

**CLASSROOM MANAGEMENT PRACTICES, SELF-EFFICACY AND
PERFORMANCE OF TEACHERS IN SELECTED PUBLIC
ELEMENTARY SCHOOLS IN TRECE
MARTIRES CITY, CAVITE**

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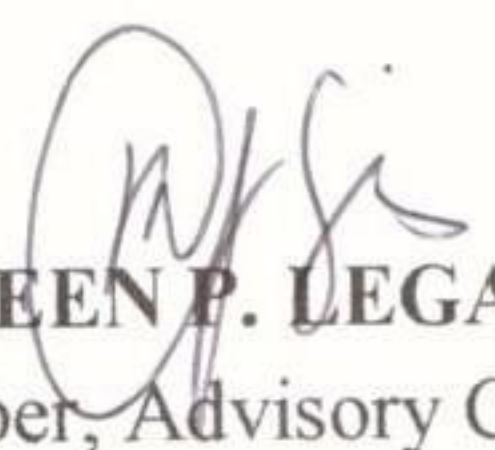
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ABSTRACT

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This descriptive-correlation study generally aimed to determine the extent of use classroom management practices, level of self-efficacy and teaching performance of 248 teachers in selected public elementary schools in Trece Martires City, Cavite gathered through the use of purposive sampling technique conducted during March 2017 to April 2017.

This study specifically aimed to determine: 1.) the demographic profile of the participants in terms of age, sex, highest educational attainment, length of teaching experience and teaching position; 2.) the extent of use of classroom management practices of the participants in terms of: innovative instruction, pupil management, school record management, and learning environment; 3.) the level of self-efficacy of the participants in terms of: classroom management, instructional strategies, and student engagement; 4.) the teaching performance of the participants based on IPCRF result S.Y. 2016-2017; 5.) the significant difference on the extent of use of classroom management practices when grouped according to demographic profile; 6.) the significant difference on the level of self-efficacy when grouped according to demographic profile; 7.) the significant relationship between participants' extent of use of classroom management practices and level of self-efficacy; 8.) the significant relationship between participants' classroom management practices and teaching performance; and 9.) the significant relationship between participants' level of self-efficacy and teaching performance.

The significant difference and relationship between the dependent and independent variables were obtained using Mann Whitney Statistics, Kruskal Wallis Statistics, Spearman Rank Correlation Coefficient and Chi Square Computed respectively.

Based on the findings, the participants' obtained a frequently evident on extent of use of classroom management practices, very high level of self-efficacy in all categories and had a very satisfactory teaching performance. However, there is no significant difference between the extent of use of classroom management practices and same with level of self-efficacy when grouped according to demographic profile except the age. Meanwhile, the extent of use of classroom management practices and level of self-efficacy had a significant relationship. On the other hand, teaching performance of the participants revealed no significant relationship on the extent of use of classroom management practices, as well as in level of self-efficacy.

With the result shown, it is suggested to develop experiential learning study and provide trainings/seminars to empower the classroom management practices performed by every teacher, as well as to increase the level of self-efficacy for a better teaching performance and for the betterment of the millennial learners.

Keywords: classroom management practices, self-efficacy, teaching performance, K to 12 curriculum

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