Classroom Management Practices Used by Junior High School Teachers in Online Distance Learning: Student Learning Experiences

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Abstract: This study aims to assess the level of student learning experiences as perceived by teachers in terms of classroom management practices used in online distance learning. It answers questions about what the level of a student's learning experience is as perceived by the teachers in terms of classroom norms, classroom routines, rewards and consequences, and classroom presence. The study's participants are the high school teachers who conducted online classes during the final quarter of the 2021-2022 school year. The researchers used a descriptive study, and a complete enumeration technique was utilized to identify the research participants. The data reveals the level of a student's learning experience as perceived by the teachers in terms of classroom norms; classroom routines, rewards and consequences, and classroom presence are very high. This implies that Classroom management practices have been shown to be effective in several ways, including sustaining an orderly learning environment, enhancing students' academic skills and competencies, and furthering social and emotional development.

Keywords— classroom management practices, classroom norms, classroom routines, learning experience, online distance learning, rewards and consequences, teacher's presence

1. INTRODUCTION

Classroom management is key to effective education. It lays the groundwork for future learning, and without it, classrooms are unorganized and chaotic and will lead to little academic learning. This goal is attainable with the guidance of teachers, who play a critical role in establishing quality education. The teacher is responsible for teaching excellent values and adequate information to develop every student into an educationally motivated individual who will succeed academically throughout their lifetime.

To ensure that students have positive classroom learning experiences, teachers must provide good instruction and effectively manage the classroom. It means assessing students' backgrounds, preferences, and most appropriate teaching methods. It also means ensuring learners have a good environment for learning, with a pleasant atmosphere and enough equipment. (Banal- Formoso, 2021)

In this new normal, maintaining a well-managed classroom is one of the most important things the online distance-learning teacher must consider. Classroom management practices refer to the way teachers encourage and maintain appropriate student behavior in a classroom setting. the techniques teachers use to ensure lessons run smoothly and encourage student independence have not changed; moving instruction online is a massive undertaking. It involves using many digital tools, such as video conferencing platforms and learning management systems (Kratochwill, De Roos, and Blaire, 2018).

Castelo (2020) discusses how classroom management may be complex due to the need for teachers to take on a traditional role. While this may have some benefits, teachers should try to balance establishing rules in the classroom and being flexible. It supports the idea of giving students more freedom and ownership of their learning. Teachers must set limits and timelines for remote or blended learning. Still, they should also expect that these may need to be adjusted based on the student's academic and social-emotional needs.

Research conducted by Xie (2021) discovered that teaching methods used to engage students and teachers' efforts to build meaningful connections with students are all important aspects of establishing effective classroom management practices.

Also, setting a pleasant atmosphere, developing rapport, offering reminders and signals, optimizing the learning environment, delivering behavior-specific praise, providing clear expectations, and performing active supervision are standard classroom management actions outlined by Terada in Edutopia (2019).

Unfortunately, most of these ideas do not apply to the new normal classroom. In addition, teachers in distance learning must give their assistance in helping their families in attaining the students' needs while they are in distance education. Thus, suggesting that school systems will have to prioritize supporting parent-teacher communication.

A study by Millapre (2016) of five secondary schools in Juban, Sorsogon, found that the primary

challenges teachers face with classroom management are student misbehaviors, such as: not paying attention, failing to follow the rules and procedures, disruptive or wild behavior, disregarding teacher instruction, lack of communication and interaction time between students and teachers. Sixty-seven percent of teachers reported that Teacher Programs (TPP) Sixty-seven not effectively reports them to enable online learning (Educators for excellence, 2020).

However, there are insufficient data, and a research study focused on classroom management studies in online distance learning by high school teachers, specifically in the Philippines.

Thus, this study aims to assess the level of the student learning experiences in terms of classroom management practices in distance learning.

This will further answer the research questions: What is the level of a student's learning experience as perceived by the teachers in terms of classroom norms; classroom routines, rewards and consequences, and classroom presence.

The results of this study will be the basis for designing a capsule training intervention plan for handling online distance in the new normal.

2. THEORETICAL FRAMEWORK

The study is anchored on the Behaviorism Theory by Burrhus Frederic Skinner (1984) and the Assertive Discipline Theory by Lee and Marlene Canter (1989).

Behaviorism teaches that we learn through positive reinforcement when our actions result in the desired outcome. Thus, behaviorists are focused on observable behaviors. Maintaining the proper balance of good and bad behavior; there must be consequences for negative actions and rewards for outstanding achievements (Pothu, 2017).

Rules and routines are essential preventative components of school management and instructional plans. If an irregularity occurs, the rules and procedures state what is required, reinforced, and retaught (Oliver, Webby, Rashly, 2011).

Focusing on what teachers do influences what learners do instead of internal thoughts and processes. Additionally, an emphasis on visual performance helps to prevent false assumptions about learning and provides a stronger foundation for the science of instruction.

On the other hand, the Assertive Discipline Theory by Lee and Marlene Canter connects strongly to behaviorism. Its primary design is to assist teachers in managing a classroom. The approach to assistants is that students and teachers have the right to see assistance in a quiet, professional setting. It also assists with a safe place, a positive behavior emphasizing collaboration over handling authoritarian classroom conduct.

An effective classroom is managed by creating a peaceful and productive learning environment. This requires meeting students' needs while they are in high school, helping the teacher to remain in control of the classroom, and providing resources that aid the teacher. (Gasser *et*. al 2018)

Distance learning presupposes that students access courses regularly and discover relevant information about course activities on an e-learning site. Online students get familiar with all course materials, follow the specified learning plan, adhere to time constraints, and complete all required tasks (Sieberer, 2015)

However, these are assumptions and expectations. Hence, It was confronted with varied attitudes toward the learning process because people differ from one another. Some students overcome problems, while others give up when faced with difficulties.

Discipline in the classroom assists students in overcoming these obstacles and remaining focused on their schoolwork. It teaches students how to focus on new ways throughout time (Suryaman *et*. al 2020).

3. RESEARCH METHODOLOGY

This research study uses a descriptive design in interpreting the data. The participants of this study are the junior high school teachers at Agusan National High School teaching science through online distance learning during the final quarter of 2021-2022

The study used a complete enumeration sampling method to ensure the largest sample size possible. Data gathering was facilitated by using a modified questionnaire that had undergone validation and pilot testing processes.

4. RESULTS AND DISCUSSION

Table 1 shows the mean distribution of the level of a student's learning experience perceived by the teachers in terms of classroom norms.

The average mean is 4.71 which means a very high Indicator like the teacher. treating students with respect and patience has a mean of 4.93 rated very high, and the indicator that the teacher tells students to avoid eating or doing other things unrelated to the class in the virtual classroom. rated high with a mean of 4.09. which signifies that classroom management practices are evident inside the classroom.

Table 1

Mean Distribution of the Level of Student Learning Experience as Perceived by Teachers in Terms of Classroom Norms

Classroom Norms	Mean	Interpretation
The teacher		
1. attends synchronous meetings and classes on time.	4.84	Very High
2. follows classroom procedures during synchronous meetings (e.g., camera on, microphone muted unless talking, etc.)	4.73	Very High
3. chooses a distraction-free space in attending the online class.	4.73	Very High
4. teaches students to raise their hand virtually or ask permission before speaking during synchronous class.	4.89	Very High
5. instructs students to keep the URL and/or password unless told otherwise.	4.55	Very High
6. Instruct the students to wear appropriate attire.	4.73	Very High
7. tells students to avoid eating or doing other things unrelated to the class in the virtual classroom.	4.09	High
8. treats students with respect and patience.	4.93	Very High
9. initiates students to answer that r quizzes and activities with utmost academic integrity.	4.89	Very High
10. uses signals to get the attention of the students to avoid interruption on both sides.	4.77	Very High
Average	**4.71**	**Very High**

Legend: 1.00-1.50 – Very Low, 1.51-2.50 – Low, 2.51-3.50 – Moderate, 3.51-4.50 – High, 4.51-5.00 – Very High

On average, the weighted mean is 4.71, meaning that participants' perceptions of student learning experiences in terms of classroom norms are very high.

When teachers set expectations and rules at the beginning of a class, they help create a positive learning environment and prevent disruption and discourtesy. Students and teachers will feel more comfortable expressing their thoughts when there are clear guidelines in place (Cornell University, 2022).

According to Gasser *et* al. (2018), the norms and behavior in a classroom have a direct effect on how students will behave. Hoffman (2014) argues that routines within the school setting make students feel like they are part of a community, helping them cope with anxiety, and become more engaged.

Table 2

Mean Distribution of the Level of Student Learning Experience as Perceived by Teachers in Terms of Classroom Routines

Classroom Routines The Teacher	Mean	Interpretation
11. keeps due dates of assignments/quizzes the same day each week (e.g., lecture video due every Thursday).	4.57	Very High
12. shares expectations before the discussion so students know what to expect and where to focus.	4.70	Very High
13. starts the synchronous lesson with questions about the student's current state of mind.	4.73	Very High
14. fosters student independence by offering students choices (i.e., choosing their group for discussion or project.	4.75	Very High
15. provides opportunities for students to set goals and reflect on them each week.	4.77	Very High
16. uses an online tool (e.g., messenger, email, class website) for open communication with students.	4.98	Very High
17. It gives students a consistent place to check for resources and ensures that students know how to access them.	4.77	Very High
18. creates daily and weekly checklists for task completion.	4.56	Very High
19. put posts, directions, and any other communication in simple and plain language.	4.82	Very High
20. creates organized and structured information that makes it easier for students to access and understand (i.e. use bulleted lists, charts, tables, etc.)	4.66	Very High
Average	**4.73**	**Very High**

Legend: 1.00-1.50 – Very Low, 1.51-2.50 – Low, 2.51-3.50 – Moderate, 3.51-4.50 – High, 4.51-5.00 – Very High

Table 2 presents the mean distribution of the level of a student learning experience as perceived by teachers in terms of classroom routines. The Average mean is 4.73 which is rated very high. The mean for "the teacher uses an online tool (e.g., messenger, email, class website) for open communication with students" was 4.98, while the lowest mean was for "the teacher creates a daily and weekly checklist for task completion" at 4.56.

Afalla and Fabelico (2020) noted the importance of communication between educators and students, emphasizing that it eases the learning process. They continue by stating that efficient classroom routines not only reduce teacher workload but also save time. By having procedures in place, students know what to expect from both them and their teachers.

Table 3

Mean Distribution of the Level of Student Learning Experience as Perceived by Teachers in Terms of Rewards and Consequences

Rewards and Consequences The Teacher	Mean	Interpretation
21. gives a compliment to students who get a high score on a test, quiz, or task.	4.86	Very High
22. gives compliments to students who always submit tasks on time.	4.84	Very High
23. gives extra points to students that participate in the discussion.	4.73	Very High
24. gives compliments to students when they are brave to express their ideas.	4.82	Very High
25. gives compliments to students who always come on time for every synchronous meeting.	4.77	Very High
26. set rules regarding tardiness in a synchronous meeting.	4.68	Very High
27. announces student names to inform students of grading insufficiencies.	4.27	High
28. gives special consideration for students who failed the exam such as the removal exam and alternative activity	4.66	Very High
29. sets limit or time duration to complete online tasks.	4.80	Very High
30. advises students for re-orals where he/she failed to correctly answer the questions during the oral recitation.	4.64	Very High
Average	4.71	Very High

Legend: 1.00-1.50 – Very Low, 1.51-2.50 – Low, 2.51-3.50 – Moderate, 3.51-4.50 – High, 4.51-5.00 – Very High

Table 3 presents the student learning experience as perceived by teachers in terms of rewards and consequences "The teacher gives a compliment to students who get a high score in a test, quiz, or task. has the highest mean of 4.86 which can be interpreted as "very high." while indicator "The teacher announces student names to inform students of grading insufficiencies." has the lowest mean which is 4.27 that is interpreted as "high."

Overall, the weighted mean in terms of rewards and consequences is 4.71 which signifies that the participants also have a "very high" level of the perceived student learning experience of classroom management practices in terms of rewards and consequences.

This implies that when teachers positively reinforced their responses, students performed better in class. This finding supported Evertson and Weinstein's (2013) study that when students' efforts were appropriately reinforced, and their needs were met, they learned to exhibit appropriate behavior such as self-esteem, self-assurance, and a sense of belonging. Furthermore, Flores *et* al., (2017) stated that rewarding appropriate behavior is most likely the key to effective classroom management.

Table 4 is about the level of a student's learning experience as perceived by teachers in terms of teacher presence. The teacher clarifies important dates, such as assignment and assessment deadlines, and the indicator "The teacher monitors content activity to ensure that students participate fully, and discussions remain on the topic "have the highest mean of 4.89 interpreted as "very high."

Meanwhile, "the teacher encourages student-faculty contact through introductions, announcements, online office hours, and prompt response to student questions and concerns." got the lowest mean of 4.80 which is still considered as a "very high" level. In general, the weighted mean in terms of teacher's presence is 4.78 which signifies that the participants have a "very high" level of the student learning experience of classroom management practices in terms of teacher's presence.

These results were highly consistent with the study of Sheridan and Kelly (2010), which revealed that the most important indicators of teachers' presence were making course requirements explicit and being responsive to students' needs. When teachers participate in online conversations by providing prompt responses, asking to

follow- up questions, and soliciting student feedback on improving the course, students perceive the teacher's presence to be greater (Jaggars et al., 2013). Furthermore, by increasing their online presence, teachers can help students improve their academic performance and long-term retention.

Table 4

Mean Distribution of the Level of Student Learning Experience as Perceived by Teachers in Terms of Teacher's Presence

Teacher's Presence The Teacher	Mean	Interpretation
31. encourages student-faculty contact through introductions, announcements, online office hours, and prompt response to student questions and concerns	4.80	Very High
32. encourages cooperation among students through all-class or small-group discussions and well-supported group work using both asynchronous and synchronous collaboration technology.	4.82	Very High
33. gives prompt feedback, including both summative feedback and actionable formative feedback.	4.59	Very High
34. informs students of the consultation time.	4.55	Very High
35. provides clear instructions regarding due dates as well as participation that emphasizes the need to spend time on an online class as (or more) as an in-person class.	4.82	Very High
36. supports clear expectations for student work and participation through rubrics and examples.	4.82	Very High
37. uses multiple means of instruction, engagement, and assessment such as audio, video, screencasts, diagrams, etc.	4.82	Very High
38. post questions in the discussion boards which encourage various types of interaction and critical thinking skills among all course participants.	4.84	Very High
39. clarifies important dates, such as assignment and assessment deadlines.	4.89	Very High
40. monitors content activity to ensure that students participate fully and	4.89	Very High

discussions remain on topic.

Average	4.78	Very High

Legend: 1.00-1.50 – Very Low, 1.51-2.50 – Low, 2.51-3.50 – Moderate, 3.51-4.50 – High, 4.51-5.00 – Very High

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the result and findings of our study, the following concussion were drawn:

Almost all the teachers have a similar perception of the student learning experience in terms of classroom management practices. A very high level of perceived student learning experience in terms of classroom norms classroom routines, rewards and consequences, and teacher's presence was observed. This implies that the teachers during the conduct of online distance learning observe the classroom management practices.

Classroom management systems have been shown to be effective in a number of ways, including sustaining an orderly learning environment, enhancing students' academic skills and competencies, and furthering social and emotional development.

The following are recommendations based on the study's results and conclusions:

Teachers may establish clear expectations at the start of the school year and reorient students before beginning the online class. When these expectations are clearly stated, the standards are established, and students understand how they will behave in class.

Teachers may also communicate frequently with students and parents in the online classroom to ensure that educational goals are met at home. This also helps teachers understand their students' backgrounds and difficulties, allowing them to find meaningful ways to connect with and support them as individuals.

The teachers may orient students regarding netiquette (online etiquette) which is a set of rules and courteous online behavior during online meetings to avoid interruption and miscommunication in the classroom.

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