroom setting?

“Have to project voice to be heard by all and speak in modulation, used lapel microphone.”

“The calling of students' attention due to external factors disturbing the class is frequently being done.”

“Prepare varieties of activities that draw attention from the students

“Closer supervision and focus on the students to avoid being distracted by passers-by.”

“Show visual aids, colorful pictures, flash cards to capture students' interest”.

“Uses loose board to write down notes.”

“Adopt to the given situation and get used to the scarcity of resources; Chairs and available space.”

“Secure the area with loose board to block the way of passers-by.”

2. What are the adjustments of your students since you taught classes outside the regular setting?

The teachers observed the following adjustments made by their students.

“Students try hard to get connected with the class by listening attentively despite of annoying sounds.”

“Bear with distractions and get used to the irritating noise around”.

“Other students tend to use dysfunctional chairs due to its limited number.”

“Demand for more attention and focus from the students.”

“Compressed themselves while seated on the stairs and floors

“Most of the hours were spent on students gallivanting when transferring from a higher floor, 3rd or 4th floor to the ground floor.” Especially when they intended to pass by the canteen to buy food or comfort room before entering TLE. room.”

“Bring something to where they can place their paper where they can write on and newspaper where they can sit on.”

3. What are the techniques you employed since you taught classes outside the regular setting in terms of *classroom motivation*?

The following practices were employed by the teachers to motivate students:

1. *Gives slow learners a special treatment to cope-up with their shortcoming and weaknesses.*
2. *Utilizes drills and exercises at the start to arouse the interest of the students.*
3. *Uses modern technology to make the lesson more interesting.*
3. *Presents problems with logical explanations that deepen the understanding of the students.*
5. *Cracks jokes to get the attention of the whole class.*

6. *Treats each students as their own children/son or daughter.*
7. *Gives clues when asking students to identify specific question.*
8. *Boosts students' confidence through words of encouragement; Don't give up, take it as a challenge etc.*
9. *Announces names, praises students and make them feel proud of their achievement.*
10. *Employs excellent classroom teaching strategies.*
11. *Applaud student when winning a contest in front of their classmates.*
12. *Provide prizes in the form of gifts, rewards, money, food and the like for an excellent performance.*
13. *Injects singing of songs in the classroom.*
14. *Offers extra point or grade for a project being submitted or task being performed.*
15. *Grants good grades when they deserve it.*
16. *Awards certifications for an excellent job or good deeds.*
17. *Challenges students with difficult task or hard question to solve.*
18. *Impose exemption for a perfect scored examination or task performed.*
19. *Allows student to leave early for an outstanding performance or an excellent activity.*
20. *Convince student to join and participate in a contest and other program.*
21. *Shell out money to treat students with food, fare and others.*
22. *Persuade student to emulate their parents' hardship and good attainment.*
23. *Giving special assignment like being assigned to tutor or teach slow learners.*
24. *Performs and demonstrates the correct application of tasks and activities.*
25. *Utilizes a variety of teaching pedagogy to explain a lesson.*
26. *Applies immediate correction on students' mistakes or wrong doing.*

27. *Possesses pleasing physical appearance.*
 28. *Gives individual attention to students' physical, social and emotional needs.*
 29. *Provides supplemental readings.*
 30. *Hone their skills in the subject to maintain their genuine interest.*
 31. *Challenge each student for an academic competition.*
 32. *Show affection through a tap on the shoulder, hugs or shake hands.*
 33. *Promote excellent student to a higher position or level.*
 34. *Assign student leader and give authority over their classmates or fellow students.*
 35. *Humiliate and embarrass student with harsh words in front of the class.*
 36. *Projects terroristic approach in front of the class.*
 37. *Jealousy or envy of siblings or classmates' academic achievement*
 38. *Scares and intimidates students to give the correct answer.*
 39. *Laughs at his/her student to be embarrassed in front of the class.*
 40. *Plays favoritism in the class.*
 41. *Calls student to recitation or requires immediate response to questions.*
 42. *Compel student not to enter his/her class for a non-compliance or failures.*
 43. *Gives pop up or surprise quizzes.*
 44. *Compelled to be active due to threat and/or intimidation.*
 45. *Obligated to study hard due to poor economic status in life.*
4. What are the approaches you utilized since you taught classes ORCS to impose and maintain classroom discipline?

To maintain order, the teachers imposed on the following discipline approaches:

1. *Asks students to pay for their wrong doing such as coming late or being absent in the class or misdemeanour.*
2. *Applies corporal punishment causing student to physical harm.*
3. *Gives strong warning and applies maximum tolerance.*
4. *Require student to tell their parent about their misbehavior and ask for parents' signature.*
5. *Calls the attention of the classroom adviser to reprimand the student.*
6. *Presents immediate correction whenever student makes mistake.*
7. *Stops discussing, keeps silent, remains calm and lets students misbehave.*
8. *Conducts home visitation and talks to the parent or guardian.*
9. *Instructs the class officer, president to list down the name of noisy students.*
10. *Commands students to write their offense in a whole sheet of paper many times or back to back.*
11. *Scolds students about their misbehavior.*
12. *Bestow permanent suspension from school.*
13. *Shaming or personally insulting student in front of the class.*
14. *Permanent removal from the class list.*
15. *Calls for parent-principal conference.*
16. *Temporary demotion to lower grade.*
17. *Withdrawal or denial to a high grade.*
18. *Direct personal communication with the parent or guardian.*
19. *Lowering school mark or giving demerits.*
20. *Sending students outside of the classroom.*
21. *Summoning students to principal's office or prefect of discipline.*

22. *Giving a pop or surprise quiz as a punishment.*
23. *Detention after class or asking student to stay in one particular place away from the class.*
24. *Teacher-student conference after a class session.*
25. *Ordering student to clean school ground or room.*
26. *Teacher's aversive non-verbal communication with the student.*
27. *Employs verbal reprimand or offense is put to anecdote.*
28. *Student is given additional task or extra assignment.*
29. *Being placed in a corner of the classroom.*
30. *Designing a special classroom seating arrangement.*
31. *Using eye-to-eye contact, gesture and touches.*
32. *Roam around the classroom to see to it that everybody pays attention.*
33. *Always remind students on the rules and regulations of the school*
34. *Vigilance on the strict and consistent implementation of the rules and regulations in terms of punishment.*
35. *Coordinate with fellow teachers and proper authorities; prefect of discipline and school heads.*
5. What are the teaching strategies you conducted since you taught classes outside the regular setting?

The teaching strategies utilized by the teachers were the following:

5. *Handles class conversation using the conventional lecture method*
6. *Engage the whole class through classroom discussions to encourage students in class participation*
7. *Uses Socratic method or extracts students' understanding through giving of substantial questions and answer.*
8. *Explains lessons through actual teacher's practical demonstration.*

9. *Instructs students to supply sufficient information using individual or group reporting.*
10. *Presentation of students with a problem to solve that revolves around a story using case study.*
11. *Utilizes argumentation and debates that provide relevancy to everyday issues according to the lesson.*
12. *Lessons are act out through group role-playing that require students to become deeply involved in a topic.*
13. *Utilizes modern technology through audio and video presentation.*
14. *Employs Simulation as a form of experiential learning where the student is placed in an instructional scenarios.*
15. *Allows students to express themselves through dramatization based on the topic or lesson.*
16. *Facilitates games that stimulate mental and physical abilities of the students.*
17. *Applies picture and crossword puzzles and word loop as a teaching strategy.*
18. *Uses flash cards with words or numbers of pictures that are flashed to a class.*
19. *Applies Fishbowl method to ask open-ended questions and appreciate students' ideas.*
20. *Entices students to listen through a story telling parallel to the lesson.*
21. *Measures the skills of students through exercises by giving seatwork and workbook.*
22. *Employs the practice of reading aloud individually or by group.*
23. *Conducts close supervision to individual student by coaching and tutoring.*
24. *Use of chalkboard by teacher or student as aid in teaching.*
25. *Provides an open environment that encourages everyone to participate with creative solutions through brainstorming.*
26. *Presentation of lessons using colorful pictures and readable visual aids.*

- 27. Engages students to gain firsthand experience and knowledge away from the classroom through In-and out of campus field trip.*
- 28. Make use of students' imagination to travel back in time or visit certain place and reminisce the past event.*
- 29. Acquire knowledge and discover factual information through hands-on experiments.*
- 30. Exposes student to meet authorities and gain information by holding a personal interview.*
- 31. Sets a pleasant acoustic inside the classroom through pleasant music during class activity.*

Appendix B

Interview Guide

Interview guide for the respondents on managing classes ORCS.

1. What are the practices in managing classes outside regular setting in the following terms:

a. Classroom motivation

b. Discipline approach

c. Teaching strategies

3. How do you find the implementation of classroom motivation outside the regular classroom setting?

4. How do assess the implementation of discipline outside the regular classroom setting?

5. How do you assess the teaching strategies applied outside the regular classroom setting?

Appendix C

Survey Questionnaire on ORCS

Survey Questionnaire On Outside Regular Classroom Setting

Directions: Please supply all relevant information on the blank spaces. On the following statements which describe practices outside regular classroom setting in terms of motivation, discipline approach and teaching strategies, check (✓) the box that best corresponds your honest view on managing classes outside the regular classroom setting.

Rest assured that your response will be treated with confidentiality, so feel free to give your honest response.

A. Personal data:

Name: (Optional) _____

Position: _____

B. Classroom Management practices

Scale interpretation:	Very Effective	(VE)	--	4
	Effective	(E)	--	3
	Somehow Effective	(SE)	--	2
	Ineffective	(I)	--	1

I. Students Motivation

	4	3	2	1
1 A. Intrinsic Factor Acknowledges and accepts each with individual differences and needs.	☐	☐	☐	☐
2 Inculcates a sense of ownership and stewardship for occupying the space.	☐	☐	☐	☐
3 Allows a personal development brought about by outside classroom learning experience.	☐	☐	☐	☐
4 Develops the value of responsibility and accountability for the area and its facilities.	☐	☐	☐	☐
5 Provides pleasurable learning in carrying and accomplishing task.	☐	☐	☐	☐
6 Instills the value of being resourceful and ingenuity in maximizing available learning resources.	☐	☐	☐	☐
7 Promotes fairness and transparency in the implementation of outside classroom setting policies.	☐	☐	☐	☐
8 Fosters a sense of belongingness among students with the place.	☐	☐	☐	☐

B. Extrinsic Factor

1	Grants additional point, grade or merit for the extra effort.				
2	Provides incentives and rewards with gifts, prizes, certificates and money for winning.				
3	Praises and gives a well-rounded applause for a job well-done.				
4	Exempts from individual or group task for an outstanding performance.				
5	Demonstrates affection and affirmation through a tap on the shoulder, hugs or handshake.				
6	Promotes to a higher position or level for an outstanding performance.				
7	Challenges to solve difficult problem or perform hard task.				
8	Announces and posts names for an excellent performance.				

Comments: _____

II. Discipline Approach**A. Assertive Approach**

1	Engages in the creation of rules regulations and expectations on the outside classroom setting.				
2	Sets limitations, demands, implements and enforces them firmly.				
3	Uses eye-to-eye contact, gesture and touches to call attention.				
4	Designs a seat plan for a special seating arrangement to monitor attendance and control noise.				
5	Calls for parent-teacher conference in school.				
6	Organizes and implements home visitation.				
7	Conducts teacher-student conference after a class session.				

B. Business-Academic Approach

1	Stops and pauses during major disturbance and hubbub.				
2	Calls attention whenever distracted by external disturbance immediately.				

3	Allows to view a chaotic din that causes serious interruption like school program.	☐	☐	☐	☐
4	Monitors attendance and asks students who leave their post without permission frequently.	☐	☐	☐	☐
5	Orders to copy posted lessons and written notes on the board.	☐	☐	☐	☐
6	Secures the learning area with loose board or divider.	☐	☐	☐	☐
7	Assures a safety learning environment away from danger or hazard.	☐	☐	☐	☐
8	Roams around the whole area to observe individual or group work regularly.	☐	☐	☐	☐
9	Transfers the entire class to a better place in case of school program or as the need arises.	☐	☐	☐	☐

C. Behavior-Modification Approach

1	Allows to practice appropriate conduct and observes proper outside classroom decorum.	☐	☐	☐	☐
2	Sets a good example to emulate proper and ideal behavior.	☐	☐	☐	☐
3	Refers and sends for guidance and counseling.	☐	☐	☐	☐
4	Strengthens good behavior through words of encouragement.	☐	☐	☐	☐

D. Group Managerial Approach

1	Groups and assigns leaders to monitor cleanliness and orderliness of the place.	☐	☐	☐	☐
2	Ensures completion of an activity before going to the next.	☐	☐	☐	☐
3	Considers physical setting and students' readiness for the activity.	☐	☐	☐	☐
4	Discusses topic concerning outside classroom setting issues openly.	☐	☐	☐	☐

E. Acceptance Approach

1	Encourages cooperation and coordination among students in spite of scarcity of resources.	☐	☐	☐	☐
2	Highlights strengths and works out on weaknesses of students.	☐	☐	☐	☐
3	Points out learning from making mistakes.	☐	☐	☐	☐

Comments: _____

III. Teaching Strategies		4	3	2	1
A. Telling method					
1	Delivers lesson using the conventional <i>lecture method</i> .				
2	Engages every student through classroom <i>discussion</i> .				
3	Uses <i>story-telling</i> technique to facilitate discussions.				
B. Doing Method					
1	Utilizes the <i>project method</i> whether to be done in school or home.				
2	Makes sure that <i>seatworks and workbooks</i> are accomplished independently.				
3	Stimulates the mental and physical abilities through <i>games or contest</i> .				
4	Instructs to supply details using <i>individual or group reporting</i> .				
5	Simulates the real world through <i>role-playing</i> and <i>dramatization</i> .				
C. Visual Method					
1	Explains lessons through actual teacher's and student's practical <i>demonstration</i> .				
2	Employs appropriate legible and <i>colorful visual aids</i> .				

Comments: _____

Thank you very much for your valuable time!

Appendix D

Profile of the Expert Who Validated the Instrument

Profile of the Experts Who Validated the Instrument

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10
Sex	Male	Male	Female	Female	Female	Female	Female	Female	Male	Female
Years of Teaching	26	18	35	14	24	19	29	34	32	34
School Affiliation	Ramon Magsaysay High School Manila	Ramon Magsaysay High School Manila	Ramon Magsaysay High School Manila	E. Rodriguez Jr. High School Quezon City	PNU	PNU	Notre Dame of Greater Manila Calocan City	E. Rodriguez Jr. High School Quezon City	T. Paez Integrated School Manila	Sergio Osmeña Sr. High School Quezon City
Educational Attainment										
Undergraduate	BSE PNU Manila	BSIE NIT-Naval, Leyte	BSE-HE FEU	BSE PLM	BSE PNU	BSE PNU	BSE English PNC	BS. BE. PUP Manila	BSIE TUP MANILA	BSIE DHVCAT
Graduate	MA. Filipino Literature MLQU	MAIE/AS-EARIST Manila	MAT-HA EARIST Manila	MAT Linguistics PNU MA. NTC	MA SPED PLM MA. G. & C. PNU	MA. UST	MAT Reading PNU	M.Ed. M. PUP Manila	CAR MAIE TUP MASP PLM	CAR MAIE TUP
PostGraduate	Ph. D. Literature PNU	Ed. D. JEM. EARIST Manila	Ph. D. Ed. M. PNU	Ed. D. Admi. and Supervision NTC	Ph.D. Ed. M. PNU	Dissertation Writing ED. D PLM	Units in Ph. D. Reading PNU			

Below were scales used reference table for verbal interpretation of the instrument.

Mean Rating	Verbal Interpretation
2.50 - 3.00	Applicable without revision
1.50 - 2.49	Applicable with revision
1.00 - 1.49	Reject Statement

Validation Checklist

Validation Checklist

I. Personal Data of the Expert

Instruction: Kindly provide your information below:

Name: _____

Gender: _____

Years of Teaching: _____

School Affiliation: _____

Educational Attainment:

	Course	Year Graduated	Institution
Post Graduate	_____	_____	_____
Graduate	_____	_____	_____
Undergraduate	_____	_____	_____

II. Evaluation:

Instruction: Please put a check (✓) on the number inside the box that most corresponds your answer to each statement using the code that gives the extent to which you perceive that statement is applicable without revision applicable with revision or reject statement.

Scale interpretation:	Applicable without revision	-- 3
	Applicable with revision	-- 2
	Reject Statement	-- 1

1. Classroom Motivation

<i>How do your students get motivated?</i>					Suggestion
A. Intrinsic Factor	3	2	1		
1 Attends and treats each students with individual differences and needs.	☐	☐	☐	_____	
2 Inculcates a sense of self fulfillment for a job well done.	☐	☐	☐	_____	
3 Allows a personal development brought about by day to day learning experience.	☐	☐	☐	_____	
4 Develops Harmonious relationship between students and teacher.	☐	☐	☐	_____	
5 Imparts the love and desire to work with fellow students and teachers.	☐	☐	☐	_____	
6 Brings enjoyment to the students from carrying and accomplishing a Given task.	☐	☐	☐	_____	

7	Encourages and supports students whenever there are programs.	☐	☐	☐	_____
8	Involves student in the classroom decision-making.	☐	☐	☐	_____
9	Gives high regard for the students' accomplishment.	☐	☐	☐	_____
10	Shows fairness and transparency in the implementation of school policies.	☐	☐	☐	_____
11	Provides a sense of belongingness and love among other students.	☐	☐	☐	_____
B. Extrinsic Factor					
1	Grants additional point or grade or merit for the extra effort.	☐	☐	☐	_____
2	Projects a terroristic approach in front of the class.	☐	☐	☐	_____
3	Rewards students with gifts, prizes, certificates and money.	☐	☐	☐	_____
4	Participate to be applauded and praised by the whole class.	☐	☐	☐	_____
5	Shell out money to treat students with food, fare and the like.	☐	☐	☐	_____
6	Looks forward to being exempted from group task.	☐	☐	☐	_____
7	Provides free time for an outstanding performance.	☐	☐	☐	_____
8	Academic security or does not want to be demoted from the class.	☐	☐	☐	_____
9	Longs for popularity among classmates or become famous in the school.	☐	☐	☐	_____
10	Experience the feeling of affection and confirmation through a tap on the shoulder, hugs or shake hands.	☐	☐	☐	_____
11	Yearns for promotion to				

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|-------|
| | get a higher position. | ☐ | ☐ | ☐ | _____ |
| 12 | Challenges students to solve difficult problem or perform hard task. | ☐ | ☐ | ☐ | _____ |

Comments: _____

2. Discipline Approach

How do you employ discipline in your students?

A. Assertive Approach

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|-------|
| 1 | Lays down house rules, do's and don'ts and expectations. | ☐ | ☐ | ☐ | _____ |
| 2 | Sets limits, demands and enforce them clearly. | ☐ | ☐ | ☐ | _____ |
| 3 | Reminds students on the rules and regulations of the school religiously. | ☐ | ☐ | ☐ | _____ |
| 4 | Uses eye-to-eye contact, gesture and touches. | ☐ | ☐ | ☐ | _____ |
| 5 | Conducts a regular home visitation for a parent-teacher conference. | ☐ | ☐ | ☐ | _____ |
| 6 | Designs a special classroom seating arrangement. | ☐ | ☐ | ☐ | _____ |
| 7 | Teacher-student conference after a class session. | ☐ | ☐ | ☐ | _____ |
| 8 | Employs verbal reprimand or offense is put to anecdote. | ☐ | ☐ | ☐ | _____ |
| 9 | Direct personal communication with the parent or guardian. | ☐ | ☐ | ☐ | _____ |
| 10 | Calls for parent-principal conference. | ☐ | ☐ | ☐ | _____ |
| 11 | Bestow permanent suspension from school. | ☐ | ☐ | ☐ | _____ |
| 12 | Shaming or personally insulting student in front of the class. | ☐ | ☐ | ☐ | _____ |
| 13 | Permanent removal from the class list. | ☐ | ☐ | ☐ | _____ |
| 14 | Temporary demotion to | ☐ | ☐ | ☐ | _____ |

	lower grade.				
15	Withdrawal or denial to a high grade.	☐	☐	☐	_____
16	Lowering school mark or giving demerits.	☐	☐	☐	_____
17	Sending students outside of the classroom.	☐	☐	☐	_____
18	Summoning students to principal's office or prefect of discipline.	☐	☐	☐	_____
19	Giving a pop-up or surprise quiz as a punishment.	☐	☐	☐	_____
20	Detention after class or asking student to stay in one particular place away from the class.	☐	☐	☐	_____
21	Commanding student to clean school ground or room.	☐	☐	☐	_____
22	Teacher's aversive non-verbal communication with the student.	☐	☐	☐	_____
23	Student is given additional task or extra assignment.	☐	☐	☐	_____
24	Being placed in a corner of the classroom.	☐	☐	☐	_____
25	Asks for payment for misbehavior or Misdemeanor	☐	☐	☐	_____
26	Order student to write their offense in a sheet of paper back to back.	☐	☐	☐	_____
27	Instruct the officer to list down names of noisy and misbehaving students.	☐	☐	☐	_____

B. Business-Academic Approach

1	Communicates assignments and activities openly.	☐	☐	☐	_____
2	Monitors individual or group work of students on	☐	☐	☐	_____

	regular basis.				
3	Maintains records of each students properly.	☐	☐	☐	_____
4	Gives immediate feedback to students and discuss issues frequently.	☐	☐	☐	_____
5	Provide attention to completion of student's requirements thoroughly.	☐	☐	☐	_____
C. Behavior-Modification Approach					
1	Allows students to practice appropriate conduct and observe proper decorum.	☐	☐	☐	_____
2	Shows modeling to modify behavior	☐	☐	☐	_____
3	Emphasizes that behavior is shaped by consequences not caused by problem.	☐	☐	☐	_____
4	Supply positive reinforcement by giving praises and rewards to	☐	☐	☐	_____
5	Strengthen good behavior.	☐	☐	☐	_____
6	Establishes and implements rules using praises and rewards.	☐	☐	☐	_____
D. Group Managerial or Guidance Approach					
1	Makes it a point to finish an activity before going to the next.	☐	☐	☐	_____
2	Avoids interruptions and unnecessary announcement.	☐	☐	☐	_____
3	Considers students' readiness for the activity.	☐	☐	☐	_____
4	Discusses topics concerning individual or group issues openly.	☐	☐	☐	_____
5	Exert effort to understand feelings and meet their needs.	☐	☐	☐	_____
E. Acceptance Approach					
1	Encourages cooperation and coordination among	☐	☐	☐	_____

students.

- | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|-------|
| 2 | Highlights strengths and work out on weaknesses of students. | ☐ | ☐ | ☐ | _____ |
| 3 | Takes pride on students achievement and display their works. | ☐ | ☐ | ☐ | _____ |
| 4 | Strengthens confidence by using encouraging remarks like good job or congratulations. | ☐ | ☐ | ☐ | _____ |
| 5 | Emphasize lessons from making mistakes. | ☐ | ☐ | ☐ | _____ |

Comments: _____

3. Teaching Strategies

How do you utilize your teaching strategies?

A. Indirect Instruction

- | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|-------|
| 1 | Presents problems to be solved using case study. | ☐ | ☐ | ☐ | _____ |
| 2 | Gives problem Problem-solving exercises to find solution. | ☐ | ☐ | ☐ | _____ |
| 3 | Makes sure that seatworks and workbook are accomplished independently. | ☐ | ☐ | ☐ | _____ |

B. Interactive Instruction

- | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|-------|
| 1 | Facilitates <i>Argumentation</i> and debates properly. | ☐ | ☐ | ☐ | _____ |
| 2 | Extracts substantial responses from students by brainstorming | ☐ | ☐ | ☐ | _____ |
| 3 | Employs <i>Cooperative</i> learning among students. | ☐ | ☐ | ☐ | _____ |
| 4 | Engages students through classroom discussion. | ☐ | ☐ | ☐ | _____ |
| 5 | Uses Socratic method or extracts students' understanding through Question and answer | ☐ | ☐ | ☐ | _____ |
| 6 | Encourages students to conduct <i>Peer learning and Teaching</i> | ☐ | ☐ | ☐ | _____ |
| 7 | Instructs students to | | | | |

	supply details using <i>individual or group</i> reporting.	☐	☐	☐	_____
8	Handles class using the conventional <i>lecture</i> method.	☐	☐	☐	_____
9	Persuade students through story-telling.	☐	☐	☐	_____
	C. Experiential Instruction				
1	Engages students to gain first hand experience away from the classroom in and out of school campus fieldtrip.	☐	☐	☐	_____
2	Utilizes <i>simulation</i> to experience real-life situations.	☐	☐	☐	_____
3	Expose students to <i>innovation by</i> <i>benchmarking</i> .	☐	☐	☐	_____
4	Emphasizes the real world through role- <i>playing and dramatization</i>	☐	☐	☐	_____
5	Utilizes modern technology through <i>audio and video</i> presentation.	☐	☐	☐	_____
6	Explains lessons through actual teacher's/student's practical demonstration.	☐	☐	☐	_____
7	Stimulates the mental and physical abilities of the students through games.	☐	☐	☐	_____
8	Uses <i>Crossword puzzle</i> to reinforce lessons.	☐	☐	☐	_____
9	Deepens students understanding through fishbowl method.	☐	☐	☐	_____
10	Makes use of students' imagination to travel the school campus and or and or reminisce the past events.	☐	☐	☐	_____
11	Lets students <i>read aloud</i> individually or by group.	☐	☐	☐	_____
12	<i>Orders students to use</i> chalkboard to copy notes on the board.	☐	☐	☐	_____
	D. Independent Study				

1	Allows students to utilize Computer-assisted instruction.				_____
2	Uses <i>essay-writing</i> .				_____
3	Employs <i>learning Contracts</i>				_____
4	Gives students <i>research Projects</i>				_____
5	Gives <i>assigned questions</i> .				_____

Comments: _____

Result of Validation of Instrument

Validators	1	2	3	4	5	6	7	8	9	10	Average	Interpretation
I. Students Motivation												
A. Intrinsic Factor												
1	2	3	3	3	2	3	3	2	3	2	2.60	Applicable without revision
2	3	3	3	3	2	2	2	3	3	3	2.70	Applicable without revision
3	3	3	3	2	1	3	3	2	3	2	2.50	Applicable without revision
4	3	3	3	2	1	3	3	2	3	3	2.80	Applicable without revision
5	3	3	3	3	2	3	3	2	3	3	2.80	Applicable without revision
6	3	3	3	3	2	3	3	2	3	3	2.80	Applicable without revision
7	3	3	3	2	2	2	3	2	3	2	2.50	Applicable without revision
8	3	3	3	2	2	3	3	2	3	3	2.70	Applicable without revision
9	3	3	3	3	3	3	2	3	3	3	2.90	Applicable without revision

10	3	3	3	3	2	3	3	1	3	3	2.70	Applicable without revision
11	3	3	3	3	3	3	3	2	3	2	2.80	Applicable without revision
B. Extrinsic Factor												
1	3	3	3	3	3	3	3	3	3	3	2.80	Applicable without revision
2	1	2	2	1	1	1	2	1	1	1	1.30	Reject Statement
3	3	2	2	2	1	2	3	3	3	2	2.30	Applicable with revision
4	2	3	3	2	3	3	3	3	3	2	2.70	Applicable without revision
5	3	1	2	2	2	2	1	3	1	3	2.00	Applicable with revision
6	1	2	2	2	1	2	1	3	3	1	1.80	Reject Statement
7	1	2	2	1	1	1	2	1	2	1	1.40	Reject Statement
8	3	3	3	2	2	2	3	3	3	3	2.70	Applicable without revision
9	3	3	2	2	1	1	3	1	3	2	2.10	Applicable with revision
10	3	3	2	2	1	3	3	3	3	2	2.50	Applicable without revision
11	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
Discipline Approach												
A. Assertive Approach												
1	3	3	3	3	1	3	3	3	3	3	2.80	Applicable without revision
2	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
3	3	3	3	3	3	2	1	3	3	2	2.80	Applicable without revision
4	3	3	3	3	2	3	2	3	3	3	2.80	Applicable without revision
5	3	3	3	3	1	3	2	3	3	2	2.60	Applicable without revision
6	3	3	3	2	3	3	3	3	3	3	2.80	Applicable without revision
7	1	1	2	1	1	2	1	1	2	1	1.30	Reject Statement
B. Business-Academic Approach												
1	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
2	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
3	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
4	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
5	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
6	1	3	2	3	1	2	2	3	3	1	2.10	Applicable with revision
7	3	3	2	2	1	3	2	3	3	2	2.40	Applicable with revision

C. Behavior- Modification Approach												
1	3	3	3	2	2	3	3	3	3	3	2.90	Applicable without revision
2	2	3	2	1	1	3	3	3	3	3	2.40	Applicable with revision
3	3	3	2	2	1	3	3	3	3	3	2.40	Applicable with revision
4	3	3	3	1	1	3	2	3	3	3	2.50	Applicable without revision
5	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
6	3	3	2	3	1	3	3	3	3	3	2.70	Applicable without revision
D.Group-Managerial or Guidance Approach												
1	3	3	3	3	3	3	3	1	3	3	2.80	Applicable without revision
2	3	3	2	3	1	2	3	3	3	2	2.50	Applicable without revision
3	3	3	2	3	2	3	3	3	3	3	2.80	Applicable with revision
4	3	3	2	3	2	3	3	3	3	2	2.80	Applicable without revision
5	3	3	2	3	2	3	3	3	3	3	2.90	Applicable with revision
E. Acceptance Approach												
1	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
2	3	3	2	3	3	3	3	3	3	3	3.00	Applicable without revision
3	3	3	2	3	3	3	3	3	3	3	3.00	Applicable without revision

4	3	3	2	3	2	3	2	3	3	3	2.90	Applicable without revision
5	2	3	2	3	1	3	2	3	3	2	2.40	Applicable without revision
Teaching Strategies												
A. Telling Method												
1	1	2	2	3	3	2	3	3	2	3	2.40	Applicable with revision
2	3	3	3	3	3	3	3	3	2	3	2.90	Applicable without revision
3	2	3	3	3	3	2	1	3	3	2	2.80	Applicable without revision
4	2	3	3	3	3	2	3	3	3	3	2.80	Applicable without revision
5	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
6	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
B. Doing Method												
1	3	3	3	3	3	1	3	3	3	3	2.80	Applicable without revision
2	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
3	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
4	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
5	3	3	3	3	3	2	3	3	3	3	2.80	Applicable without revision
6	2	3	3	3	3	3	3	3	3	3	2.90	Applicable without revision
C. Visual Method												
1	3	3	3	3	3	2	3	3	3	3	2.90	Applicable without revision
2	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
3	3	3	3	3	3	3	3	3	3	2	2.90	Applicable without revision
4	3	3	3	3	3	2	3	3	3	2	2.80	Applicable without revision
5	3	3	3	3	3	3	3	3	3	3	3.00	Applicable without revision
6	3	3	3	3	3	3	3	3	3	2	2.90	Applicable without revision

Evaluation Scale	Mean Rating	Verbal Interpretation
3	2.50 – 3.00	Applicable without revision
2	1.50 – 2.49	Applicable with revision
1	1.00 – 1.49	Reject Statement

Appendix F Letters

Letter Asking Permission to Conduct Focus Group Discussion

June 21, 2014

Mrs. Felicisima F. Tañedo
Principal, Sergio Osmeña Sr. High School
Del Monte Avenue, Corner Araneta Avenue
Quezon City

Dear Mrs. Tañedo:

Greetings of peace and goodwill!

Part of my Thesis writing entitled “Best Practices in Managing Classes Outside the Regular Classroom Setting” in Chapter III Methodolody is to conduct an FGD, Focus Group Discussion with TLE teachers. Participants will be provided information in two ways: written response and group discussions.

In connection with this, may I be allowed to organize and conduct a focus group discussion on the said title in terms of classroom motivation, discipline and strategies in teaching?

I intend to hold it on June 24, 20`15, Tuesday at 12:30 pm. Inside TLE room together with all TLE teachers.

I look forward to your positive response regarding this mattter.

Thank you very much and God bless.

Respectfully yours,

SGD
RAMEL O. AQUINO
Teacher II

Noted by:

SGD
MRS. MARILOU BADAJOS
TLE Department head

Approved by:

SGD
MRS. FELICISIMA F. TAÑEDO
Principal IV

Noted by:

SGD
Rene R. Belecina Ph. D.
Faculty, Department of Mathematics Education
Thesis Adviser
Philippine Normal University

SGD

Danilo K. Villena Ph. D.
Program Adviser, Educational Management
Thesis Adviser
Philippine Normal University

Letter Asking Permission to Administer Survey Questionnaire

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

September 8, 2014

Dr. Ponciano A. Menguito
School Division Superintendent
Division Office
Nueva Ecija St. Bago Bantay
Quezon City

Sir:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfilment of the requirements for the Degree of Master of Arts in Educational Management.

In connection to this, may I ask permission from your good office to allow me to administer my questionnaire and conduct interview to the department heads, TLE teachers and students of Grade 7, 8, 9 and fourth year students of Sergio Osmeña Sr. High School, Quezon City at their convenient time.

I have attached here my survey questionnaire and interview guide.

I look forward to your positive response regarding this matter.

RECEIVED
SEP 09 2014

RECORDS SECTION
RECEIVED
Date: SEP 09 2014
Document No. 797
By: _____



LETTERS ASKING TO VALIDATE INSTRUMENT

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Mrs. Maria Victoria Maliwat
High School Principal
Notre Dame of Greater Manila
Caloocan City

Dear Mrs. Maliwat:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

I have attached here the statement of the problem, validation checklist and the instruments which includes the survey questionnaire for department head/teachers and students and interview guide for respondents.

I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Cesar P. Caparas
Master Teacher II
Ramon Magsaysay High School
España, Manila

Dear Mr. Caparas:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom

Setting” in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Mrs. Marilou D. Badajos
TLE Deapatment Head IV
Sergio Osmeña Sr. High School
Quezon City

Dear Mrs. Badajos:

Peace and goodwill!

I am currently writing a thesis entitled “Best Practices in Managing Classes Outside Regular Classroom Setting” in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Dr. Jimmy Arellano
Master Teacher I TLE Tech/Voc.
Ramon Magsaysay High School
España. Manila

Dear Dr. Arellano:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Dr. Teodora Banzon-Asidao
TLE/HE Head Teacher VI
Ramon Magsaysay High School
España. Manila

Dear Dr. Asidao:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

I have attached here the statement of the problem, validation checklist and the instruments which includes the survey questionnaire for department head/teachers and students and interview guide for respondents.

I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Dr. Sylvia Hizon-Campos
High School Principal
E. Rodrigues Jr. High School
Laloma, Quezon City

Dear Dr. Campos:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

I have attached here the statement of the problem, validation checklist and the instruments which includes the survey questionnaire for department head/teachers and students and interview guide for respondents.

I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Dr. Mary Ann. Rondaris
Master Teacher II
Sergio Osmeña Sr. High School
Quezon City

Dear Dr. Rondaris:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Mrs. Portia Soriano
Professor
Philippine Normal University
Taft Avenue, Manila

Dear Mrs. Soriano:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Mr. Malvin R. Tabajen
Professor
Philippine Normal University
Taft Avenue, Manila

Dear Mr. Tabajen:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" in partial fulfillment of the requirements for the Degree of Master of Arts in Educational

Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

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Rene R. Belecina, Ph. D.
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SGD
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Thesis Adviser

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila
College of Graduate Studies and Teacher Education Research

August 19, 2014

Mr. Librado Reyes
TLE Master Teacher I
TLE/Voc. Tech Department
T. Paez Integrated School (HS)
Tondo, Manila

Dear Mr. Reyes:

Peace and goodwill!

I am currently writing a thesis entitled "Best Practices in Managing Classes Outside Regular Classroom

Setting” in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Management.

In connection to this, as an expert in the field of Educational Management, may I ask that you validate the instrument that I have prepared?

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I look forward to your positive response regarding this matter.

Thank you very much.

Respectfully yours,

SGD
RAMEL O. AQUINO
Researcher

Noted by:

SGD
Rene R. Belecina, Ph. D.
Thesis Adviser

SGD
Diony Varela DPM.
Thesis Adviser

Appendix G Aerial Pictures

Pictures of Sergio Osmeña Sr. High School



Pictures of Classes Being Held ORCS

The entrance gate of the school and garage



Outside the clinic of the school



At the stairs



Near the creek



Open spaces



Pictures during the Focus Group Discussion (FGD)



Pictures of the participants of the study



Pictures during the Administration of Instrument and Interview



Appendix H

Result of Survey Questionnaire ORCS

Results of Survey Questionnaire																										
Department heads						TLE Teachers								Students								Overall				
		4	3	2	1	Total	Mean	VI.	4	3	2	1	Total	Mean	VI.	4	3	2	1	Total	Mean	VI.	Mean	VI.		
I	A.1	6	2			8	3.75	VE	13	2	2	3	20	3.14	E	219	42	18	1	280	3.61	VE	3.5	VE		
		2	5	2	1	8	3.5	VE	10	4	4	2	20	3.03	E	212	34	18	16	280	3.44	E	3.32	E		
		3	6	1	1	8	3.63	VE	7	8	2	3	20	2.84	E	198	27	34	21	280	3.29	E	3.25	E		
		4	5	2	1	8	3.5	VE	10	5	1	4	20	2.88	E	156	90	24	10	280	3.28	E	3.22	E		
		5	5		3	8	3.25	E	7	8	4	1	20	3.01	E	189	37	37	17	280	3.28	E	3.18	E		
		6	5		3	8	3.25	E	10	4	2	4	20	2.85	E	212	34	18	16	280	3.44	E	3.18	E		
		7	4	1	3	8	3.13	E	8	6	2	4	20	2.75	E	218	40	6	16	280	3.5	VE	3.13	E		
		8	3	2	2	1	8	2.78	E	8	2	6	4	20	2.75	E	123	113	40	4	280	3.17	E	3.13	E	
		B.1	6	2			8	3.75	VE	12	2	2	4	20	2.95	E	218	38	9	15	280	3.5	VE	3.4	E	
			2	6	2		8	3.75	VE	11	2	2	5	20	2.76	E	212	34	18	16	280	3.44	E	3.32	E	
		3	5	2	1	8	3.5	VE	7	10	0	3	20	2.94	E	212	34	18	16	280	3.44	E	3.29	E		
		4	5	1	2	8	3.38	E	7	6	6	1	20	2.91	E	220	40	11	9	280	3.56	VE	3.28	E		
		5	5	0	3	8	3.25	E	11	5	1	3	20	3.09	E	199	35	44	2	280	3.44	E	3.26	E		
		6	5	2	1	8	3.5	VE	10	2	3	5	20	2.66	E	216	39	12	13	280	3.5	VE	3.22	E		
		7	5	2	1	8	3.5	VE	7	3	6	4	20	2.5	E	159	67	18	36	280	3.06	E	3.02	E		
		8	5	0	3	8	3.25	E	6	6	2	6	20	2.38	E	118	44	68	50	280	2.61	E	2.75	E		
	II	A.1	6	1	1		8	3.63	VE	7	10	0	3	20	2.94	E	214	32	9	25	280	3.39	E	3.32	E	
			2	5	1	2	8	3.38	E	10	2	4	4	20	2.75	E	216	39	12	13	280	3.5	VE	3.21	E	
			3	5	0	3	8	3.25	E	13	1	0	6	20	2.83	E	220	31	25	4	280	3.56	VE	3.21	E	
			4	5	1	2	8	3.38	E	10	2	6	2	20	2.93	E	189	37	37	17	280	3.28	E	3.19	E	
5			6	1	1	8	3.63	VE	7	4	5	4	20	2.56	E	156	79	23	22	280	3.17	E	3.12	E		
7			3		5	8	2.75	E	10	2	3	5	20	2.66	E	214	32	9	25	280	3.39	E	2.93	E		
6			5	0	3	8	3.25	VE	6	4	4	8	22	2.3	E	179	34	26	41	280	3.06	E	2.87	E		
B.1			7	1	0		8	3.88	VE	7	6	6	1	20	2.91	E	199	35	44	2	280	3.44	E	3.41	E	
			2	4	4		8	3.5	VE	10	2	6	2	20	2.93	E	220	31	25	4	280	3.56	VE	3.33	E	
			3	5	1	2	8	3.38	VE	10	5	3	2	20	3.08	E	199	35	44	2	280	3.44	E	3.3	E	
		4	5	2	1	8	3.5	VE	10	3	3	4	20	2.8	E	212	34	18	16	280	3.44	E	3.25	E		
		5	3	3	2	8	3.13	E	7	3	7	3	20	2.59	E	216	39	12	13	280	3.5	VE	3.07	E		
		6	3	3	2	8	3.13	E	6	5	9	0	20	2.85	E	90	112	67	11	280	2.89	E	2.96	E		
		7		8		8	3	E	10	2	3	5	20	2.66	E	129	69	69	13	280	3	E	2.89	E		
		8	3	1	3	8	2.63	E	10	2	3	5	20	2.66	E	159	67	18	36	280	3.06	E	2.78	E		
		9		8		8	2	E	12	3	1	4	20	3	E	190	38	23	9	280	3.22	E	2.74	E		
	C.1	7	1			8	3.88	VE	12	2	3	3	20	3.04	E	213	43	22	2	280	3.56	VE	3.49	E		
		2	6	1	1	8	3.63	VE	10	2	6	2	20	2.93	E	214	43	19	4	280	3.56	VE	3.37	E		
		3	6	1	1	8	3.63	VE	10	4	3	3	20	2.94	E	219	34	23	4	280	3.56	VE	3.37	E		
		4		8		8	3	E	7	3	7	3	20	2.59	E	212	23	28	17	280	3.39	E	2.99	E		
	D.1	6	2			8	3.75	VE	9	7	3	1	20	3.16	E	230	50	0		280	3.72	VE	3.54	VE		
		2	6	1	1	8	3.63	VE	11	3	1	5	20	2.81	E	219	42	18	1	280	3.61	VE	3.35	E		
		3	6	1	1	8	3.63	VE	11	3	1	5	20	2.81	E	217	36	25	2	280	3.56	VE	3.33	E		
		4	5	1	2	8	3.4	E	10	4	3	3	20	2.94	E	218	35	23	4	280	3.56	VE	3.3	SE		
		5	5	2	1	8	3.5	VE	10	3	4	3	20	2.89	E	211	25	27	17	280	3.39	E	3.26	E		
		6	5	0	3	8	3.25	E	10	2	4	4	20	2.75	E	218	33	17	12	280	3.5	VE	3.17	E		
		7	5	0	3	8	3.25	E	9	3	5	3	20	2.79	E	212	34	18	16	280	3.44	E	3.16	E		
		III	A.1	6	1	1		8	3.63	VE	10	4	3	3	20	2.94	E	219	42	19	0	280	3.61	VE	3.39	E
				2	5	0	3	8	3.25	E	10	2	6	2	20	2.93	E	211	20	35	14	280	3.39	E	3.19	E
				3		3	4	1	8	2.16	E	8	7	4	1	20	3.06	E	218	35	23	4	280	3.56	VE	2.92
B.1	6			1	1		8	3.63	VE	10	5	3	2	20	3.08	E	221	54	5	0	280	3.67	VE	3.46	E	
	2			6	1	1	8	3.63	VF	10	5	3	2	20	3.08	F	209	26	37	8	280	3.44	F	3.38	F	
	3			5	1	3	8	3.63	VE	10	2	6	2	20	2.93	E	211	24	28	17	280	3.39	E	3.31	E	
	4			5	2	1	8	3.5	VE	10	3	3	4	20	2.8	E	218	34	25	3	280	3.56	VE	3.29	E	
	5			5	1	3	8	3.63	VE	8	2	8	2	20	2.73	E	199	35	44	2	280	3.44	E	3.26	E	
C.1	7			1			8	3.88	VE	10	4	4	2	20	3.03	E	278	2			280	3.88	VE	3.59	VE	
	2			7	1		8	3.88	VE	10	2	6	2	20	2.93	E	230	50	0	0	280	3.72	VE	3.51	VE	
		5	1	2		8	3.38	E	10	3	3	4	20	2.8	E	212	35	14	19	280	3.42	E	3.2	E		
VI. Means Verbal Interpretation (VE-Very Effective; E- Effective; SE-Somewhat Effective; I-Ineffective)																										

VI. Means Verbal Interpretation (VE-Very Effective; E- Effective; SE-Somehow Effective; I-Ineffective)

Appendix I

Certificates of Language Editing

February 5, 2015

This certifies that I have edited the thesis titled “Best Practices in Managing Outside Regular Classroom Setting” by Ramel O. Aquino, MA Ed in Educational Management candidate.

This is issued for whatever legal purpose it may serve.

SGD
MRS. MA. VICTORIA DL. MALIWAT
HS. Principal, Notre Dame of Greater Manila

The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

13 March 2015

C E R T I F I C A T I O N

This certifies that I have edited the thesis titled “BEST PRACTICES IN MANAGING CLASSES OUTSIDE REGULAR CLASSROOM SETTING” by RAMEL O AQUINO, MA Education in Educational Management student.

SGD
MERRY RUTH M. GUTIERREZ

CGSTER Faculty

CERTIFICATE OF ANTI-PLIAGIARISM



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College of Graduate Studies and Teacher Education Research
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Room 202, Pedro T. Orata Hall
Taft Avenue, Manila, 1000, Philippines
Tel. No. 3171768, Loc. 530

CERTIFICATION

This is to certify that the thesis of MR. RAMEL O. AQUINO entitled "Best Practices in Managing Classes Outside Regular Classroom Setting" **passed** the authenticity test performed by the office on March 14, 2015, using the Anti-Plagiarism software of the university.

ANTRIMAN V. ORLEANS, Ph.D.
Director



PNU OR No. 238115
UCRSS PO: 2014-0156
Student No: G2012132851



Plagiarism Detector - Originality Report

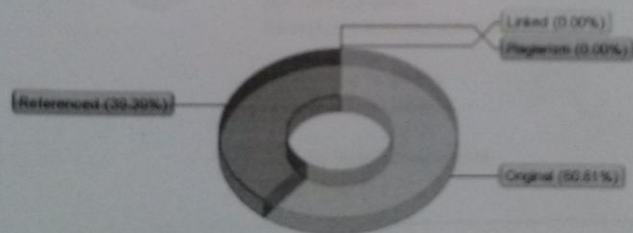
Plagiarism Detector Project | <http://plagiarism-detector.com> | Application core version: 556

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 Google Books

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(210 records)

 Counter Anti-Cheating



Google



Curriculum Vitae

RAMEL ONILLA AQUINO

630 V. Alindada St. Sampaloc, Manila

Yahoo mail: ramelonillaquino

Mobile no. 0915 907 7085



CAREER OBJECTIVE:

Committed in developing a positive learning environment and creating a difference in the life of each students through an excellent teaching skills cognizant to the vision and mission of the institution.

EDUCATION:

Post Graduate School	Philippine Normal University Taft Avenue, Manila MA. Educational Management	2015
Tertiary	Polytechnic University of the Philippines Sta. Mesa, Manila Bachelor in Business Education	1993
Secondary	Holy Trinity Academy Calabash Road, Manila	1989
Elementary	Legarda Elementary School Sampaloc, Manila	1985

WORK EXPERIENCE:

TLE High School Teacher 3	Sergio Osmeña Sr. High School Del Monte Ave., Corner Araneta Ave., Quezon City	June 2011- Present
DMST Instructor	Notre Dame of Greater Manila 12 the Avenue, Caloocan City	June 1997 - March 2011

Computer Secretarial Instructor	Asian College of Science and Technology – Cubao, Quezon City	August 1995 - March 1996
High School Teacher	Lourdes School of Mandaluyong Shaw Blvd., Mandaluyong City	August 1993- March 1995

CIVIL SERVICE ELEGIBILITY:

Licensure Examination For Teachers	Philippine Regulation Commission Manila	1996
------------------------------------	---	------

CERTIFICATIONS:

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Housekeeping National Certificate III	Technical Education and Skills Development Authority	2014
Food and Beverage Services National Certificate II	Technical Education and Skills Development Authority	2013
Housekeeping National Certificate II	Technical Education and Skills Development Authority	2013
Bookkeeping National Certificate III	Technical Education and Skills Development Authority	2010
Household Services National Certificate II	Technical Education and Skills Development Authority	2007

TRAININGS / SEMINARS ATTENDED:

3-Day Division Skills Enhancement Training and Workshop in TLE	Don Alejandro Roces Sr. High School, Quezon City	November 29 - December 6, 2014
Graduate Research Forum	Philippine Normal University Taft Avenue, Manila	August 30, 2014
Seminar-Workshop on Test of Relationship using SPSS	Philippine Normal University Taft Avenue, Manila	September 13, 2014

HONORS / AWARDS RECEIVED:

Chairman, Technical Committee Certificate of Recognition	“Enhancing Educator’s Excellence: A pathway to Senior High School in The K-12 Curriculum”	October 20-24, 2014
Ten Years of Service Award	Notre Dame of Greater Manila 12 the Avenue, Caloocan City	April 2007
Perfect Attendance Award SY 2006 - 2007	Notre Dame of Greater Manila 12 the Avenue, Caloocan City	April 2007
Perfect Attendance Award SY 2005-2006	Notre Dame of Greater Manila 12 the Avenue, Caloocan City	April 2006

PERSONAL INFORMATION:

Birthday: September 15, 1971
Civil Status: Married
Nationality: Filipino
Religion: Catholic

CHARACTER REFERENCES:

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| 1. Dr. Mary Ann Rondaris
Master Teacher | Sergio Osmeña Sr. High School
Del Monte Ave., Corner Araneta Ave.
Quezon City |
| 2. Ms. Paloma Dato
Administrative Officer for | Notre Dame of Greater Manila
Caloocan City
Support Personnel |
| 3. Dr. Rene R. Belecina
PNU Professor | Philippine Normal University
Taft Avenue, Manila |