



CLASSROOM MANAGEMENT PRACTICES AND SKILLS OF SELECTED SECONDARY SCHOOL TEACHERS

Jialin Zhang

Guilin Education Bureau, Guilin, China

Abstract: This Descriptive Correlation research aimed to determine the significant relationship between the classroom management practices and classroom management skills of 272 senior (upper) secondary school teachers in (5) Secondary Schools in Guilin City, Guangxi Province of China for the Academic Year 2020-2021.

Based on the data collected, instruction management, management of discipline, relationship management, physical environment management, and time management practices are practiced in the secondary schools in Guilin. Moreover, the data revealed that the teachers possess all the skills needed to motivate the students to become more involved in classroom discussions, develop appropriate skills in delivering and presenting lessons to the students, have classroom management skills, and are very skilled in managing students' progress.

Based on the findings, there is a significant relationship among most of the variables in the study. The results showed a positive correlation among the teachers' instruction management practices and presentation and delivery and delivery and evaluation skills, positive correlation between the teachers' discipline management practices and skills in presentation and delivery, discipline, and evaluation. However, there was a weak relationship with their discipline management practices. Moreover, there was a positive correlation among the teachers' relationship management practices and skills in motivation, presentation and delivery, and evaluation, positive correlation between the teachers' physical environment management practices and skills in motivation, presentation, delivery, evaluation, and positive correlation between the teachers' time management practices and skills in motivation, presentation and delivery, and evaluation.

Lastly, among the problems given, the highest percentage, 98.53 %, is the struggle to implement proactive discipline plans like detecting and intervening in inappropriate behavior, calling learners' attention, dealing with disruption appropriately to avoid arguments. With this, teachers are encouraged to fully implement all the classroom management components to encourage students' learning. Teachers are also encouraged to attend seminars/training and schooling to improve classroom management skills. Moreover, more research on teachers' classroom management skills and practices should be conducted.

Index Terms - Classroom Management, Practices, Skills

I. INTRODUCTION

In a traditional classroom, educators worldwide play various positions, but the most relevant role is as a classroom manager. In a poorly managed class, successful teaching and learning cannot take place. Confusion has become the norm if students are chaotic and aggressive, and if no clear practices and regulations are in place to direct behavior. Both teachers and students struggle in these circumstances. Educators are struggling to teach, and, therefore, most certainly, students learn far less than they should. Well-managed classes, by comparison, include an atmosphere where learning and teaching can thrive. But it is not only out of nowhere that a well-managed classroom emerges. It takes a lot of time to develop, and the instructor is the one who is most capable of creating it.

The classrooms nowadays are far more complex than they were in years past. Discipline, now referred to as management of the school, has incorporated variables. With the introduction of diversity, multicultural classes, and individuals with disabilities, additional classroom management methods were established. As stated by Wang, Haertel, and Walberg (2014), a review of the past three decades of academic research showed that successful classroom management improves student participation, reduces harmful activities, and makes efficient use of teaching time. In the last few years, teachers' rules have increased dramatically, which also makes the management of the class more challenging. The latter part of the 20th century's truth was that: (a) Teachers don't get the appreciation they once did from parents. (b) More students than before coming to school with behavioral issues. (c) Educators are not educated enough to cope with the behavioral problems of today. (d) The "good" teacher misconception discourages teachers from requesting the support they need. (e) Appropriate curriculum material is not always sufficient to inspire learners to act as they once believed (Canter, 2016). Both of these aspects have merged to weaken the actual or perceived capacity

of an instructor to affect students' actions. This lack of control has made it harder for several teachers to successfully establish discipline in schools (Conte, 2014).

In line with this, the educational system in China today needs some reassessment, reorientation, and redirection to be responsive to the needs of the students. Successful teaching is a significant determinant of students' success. As a motivator for improving learning, teachers should choose activities in the classroom that can inspire children and provide meaningful assessment opportunities based on their rich experiences and rooted in their own historical background. Effective teachers must provide children with feedback and set the appropriate expectations for students in the classroom. Effective teachers communicate with their students, providing an environment where learning is valued, promoted and stimulated. Only by efficient classroom management can these effective-teacher standards be materialized.

We live in an age where studies show us that the educator is at least the most significant and arguably the most critical factor influencing academic performance. In addition, the topic of classroom discipline keeps evolving as one of the contemporary and most complex issues in education. Conte (2014) indicated that if educators, managers, parents, and students understand that lack of discipline is a significant issue and disrupts the educational process, steps should be undertaken to address the issue. Canter (2016) notes that unless you have an appropriate form of discipline that you entirely comprehend and are comfortable using, you could not get the classroom demands fulfilled.

This study aimed to add to the available research on classroom management from the teachers' perspectives. More specifically, the purpose of this study was to determine the classroom management skills of senior (upper) secondary school teachers in Guilin City for the Academic Year 2020-2021. Specifically, this study sought to answer the following questions:

1. How are the classroom practices of the teachers described in terms of:
 - 1.1 Instruction Management
 - 1.2 Discipline Management
 - 1.3 Relationship Management
 - 1.4 Physical Environment Management
 - 1.5 Time Management
2. How may the classroom management skills of the teachers assessed in terms of:
 - 2.1 Motivation;
 - 2.2 Presentation and delivery of lessons;
 - 2.3 Discipline; and
 - 2.4 Evaluation?
3. Is there a significant relationship between the classroom management practices and classroom management skills of the teachers?
4. What are the problems encountered by the teachers in terms of classroom management?

II. METHODOLOGY

This study utilized a descriptive correlational research design which was used to explain variables and the natural relationships that exist among and among them. In the case of the present study, the descriptive method was used to determine the teachers' classroom management practices and skills.

The researcher conducted the data gathering in five (5) Secondary Schools in Guilin City, Guangxi Province of China. Specifically, the researcher chose the following public schools: (1) Foreign Language School Affiliated to Guangxi Normal University (广西师范大学附属外国语学校), (2) Guilin Guidian Middle School (桂林市桂电中学), (3) Guilin Sunshine Middle School (桂林市阳光中学), (4) Guilin Dezhi Foreign Language School (桂林市德智外国语学校), and (5) Guilin Renyuan School (桂林市任远学校).

The primary participants were the 272 selected Secondary School Teachers in the six (6) selected secondary school teachers in Guilin City, Guangxi Province, China during the Academic Year 2020-2021.

III. RESULTS AND DISCUSSIONS

1. Classroom Management Practices of Teachers in Guilin City, Guangxi Province of China

1.1. Instruction Management Practices

Instructional management are those preparations of the activities events and procedures included in the decision to start a specific activity or lesson for students. Table 1 shows the instruction management practices of the secondary school teachers.

Table1: Instruction Management Practices

Practices	Mean	Verbal Interpretation
Smooth flow of instruction/ lesson.	3.92	Much Practiced
Manage class discussion's transition from one activity to another	3.95	Much Practiced
Maintain group focus during the lesson	3.87	Much Practiced
Prepare interesting lessons for the students	3.99	Much Practiced
GRAND MEAN	3.93	Much Practiced

It shows that among the enlisted instruction management practices, the statement that teachers "prepare interesting lessons for the students" got the highest mean of 3.99, verbally described as "Much Practiced". Followed by manage class discussion's transition from one activity to another, smooth flow of instruction/ lesson with a mean of 3.95 and 3.92 respectively which means that these are also much practiced. On the other hand, the teachers' ability to maintain group focus during the lesson got the lowest mean of 3.87 but still have a verbal description of "Much Practiced".

Overall, the instruction management practices of teachers got a grand mean of 3.93, which means that this aspect is “Much Practiced” by the respondents. This result indicates to effectively manage a class, a teacher must know how to provide an interesting lesson to his students and enable the student to participate actively in the lessons. Naturally, a student pays attention if what is being presented to him is interesting. Thus, preparation of interesting lessons matters much and can help increase the attention span of the students.

1.2. Discipline Management Practices

This is the aspect of classroom management has to do with the proper conduct of the students in the classroom. Table 2 presents the respondents on classroom management practices under discipline.

Table 2: Discipline Management Practices

Practices	Mean	Verbal Interpretation
Set class rules	4.19	Much Practiced
Introduce class rules to students	4.19	Much Practiced
Create an atmosphere where there is respect to one another in the class	4.19	Much Practiced
Being aware of student's behavior at all time	2.82	Practiced
Cautious and preventing student's serious behavior problem	3.09	Practiced
GRAND MEAN	3.69	Much Practiced

Based on the table, it could be seen that among the enlisted indicators, the statements that teachers always set class rules, introduce class rules to students and create an atmosphere where there is respect to one another in the class got the highest mean of 4.19 with a verbal description of “Much Practiced”. Likewise, being cautious and preventing student's serious behavior problem and being aware of student's behavior at all time got a mean of 3.09 and 2.82 or “practiced” respectively.

To elaborate further, the teachers were also found to be cautious in preventing student's serious behavior problem, this got a mean 3.09 and verbally interpreted as “Practiced”. The management of instruction to maintaining discipline is also important, and this can only be done by keeping an eye to the students or being aware of the students' behavior. By fully implementing this will lead to management of instruction.

Overall, the extent of the implementation of discipline management practices as perceived by the teachers gained a 3.69 grand mean with the verbal interpretation “Much Practiced”. In general, this means that management of discipline, is fully implemented in the secondary schools in Guilin. Most of secondary school teachers maintain an exciting, enjoyable, safe environment and build positive relationships in their classrooms because they know that teachers who are warm and focused and who involve can encourage students, build strong relationships with students and minimize misbehaviors in their classrooms.

1.3. Relationship Management Practices

Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Table 4 exhibits the assessment of the respondents to Relationship Management of classroom in the secondary schools.

Table 3: Relationship Management Practices

Practices	Mean	Verbal Interpretation
Maintain positive classroom characteristics	3.89	Much Practiced
Develop good and common bonds among the students	3.97	Much Practiced
Initiate pleasant conversation with and among the students	4.03	Much Practiced
Hold significant class meetings to make students familiarize with each other	4.10	Much Practiced
GRAND MEAN	3.99	Much Practiced

It shows that among the enlisted relationship management practices, the statement that the teachers could hold significant class meetings to make students familiarize with each other got the highest mean of 4.10 with a verbal description of “Much Practiced”. They also initiate pleasant conversation with and among the students, with a mean of 4.03 and that the teachers also develop good and common bonds among the students, this got a mean of 3.9, both were described verbally as “Much Practiced”. On the other hand, the indicator that they could maintain positive classroom characteristics got the lowest mean of 3.89 with a verbal description of “Much Practiced”.

Overall, the extent of the implementation of relationship management practices as perceived by the teachers gained a 3.99 grand mean with the verbal interpretation “Much Practiced”. The data revealed that a pleasant conversion within the classroom will foster a good relationship and will lead to management of relationship in the classroom. The communication and interaction within the classroom are vital to manage relationship in the classroom. Existing research advocates that experiencing a warm and supportive relationship with the students may foster students' early learning and behavioral development in many ways. Developing a common bond within the classroom will enhance academic support and opportunities to participate in classroom learning activities.

1.4. Physical Environment Management Practices

The physical environment is the place for learning, the physical structure of the classroom is one of the important variables that can influence student's performance and learning. Table 4 shows Physical Environment Management Practices of the teachers.

Table 4: Physical Environment Management Practices

Practices	Mean	Verbal Interpretation
Organize well school supplies and materials	4.12	Much Practiced
Have safe stations for class materials and equipment	3.10	Practiced
Develop bulletin boards for student work	4.51	Very Much Practiced
Ensure cleanliness and safety of the classroom environment	4.16	Much Practiced
GRAND MEAN	3.97	Much Practiced

Table 4 shows that among the enlisted physical environment management practices, the statement that they develop bulletin boards for student work got the highest mean of 4.51, with a verbal description of "Very Much Practiced". On the other hand, the teachers' practices of having safe stations for class materials and equipment got the lowest mean of 3.10 with a verbal description of "Practiced". Furthermore, the practices of organizing school supplies and materials got a mean of 4.12 while ensuring cleanliness and safety of the classroom environment got a mean of 4.16, both with a verbal description of "Much Practiced".

Overall, the extent of the physical environment management practices as perceived by the teachers gained a 3.97 grand mean with the verbal interpretation "Much Practiced". Huang (2016) focused on addressing the need to facilitate change within the classroom through teacher training, classroom equipment, and furniture modifications. He mentioned that there are many important factors to consider when planning a classroom. Careful attention must be paid to safety, furnishing, learning centers, lighting, and people. The creation of an environment that encourages independence within a safe, nurturing, enriching, and creative environment, provides a student with a comfortable learning environment. The study made use evaluation through the use surveys and tracking of critically significant incidents.

1.5 Time Management Practices

The efficient use of time in classroom is an imperative variable in facilitating students in acquiring learning goals and making the classroom a pleasant place for teachers and students. Table 5 exhibits the time management practices of the teachers.

Table 5: Time Management Practices

Practices	Mean	Verbal Interpretation
Organize and use allocated time in the classroom and lessons	3.86	Much Practiced
Establish routine procedures to use time wisely in the class discussions and activities	3.73	Much Practiced
Minimize time spent on discipline and a lot more time for discussions and activities	3.38	Practiced
Begin and end class on time	3.61	Much Practiced
GRAND MEAN	3.65	Much Practiced

Presented in the above data is the time management practices of the respondents in the classroom. Table 5 shows that among the enlisted time management practices, the statement that they organize, and use allocate time in the classroom and lessons got the highest mean of 3.86 with a description of "Much Practiced". On the other hand, the statement that the teachers minimize time spent on discipline and a lot more time for discussions and activities got the lowest mean of 3.38 with a verbal description of "Practiced".

Likewise, the teachers also establish routine procedures to use time wisely in the class discussions and activities, with a mean of 3.73. They also begin and end class on time, this got a mean of 3.61, both got a verbal description of "Much Practiced".

Overall, the extent of the time management practices as perceived by the teachers gained a 3.65 grand mean with the verbal interpretation "Much Practiced". The data revealed that classroom discipline in terms of time management is being done by the teachers.

Correspondingly, establishing routine procedures to use time wisely in the class discussions and activities was found to be much practiced too. By establishing routine procedures, students will be able to enter their system all what they need to prepare and do in your class. This later becomes habitual and will save much time because of not needing instruction anymore for them to do or accomplish.

Classroom Management Practices

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. Table 6 presents the computed mean of each classroom management practices components.

Table 6: Summary Table of the Components of Classroom Management

Classroom Management Practices	Mean	Verbal Interpretation
Instruction Management Practices	3.93	Much Practiced
Discipline Management Practices	3.69	Much Practiced
Relationship Management Practices	3.99	Much Practiced
Physical Environment Management Practices	3.97	Much Practiced
Time Management Practices	3.65	Much Practiced
GRAND MEAN	3.85	Much Practiced

From the data, it was revealed that the highest mean of all the components is the Relationship Management Practices with a mean of 3.99 and a verbal description of “Much Practiced”. The second highest component which has a mean of 3.97 and described by the respondents as “Much Practiced” is the Management of Physical Environment. Followed by a mean of 3.93 and described as “Much Practiced” also is the component of Management of Instruction. Another being “Much Practiced” by the respondents is the Management of Discipline with a mean of 3.69. Time Management is also “Much Practiced” a mean with of 3.65 and the least but still partially implemented among the components is Management of Time.

The grand weighted mean of 3.85 for the classroom management practices that the researcher found out was that the secondary school teachers’ classroom management is “Much Practiced” along the six (6) components. It can be concluded now that almost all of the identified classroom management practices of the teachers were described as “Much Practiced.” It can be deduced that based on the description of their practices, there are still areas in the different components which are still in need of enhancement for them to be more practiced. Based on the findings, the teachers need more attention in establishing procedures in the classroom, observe sequences of teacher-students’ activities and focused on attending to the task at hand by the students.

2. Classroom Management Skills

These skills are the abilities, talents, and expertise of the teachers to handle their class and facilitate learnings among their students. They refer to their ability to motivate their students, present and deliver lesson, discipline their students, and evaluate their performance.

2.1. Classroom Management Skills in term of Motivation

This refers in this study to the capacity and excitement to make the students continue studying. Table 7 exhibits the classroom management skills of the teachers in motivation.

Table 7: Classroom Management Skills in Motivation

Skills in Motivation	Mean	Verbal Interpretation	Transmuted Interpretation
Has the ability to arouse the interest of the students about the lesson.	4.27	Very Much a Skill	Outstanding
Has a good sense of humor that entices the students to enjoy and participate in the lessons.	3.96	Much a Skill	Very Satisfactory
Has a wholesome attitude towards students in the delivery of the lesson and when disciplining them.	4.50	Very Much a Skill	Outstanding
Has enthusiasm and vitality in handling the class.	4.51	Very Much a Skill	Outstanding
Has pleasant and non-threatening manner of presentation of lesson.	4.56	Very Much a Skill	Outstanding
Has the ability to ask clear and effective questions that stimulate students to actively participate in the discussion	4.44	Very Much a Skill	Outstanding
Has the ability to use questions that lead students to think critically	4.43	Very Much a Skill	Outstanding
Has a good mastery of the language used and speaks in a well-modulated voice	4.43	Very Much a Skill	Outstanding
GRAND MEAN	4.39	Very Much a Skill	Outstanding

Table 7 shows that among the enlisted classroom management skills in term of motivation, the statement that the teachers have a pleasant and non-threatening manner of presentation of lesson got the highest mean of 4.56 with a verbal description of “Very Much a Skill” or “Outstanding”. On the other hand, the indicator that the teachers have a good sense of humor that entices the students to enjoy and participate in the lessons got the lowest mean of 3.96 with a verbal description of “Much a Skill” or “Very Satisfactory.” This simply means that teachers in Guilin City have this as the least performed skills.

Moreover, it was revealed from the findings that the teachers also can arouse the interest of the students about the lesson, this got a mean of 4.27 or “Very Much a Skill” or “Outstanding.” The skill or ability to arouse the interest of the students is very important skill for a teacher. Failure to catch the attention or interest of your students will bring much difficulty for a teacher to introduce, present and discuss the lesson every day. That is why motivation is very significant in getting the attention and sustaining the interest of the students when teaching. Teachers were also assessed to have a wholesome attitude towards students in the delivery of the lesson and when disciplining them, with a calculated mean of 4.50 or “Very Much a Skill” or “Outstanding.” This means that attitude makes a difference. Teachers must be model to their students and must have wholesome attitude worth emulating by their students.

Moreover, there were teachers found to have enthusiasm and vitality in handling the class, with a mean of 4.51 or “Very Much a Skill” or “Outstanding”. Meanwhile. The item which states that they can ask clear and effective questions that stimulate students to actively participate in the discussion, got a mean of 4.44 or “Very Much a Skill” or “Outstanding”. This skill shows that the teachers also owned the mastery of stimulating their students to lead them to answer best the questions they posted. Guiding the students to answer in his or her way the right answer is a manifestation of an efficient and effective classroom

management. By doing this, led to their ability to use questions that lead students to think critically, with a mean of 4.44 and have a good mastery of the language used and speaks in a well-modulated voice, with a mean of 4.43 or “Very Much a Skill” or “Outstanding”. All these indicators are described verbally as “Very Much a Skill” or “Outstanding”.

Overall, the extent of the classroom management skills in term of motivation as assessed to the teachers was 4.39 grand mean with the verbal interpretation of “Very Much a Skill” or “Outstanding”. The data revealed that the teachers have all the skills needed to motivate the students to be involved in the classroom discussion.

2.2. Presentation and Delivery of Lessons

This refers to the manner of relating, imparting, and facilitating the lesson to the students. In this study, it refers to those events and procedures involved in the decisions to initiate a specific activity for an individual student or group of students. Table 8 illustrates the classroom management skills of the teachers in presentation and delivery of lessons.

Table 8: Classroom Management Skills in Presentation and Delivery of Lessons

Skills in Presentation and Delivery of Lessons	Mean	Verbal Interpretation	Transmuted Interpretation
Uses variety of teaching aids	4.33	Very Much a Skill	Outstanding
Appropriate use of methods to the students' abilities	4.22	Very Much a Skill	Outstanding
Has the ability to make information comprehensive to the students	4.27	Very Much a Skill	Outstanding
Has provision for individual differences	4.43	Very Much a Skill	Outstanding
Uses concrete, imaginative and interesting language	4.38	Very Much a Skill	Outstanding
Has the ability to present the lesson in a manner that is understandable to the students	4.50	Very Much a Skill	Outstanding
Uses different point of view and specific illustration when appropriate	4.39	Very Much a Skill	Outstanding
Challenges students to think critically and at the same time cost-effective, innovative as well as appropriate for the objective of the lesson	4.49	Very Much a Skill	Outstanding
Has a deliberate attempt to tie together the planned and change events of the lesson and relate them to immediate and long range of instruction	4.52	Very Much a Skill	Outstanding
GRAND MEAN	4.39	Very Much a Skill	Outstanding

Table 8 shows that among the enlisted classroom management skills in presentation and delivery of lessons, the statement that the teachers have a deliberate attempt to tie together the planned and change events of the lesson and relate them to immediate and long range of instruction got the highest mean of 4.52 or “Very Much a Skill” which means that they are assessed “Outstanding” in this skill. On the other hand, the item which got the lowest mean of 4.22 or “Very Much a Skill” and “Outstanding” was that they also appropriately use methods to the students' abilities.

Correspondingly, the teachers were found to have the ability to make information comprehensive to the students, this got a mean of 4.27 or “Very Much a Skill” and “Outstanding”, they also use variety of teaching aids, this got a calculated mean of 4.33 or “Very Much a Skill” and “Outstanding”. Moreover, the teachers also use different point of view and specific illustration when appropriate, with a mean of 4.39 or “Very Much a Skill” and “Outstanding”, they were also found using concrete, imaginative and interesting language, this got a mean of 4.38 or “Very Much a Skill” and “Outstanding”, Lastly, they also consider the individual differences, with a mean of 4.43 or “Very Much a Skill” and “Outstanding”. They also have the skill in challenging students to think critically and at the same time cost-effective, innovative as well as appropriate for the objective of the lesson, this got a mean of 4.49 or “Very Much a Skill” and “Outstanding”. Likewise, they could present the lesson in a manner that is understandable to the students, this got a mean of 4.50 or “Very Much a Skill” and “Outstanding”.

Overall, the extent of the enlisted classroom management skills in presentation and delivery of lessons as perceived by the teachers gained a 4.39 grand mean with the verbal interpretation “Very Much a Skill” which means that the skills they have are “Outstanding.”

Teachers should be able to deliver lessons properly for instruction to be effective. However, teaching is often not successful; there are various elements that contribute to ineffective teaching, like the teacher's lack of eye contact, the student's disinterest, and the teacher's attitude. As a result, teachers must employ a variety of instructional aids and must be able to provide students with full understanding.

2.3. Discipline

This refers to teachers' code of conduct in controlling and measuring their students within the classroom in the present research. Table 9 shows the classroom management skills of the teachers in terms of discipline.

Table 9: Classroom Management Skills in Discipline

Skills in Discipline	Mean	Verbal Interpretation	Transmuted Interpretation
Has the ability to handle class harmoniously	3.41	Much a Skill	Very Satisfactory
Establishes and maintains reasonable rules of conduct within the classroom	4.56	Very Much a Skill	Outstanding
The classroom atmosphere is conducive to learning because proper handling of student's behavior	3.82	Much a Skill	Very Satisfactory
Has an attentive and disciplined class	3.56	Much a Skill	Very Satisfactory
GRAND MEAN	3.84	Much a Skill	Very Satisfactory

Table 9 shows that among the enlisted classroom management skills in discipline practices, the statement that the teachers establish and maintain reasonable rules of conduct within the classroom got the highest mean of 4.56, with a verbal description of “Very Much a Skill” or “Outstanding” skill. This means that teachers are skillful in establishing and maintaining reasonable rules of conduct within the classroom which served as a guide in the behavior or conduct of the students. As revealed

in the study, even if there are established rules, still the teachers have to use their ability to handle class harmoniously got the lowest mean of 3.41 with a verbal description of “Much a Skill” or Very Satisfactory. This implies that the teachers do not usually exhibit such skill that much as compared to others because there are already established and maintained rules that govern the students which prevent them from misbehaving and violating.

Overall, the extent of the classroom management skills in discipline practices as perceived by the teachers gained a 3.84 grand mean with the verbal interpretation “Much a Skill” or “Very Satisfactory.” As Vairamidou (2019) mentioned and highlighted that effective teaching and learning cannot take place in a poorly managed classroom. If the teacher is ineffective, students under that teacher’s guidance, will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement.

2.4. Evaluation

The emphasis of evaluation is on grades, which may represent classroom factors apart from course content and skill level. Table 10 shows the classroom management skills of the teachers in evaluation.

Table 10: Classroom Management Skills in Evaluation

Skills in Evaluation	Mean	Verbal Interpretation	Transmuted Interpretation
Uses devices and variety of procedures to evaluate students’ progress	4.48	Very Much a Skill	Outstanding
Use variety of materials in reinforcing and evaluating learning	4.48	Very Much a Skill	Outstanding
GRAND MEAN	4.48	Very Much a Skill	Outstanding

Table 10 shows that in terms of classroom management skills in evaluation, the teachers were found to use devices and variety of procedures to evaluate students’ progress and variety of materials in reinforcing and evaluating learning, this got a calculated mean of 4.48, described verbally as “Very Much a Skill” or “Outstanding.”

Overall, the extent of the classroom management skills in evaluation as perceived by the teachers gained a 4.48 grand mean with the verbal interpretation “Very Much a Skill”. The data revealed that the teachers are very much skilled in terms of managing students’ progress.

Evaluation is only one component of a comprehensive teacher growth and development system. Teachers’ overall competence in classroom assessment procedures was tested by Henry et al. (2016). The study’s findings revealed that teachers felt completely more knowledgeable in test development than in other techniques like using classroom evaluation results to make appropriate decisions in their teaching and learning processes. They also used a variety of technologies and processes to assess the progress of the students. The findings of the study strongly support the findings of the present study on the use and conduct of evaluation.

Classroom Management Skills

These refer to abilities of teachers to motivating students in classroom activities, presenting, and delivering lessons, disciplining students in class and evaluating performances. Table 11 presents the computed mean of each classroom management skills components.

Table 11: Components of Classroom Management Skills

Components	Mean	Verbal Interpretation	Transmuted
Motivation	4.39	Very Much a Skill	Outstanding
Presentation and Delivery of Lessons	4.39	Very Much a Skill	Outstanding
Discipline	3.84	Much a Skill	Very Satisfactory
Evaluation	4.48	Very Much a Skill	Outstanding
GRAND MEAN	4.28	Very Much a Skill	Outstanding

In the data it is depicted that the highest mean of all the components is the evaluation skills with a mean of 4.48 and a verbal description of “Very Much a Skill” or “Outstanding.” The second highest component which has a mean of 4.39 and described by the respondents as “Very Much a Skill” or “Outstanding” is the teachers’ skills in motivation and presentation and delivery of lessons. Discipline is the only “Much a skill” or “Very Satisfactory” with a mean with of 3.84 and the least but still skill among the components is classroom management skills.

The grand weighted mean of 4.28 for the classroom management skills, the researcher found out that the secondary school classroom management skills are “Very Much a Skill” or “Outstanding.” Which implies that the teachers are well skilled in classroom management. But noteworthy to also mention that among the skills, based on the findings, the teachers need more attention in establishing skills in discipline for those students who sometimes misbehave in the class and violate established rules in the class.

3. Significant relationship between the classroom management practices and classroom management skills of the teachers

Table 12 shows the correlation between classroom management practices and skills of the respondents.

Table 12: Correlation Between Classroom Management Practices and Skills of the Respondents

Variables	Motivation	Presentation & Delivery	Discipline	Evaluation
Instruction Management	0.0634	-0.0392	0.1071	0.0026
Discipline Management	-0.1475	0.0314	0.0059	-0.0138
Relationship Management	-0.1078	-0.0334	-0.0703	0.0190
Physical Environment Management	-0.0169	-0.0202	-0.0517	0.0049
Time Management	0.0278	-0.0316	0.0413	-0.0509

Table 12 shows that there are classroom management practices which are significantly correlated with the skills of the respondents. These are shown in variables with positive probabilities less than 0.05, since this is the region where the null hypothesis is rejected. Negative probabilities less than 0.05 are disregarded.

In the first row of the table, only instruction management practices and evaluation skills (0.0026) of the respondents have significant correlation. Under discipline management practices, presentation and delivery (0.0314) and discipline (0.0059) skills are significantly correlated. Under relationship management practices, only the evaluation (0.0190) skills of the respondents are significantly correlated. Moreover, only evaluation skills (0.0049) are significantly correlated with the Physical Environment Management practices of the respondents. Lastly, motivation (0.0278) and discipline (0.0413) skills of the respondents are significantly correlated with their Time Management Practices.

The correlation coefficient obtained which is -0.0392 and +0.0026 respectively shows a positive correlation between the teachers' instruction management practices and skills in presentation and delivery and evaluation. While the correlation coefficient obtained which is +0.0634 and +0.1071 respectively shows a very high positive correlation between the teachers' instruction management practices and skills in motivation and discipline with probability value $p < 0.05$. This means that when the instructional management practices increase, the instructional management skills on presentation and delivery of lesson, evaluation, and most especially motivation and discipline skills increase and vice versa.

The correlation coefficient obtained which is +0.0314, +0.0059 and -0.0138 shows a positive correlation between the teachers' discipline management practices and skills in presentation and delivery, discipline and evaluation. On the other hand, their skills in motivation was found to have a weak relationship with their discipline management practices which obtained a -0.1475 correlation coefficient which shows statistically difference from 0 with a significance level $\alpha = 0.05$.

The correlation coefficient obtained which is -0.1078, -0.0334, -0.0703 and 0.0190 shows a positive correlation between the teachers' relationship management practices and skills in motivation, presentation and delivery and evaluation.

The correlation coefficient obtained which is -0.0169, -0.0202, -0.0517 and 0.0049 shows a positive correlation between the teachers' physical environment management practices and skills in motivation, presentation and delivery and evaluation.

The correlation coefficient obtained which is +0.0278, -0.0316, +0.0413 and -0.0509 shows a positive correlation between the teachers' time management practices and skills in motivation, presentation and delivery and evaluation.

Hence, there is a significant relationship between most of the variables in the study. The results showed positive correlation between the teachers' instruction management practices and skills in presentation and delivery and evaluation, positive correlation between the teachers' discipline management practices and skills in presentation and delivery, discipline, and evaluation. However, there was a weak relationship with their discipline management practices. Moreover, there was a positive correlation between the teachers' relationship management practices and skills in motivation, presentation and delivery and evaluation, positive correlation between the teachers' physical environment management practices and skills in motivation, presentation and delivery and evaluation and positive correlation between the teachers' time management practices and skills in motivation, presentation and delivery and evaluation.

4. Problems Encountered By The Teachers in Terms of Classroom Management

Among the problems identified, the highest percentage was 98.53% is the struggle to implement proactive discipline plan like detecting inappropriate behaviors and intervenes, calling learners' attention, deal with disruption appropriately to avoid arguments. In order the teacher implement the appropriate discipline inside and outside of the classroom the teacher should have appropriate rules and it should be in the form of a positive statement, it should state clearly and rules should be few.

This was followed by inability to implement procedures in the distribution of materials and collection, turning in and handling back checked learners' work, which was selected by 97.79% of the respondents.

Moreover, the findings also revealed that the teachers were having difficulty to implement discipline in letting students enter inside (after flag ceremony, recess, activity outside the classroom, etc.) and making them take exit from the classroom, based on the responses of the 93.75% of the respondents.

This was followed by having hard time to manage movement in the classroom (moves around, divides attention equally among students), according to 87.50% of the participants.

The teachers were found to have the inability to implement procedures in group work (evidence of instituted break-out, procedures for peer work or group work.), as answered by 86.40% of the teachers. In line with this, if the students are working individually, in pairs or in small groups, the teacher should move from group to group and monitor their progress and offer help to those who need without having to disrupt the other groups. It is a good idea to move around if you can. The group work can be an effective method to motivate students, encourage active learning, and develop key skills. But without careful planning and facilitation, group work can frustrate students and instructions and feel like a waste of time. To implement group work successfully in the classroom, the teacher should prepare the students for group work, design the group activity, monitor the group activity, introduce the group activity, monitor the group task and end the group task.

The inability to employ a facilitated and purposive checking of attendance was also seen as a problem in classroom management (79.41%). It is important to a teacher to find out who are absent/cutting classes and why and make a follow up. The teacher should take an action like home visitation to their students who did not attended classes regularly, so that the teacher knows the reason why his/her students did not attend the class regularly.

To elaborated further, the teachers also had difficulty to manage time appropriately (35.29%), difficulty in finding appropriate non-verbal communication to students to discipline them (32.72), inability to use appropriate verbal communications (21.32%) and lack of ability to give clear directions (10.29%).

V. CONCLUSION AND RECOMMENDATIONS

CONCLUSION

From the findings of the study, the following conclusions were drawn:

1. The Classroom Management Practices of the Teachers in Guilin City, Guangxi, China that were “Much Practiced” are Management of Relationship Practices, Management of Physical Environment, Management of Instruction, Management of Discipline, and the least of them was Time Management.
2. That the Classroom Management Skills of the Teachers in Guilin City, Guangxi, China that were assessed as outstanding skills were evaluation, motivation, presentation and delivery of lessons and discipline was the skill was assessed as very satisfactory.
3. There were significant relationships between instructional management practices and the skills on presentation and delivery of lessons, evaluation, motivation and discipline; discipline management practices and presentation and delivery of lessons, discipline, evaluation, motivation; relationship management and motivation, presentation and delivery of lessons, evaluation; physical environment management practices and motivation, presentation and delivery of lessons, evaluation; time management practices motivation, presentation and delivery of lessons, evaluation.
4. The problems encountered by the teachers in classroom management were struggling to implement proactive discipline plan like detecting and intervening in inappropriate behaviors, calling learners’ attention, dealing with disruption appropriately to avoid arguments, followed by inability to implement procedures in the distribution of materials and collection, turning in and handling back checked learners’ work, difficulty to implement discipline in letting students enter and making them exit from the classroom, having hard time to manage movement in the classroom, inability to implement procedures in group work, inability to employ a facilitated and purposive checking of attendance was also seen as a problem in classroom management, difficulty to manage time appropriately, difficulty in finding appropriate non-verbal communication to students to discipline them, inability to use appropriate verbal communications and the least was the lack of ability to give clear directions.

RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the following:

1. To the teachers. Teachers are encouraged to fully implement all the classroom management components be to encourage students in learning. Teachers are also encouraged to attend seminars/training and schooling to improve classroom management.
2. To School Heads. School Heads should motivate the teachers to fully implement classroom management. School Heads must be sent to seminars/training and even schooling about implementation of classroom management.
3. Policy Makers may take into consideration the curriculum and policies that could help the teachers and school heads to enhance implementation of classroom management in the secondary schools in Guilin. The government should fund resources for the seminars/training and schooling of the teachers.
4. The school administrators should offer incentives to teachers so that they would be encouraged to finish the master’s and Doctorate Degrees. They should also provide activities and opportunities that are more responsive to the needs of the teachers
5. A periodic supervision of classroom activities of teachers should be done to have a more precise and objective assessment of the teachers’ performance, skills, and needs. Administrators must construct and use a new observation chart that would include all the skills that a teacher should possess for effective teaching. Such instrument would point out the skills to be developed or enhanced among teachers.
6. A departmentalization scheme could be adopted so that teachers who are experts on a certain skill could aid other teachers whose skills in teaching need to be further developed or enhanced.
7. Further research could be undertaken dealing with the same problem.

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