Classroom Management Practices Employed by Pangasinan State University Faculty

Phillip G. Queroda

Pangasinan State University

Biodata:

Phillip G. Queroda holds a Doctor of Education major in Educational Management degree. He is an Assistant Professor IV of Pangasinan State University (PSU) and currently designated as the Director for Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP). He teaches Professional Education subjects in the Teacher Education Program. He is affiliated with the Open University Systems of PSU handling subjects in Educational Management programs both in the masters and doctorate levels. He is actively engaged in research as the Editor-in-Chief of the Multidisciplinary Research Journal of PSU. He has conducted researches on pedagogy, instructional strategies and online distance learning and presented his outputs in research conferences here and abroad. He has produced numerous research articles to refereed journals and Scopus-Indexed Publications.

Abstract

This study was conducted to determine the classroom management practices employed by Pangasinan State University (PSU) Lingayen Campus to uncover its potentials and possibilities that may benefit the institution in the area of instruction particularly on the part of the faculty members and students.

The method of research used in the study is descriptive. The respondents were chosen through purposive sampling technique. Analysis of Variance (ANOVA), frequency counts, percentages and mean were used in analyzing and interpreting the data gathered.

The majority of the faculty members of PSU Lingayen Campus are instructors with few years of experience in the university and have limited attendance to seminars related to classroom management practices. The degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on students' disruptive behavior is very high in cheating as unethical behavior while high on mental health challenges, incivility and plagiarism.

There is a significant relationship on the degree of the classroom management practices employed by PSU Lingayen faculty members on students' disruptive behaviour and profile variables such as plagiarism and civil status; incivility, cheating and college affiliation; mental health challenges and academic rank; and incivility and number of seminars attended.

Faculty members should further enhance and uphold academic excellence in teaching by enriching their knowledge and skills in attending seminars or training related to classroom management on a regular basis. Faculty members should engage in activities or programs that would earn points to alleviate their rank higher than an instructor in areas such as research, extension, seminars, innovation, and others. The school should conduct in-service training relating to updates and innovations in classroom management practices particularly on students' disruptive behavior such as mental health challenges, incivility, and unethical behaviors.

Introduction

Classroom Management

McCreary (2006) defined classroom management as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. It is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause

unhappiness and stress and eventually lead to individuals leaving the teaching profession (Kelly, 2017).

Disruptive Classroom Behavior

Classroom needs teacher management because of disruptive behaviors of students caused by several internal and external factors which the teacher should be aware of. Disruptive behavior in the classroom can negatively affect the classroom environment as well as the educational experience for students enrolled in the course. Disruptive behavior is defined as any behaviors that hamper the ability of instructors to teach or students to learn (Clayton.edu, n.d.)

Sources and categories of Disruptive behavior include mental health challenges, incivility and unethical conduct (Ladeji-Osias & Wells, 2014).

Mental Health Challenges

Mental health challenges is the first category of classroom disruptive behavior. About 10% of the school population — 9 to 13 million children — struggle with mental health challenges, some of the most challenging students that educators face. In our inclusive classrooms, teachers are becoming skilled at working with children who exhibit learning, physical, and cognitive disabilities, as well as those on the autism spectrum while students with mental health challenges continue to mystify and frustrate (Minahan, 2013).

Many students with mental health challenges have difficulty regulating their emotions and behaviors, often becoming inflexible and oppositional, disengaged or disruptive. Classroom culture is often not supportive of these students, who have difficulty with expectations that are reasonable for most of the class. Traditionally in classrooms, we've emphasized and rewarded consistent and regulated behavior and performance — the exact skills lacked by many with mental health challenges (Minahan, 2013).

Mental health challenges and disorders have many different signs and symptoms and can look different in different people. They can impact how a person thinks, feels and behaves. Some common symptoms of a mental health challenge or disorder are changes in mood; changes in the way you perceive things; obsessions; fears; and feelings of anxiety (Keltymentalhealth.ca, n.d.).

Incivility

Another category of classroom disruptive behavior is incivility which is defined as the intentional behavior of students to disrupt and interfere with the teaching and learning process of others. This behavior can range from students who dominate and foster tension in the classroom to students

who attend classes unprepared, are passively rude, or unwilling to participate in the learning process (Richardson, 1999; Sandora, 1998).

Uncivil student behavior is a problem for faculty, students, and university/college administration. Such behavior can directly impact faculty wellbeing, infringe on the rights and education of others, and involve university/college administration (Morrissette, 2001).

Unethical Behavior

YourDictionary.com defines unethical behavior as an action that falls outside of what is considered morally right or proper for a person, profession or industry. College students can behave unethically, as can businesses, professionals and politicians. This is the third category of classroom disruptive behavior. In the academe, unethical behavior, exam cheating, and illegal collaboration on assignments including plagiarism are very frequent (Center for Academic Integrity, 1999). It is important to deal with the methods and frequency of such behavior and also with the way it is perceived by the schools.

The other severe unethical activities by Park et al. (2013) are: studied exam questions collected from old exams without the instructor's knowledge; participated in collecting exam questions as a group for other students; provided your paper to another student although you know he/she would copy it; and collaborated on an assignment when the instructor asked for individual work.

Classroom Management Practices

Research suggests that teachers who are most effective in classroom management demonstrate an interest in and establish positive relationships with students can respond to the individual and group needs of students, are consistent in how they present themselves (Ladeji-Osias & Wells, 2014).

Moreover, by successfully managing your classroom, you can increase student success and create a productive and cooperative learning environment. Effective behavior management plans allow students to get the most out of their time spent in school and ensure that you maintain your sanity. While many fail to recognize it, learning to behave can be just as important as learning the academic lessons taught in school (Education.gov.gy, n.d.).

With this premise, it is high time to know the classroom management practices employed by faculty members of Pangasinan State University (PSU) to uncover its potentials and possibilities that may benefit the institution in the area of instruction particularly on the part of the faculty members and students.

In PSU, the administration invests most in the academic welfare of the students as manifested in two of its eight strategic goals namely, excellent student learning and career development and customer focused (Pangasinan State University, 2017).

Statement of the Problem

This study determined the classroom management practices employed by Pangasinan State University Faculty. Specifically, it identified the profile of the faculty members in terms of highest educational attainment, designation, number of years in teaching and seminars attended related to classroom management, the degree of utilization of the Classroom Management Practices employed by PSU faculty on the students' disruptive behaviour and the significant difference between utilization of the Classroom Management Practices employed by PSU faculty the across profile variables.

Methodology

The descriptive method of research was used in the study. The descriptive research describes the existing conditions to be investigated. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over a variable (Ethridge, 2004). Moreover, according to Ethridge (2004), descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be. Good and Scates (1972) stressed that descriptive normative surveys frequently made ascertain the normal or typical condition, or to compare local results with a state of the national norm.

Survey questionnaire with two parts was used in the study. The questionnaire was validated by five experts in the field of classroom management such as deans and experienced professors. The said validators are anot part of the respondents. In the first part, the profile of the respondents was sought and the second part is the degree of utilization of the classroom management practices employed by faculty members on student's disruptive behavior. The descriptors used were collated from several internet sources. The respondents were selected by means of purposive sampling technique. According to Delos Reyes, De Vera, and Medriano (2018), purposive selection of the respondents account for balance in which the respondents are chosen on the basis of their knowledge of the information desired and on the judgment of the researchers who is best qualified

to the objectives. For statistical analysis, Analysis of Variance (ANOVA), frequency counts, percentages and mean were used.

Results and Discussion

Profile of Faculty Members

Table 1		
Profile of Faculty Members		
Profile	Frequency (f)	Percentage (%)
Sex		
Male	44	45.4
Female	53	54.6
Civil Status		
Single	45	46.4
Married	50	51.5
Separated	1	1
Widowed	1	1
College/Department		
Teacher Education	30	30.9
Hospitality Management	10	10.3
Technology	15	15.5
Public and Business Administration	13	13.4
Arts, Sciences and Letters	12	12.4
Computing Sciences	17	17.5
Highest Educational Attainment		
Bachelor's Degree	29	29.9
Master's Degree	49	50.5
Doctorate Degree	19	19.6

Academic Rank		
Instructor	68	70.1
Assistant Professor	16	16.5
Associate Professor	12	12.4
Professor	1	1.0
No. of Years in Service		
5 and Below	44	45.4
6 – 10 Years	24	24.7
11 – 15 Years	13	13.4
16 – 20 Years	5	5.2
21 – 25 Years	5	5.2
26 – 30 Years	2	2.1
31 and Above	4	4.1
Number of Seminars Attended		
5 and Below	56	57.7
6 – 10	23	23.7
11 – 15	9	9.3
16 – 20	4	4.1
21 – 25	2	2.1
26 – 30	1	1.0
30 and Above	2	2.1

As could be gleaned from Table 1, out of 97 selected faculty members in the Lingayen Campus, there are 53 or 54.6% are female while 44 or 45.4% are male. More than half of them or 51.5% are married, and 46.4% are single while the remaining 2% were separated and widowed. Teacher Education faculty members had the most prominent participation as respondents with 31% followed by Computing Sciences with 18%, Technology with 15.5%, Public and Business Administration with 13.4, Arts, Sciences, and Letters with 12.4% and Hospitality Management with 10.3%. Moreover, 49 or 50.5% are master's degree holder, 29 or 29.9% with a bachelor's degree and 19 or 19.6% are Master's degree holder. Most of the faculty members hold instructor rank embracing 68 or 70.1%, followed by assistant professor rank with 16 or 16.5%, associate professor rank with 12 05 12.4 % and 1 or 1% professor rank. There are 44 faculty members, or

45.4% are in the teaching service for 0-5 years below, 24 or 24.7% have 6-10 years, 13 or 13.4% have 11-15 years, 5 or 5.2% have 16-20 and 21-25 years respectively while 2 of them or 2.1% have 26-30 years and the remaining 4 or 4.1% have 31 years and above. There are more than half of the faculty, 56 or 57.7.3% have a minimal number of seminars attended related to classroom management with five seminars and below and the least of them with 9 or 9.3% attended 16 and above seminars.

The degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Mental Health Challenges

Overall, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on mental health challenges is high with an overall mean value of 3.992.

In particular, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on student's disruptive behaviour is also very high in the following: *encourage positive and realistic goal setting* with 4.351 mean value: *encourage students' gradual social interaction* with 4.330 mean value; *ask questions to help understand how students feel and experience* with 4.320 mean value; *help students use positive statements about their performance* with 4.247 mean value, and *model calmness and self-control* with 4.237 with mean value. On the other hand, last three practices that were rated moderately high with3.423 and 3.278 mean values respectively, to wit: *include information on depression in your teaching* and *provide choices for students' assignments*.

Table 2

The Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Mental Health Challenges

Classroom Management Practices on Mental Health Challenges	Mean	Description
1. Encourage positive and realistic goal-setting.	4.351	Very High
2. Encourage students' gradual social interaction.	4.330	Very High
3. Ask questions to help understand how students feel and experience	4.320	Very High
4. Help students use positive statements about their performance	4.247	Very High
5. Model calmness and self-control.	4.237	Very High

6. Encourage students' involvement in extra-curricular activities	4.155	High
7. Ensure that students write down assignment instructions correctly.	4.134	High
8. Reduce students' classroom pressures.	4.103	High
9. Encourage accountability but not in ways that promote stress and discomfort to students.	4.083	High
10. Break students' tasks into smaller parts.	3.979	High
11. Post the daily class schedule of students to know what to expect.	3.753	High
12. Allow flexible deadlines for students' assignments and projects	3.742	High
13. Encourage physical activity that will assist students in getting daily exercise.	3.742	High
14. Include information on depression in your teaching.	3.423	High
15. Provide choices for Students' assignments.	3.278	Moderate
Total	3.992	High

The Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Incivility

Overall, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on incivility is high with an overall mean value of 4.016.

Table 3

Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Incivility

Classroom Management Practices on Incivility	Mean	Description
1. Set a good example	4.423	Very High
2. Use effective communication skills	4.392	Very High
3. Re-engage students	4.196	High
4. Spell out academic and behavioral expectations in the syllabus	4.186	High
5. Establish a collaborative learning environment	4.175	High
6. Refrain potential conflict	4.155	High
7. Use back-to-the-basics approach to conflict resolution	3.897	High
8. Arrange mid-term teaching feedback	3.649	High
9. Establish students' grievance process	3.608	High
10. Arrange Peer Observations and Reviews	3.485	High
Overall Mean	4.016	High

In particular, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on incivility is very high in the following: *set a good example* with 4.423 mean value and *use effective communication skills* with 4.392 mean value. On the other hand, last three practices were rated moderately high with 3.649, 3.608 and 3.485 mean values respectively, to wit: *arrange mid-term teaching feedback; establish students' grievance process, and arrange peer observations and reviews.*

The Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Unethical Behavior (Plagiarism)

Overall, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on unethical behaviour (plagiarism) is high with an overall mean value of 3.795.

Table 4

Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Unethical Behavior (Plagiarism)

Classroom Management Practices on Unethical Behavior (Plagiarism)	Mean	Description
1. Create assignments that encourage originality and discourage plagiarism.	4.237	Very High
2. Give students a clear and explicit definition of plagiarism at the beginning of the semester, preferably on the syllabus.	4.144	High
3. Make a clear distinction between acceptable collaboration and plagiarism, preferably on the syllabus	4.000	High
4. Create assignments that are unusual or that take a different slant on the material, thus eliminating "canned papers" that can be easily purchased or even found for free on the Web.	4.000	High
5. Create writing assignments that have several parts (e.g., a proposal, an annotated bibliography, a first draft, a second draft).	3.495	High
6. Request photocopies of all sources used in a paper.	3.381	Moderate
7. Have students email a copy of their essays as well as hard copy.	3.309	Moderate
Overall Mean	3.795	High

In particular, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on unethical behavior is very high in creating assignments that encourage originality and discourage plagiarism with 4.237 mean value. On the other hand, first three practices were rated high with 4.144, 4.000 and 4.000 mean values respectively are the following: *give students a clear and explicit definition of plagiarism at the beginning of the semester, preferably on the syllabus; make a clear distinction between acceptable collaboration and plagiarism, preferably on the syllabus; and create assignments that are unusual or that take a different slant on the material, thus eliminating "canned papers" that can be easily purchased or even found for free on the web.* Moreover, the last two practices that were rated moderately high are *request photocopies of all sources used in a pape*r with 3.309 mean value and *have students email a copy of their essays as well as hard copy* with 3.309 mean value.

The Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Unethical Behavior (Cheating)

Overall, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on unethical behavior (cheating) is very high with an overall mean value of 4.342.

In particular, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on unethical behavior (cheating) is also very high in the following: *walk around the room during tests* with 4.691 mean value; *don't allow cellphones during tests* with 4.649 mean value; *remind the students in the consequences of cheating* with 4.619; *ask students to put everything away during tests* with 4.608; *require clear desks during tests* with 4.536 mean values; *arrange students' desks in neat rows and sit in the back of the room during tests* with 4.402 mean values; and *don't allow students to get out of their seat or communicate* with 4.371 mean value. On the other hand, the last three practices that were rated moderately high are *give tests that require short essay responses* with 4.103 mean value, *require cover sheets during tests* with 4.010 mean value and *prepare two versions of tests* with 3.433 mean value.

Table 5

The degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Unethical Behavior (Cheating)

Classroom Management Practices on Unethical Behavior (Cheating)	Mean	Description
1. Walk around the room during tests	4.691	Very High
2. Don't allow cellphones during tests	4.649	Very High
3. Remind the students of the consequences of cheating.	4.619	Very High
4. Ask students to put everything away during tests	4.608	Very High
5. Require clear desks during tests	4.536	Very High
6. Arrange students' desks in neat rows and sit in the back of the room during tests	4.402	Very High
7. Don't allow students to get out of their seat or communicate.	4.371	Very High
8. Give tests that require short essay responses	4.103	High
9. Require cover sheets during tests	4.010	High
10. Prepare two versions of tests	3.433	High
Overall Mean	4.342	Very High

The Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Students' Disruptive Behavior

Overall, the degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on students' disruptive behavior is high with an overall mean value of 4.036.

In spite of the results, Pangasinan State University started its subscription to the Premium Accounts of Grammarly (Ventayen & Orlanda-Ventayen, 2018) to ensure that unethical behaviour particularly in the engagement of plagiarism will be addressed properly by the faculty members. A similar study conducted by (Fernandez, et. al., 2019), disclosed that the faculty members of PSU have high level of utilization of both the brain-based and individualized instructional strategies.

Table 6

Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members on Students' Disruptive Behavior

1. Mental Health Challenges	3.992	High
2. Incivility	4.016	High
3. Unethical Behavior: Plagiarism	3.795	High
4. Unethical Behavior: Cheating	4.342	Very High
Overall Mean	4.036	High

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Their Profile in Terms of Sex, Highest Educational Attainment and Number of Years in Teaching

Based on the result on Table 7, it shows that classroom management practices on mental health challenges and incivility have a relationship to sex of faculty members as reflected from the significant value of .016 and .007 respectively. However, these significance do not show a significant variation on the degree of utilization of classroom management practices in terms of sex as rendered by the value of significance of the effect sizes 0.128 and .066 respectively.

As a whole, there is no significant relationship in the degree of utilization of the classroom management practices on student disruptive behaviors employed by PSU Lingayen faculty members and their profile in terms of *Sex, Highest Education Attainment* and *Number of Years in Teaching* by their significant values which are above the set level of significance of 0.05.

The findings supported the study of Oktan & Kıvanç (2015) that gender or was not very related to classroom management strategies of the teachers. It also sustained the study of Zhang (2008) that there was the negative interaction between teachers possessing an advanced degree in science or education and years of teaching experience. Moreover, the study conducted by Ünal & Ünal (2012) suggests that the constant change of teachers' classroom beliefs over time indicates that there is a disconnection between education students' beliefs toward classroom management during their coursework and the time they begin to gain real experience in schools.

Table 7

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Their Profile in Terms of Sex, Highest Educational Attainment and Number of Years in Teaching

Classroom Management Practices on:	SEX				HIGHEST EDUCATIONAL ATTAINMENT				NUMBER OF YEARS IN TEACHING			
	CS	Sig.	Effect Size	Sig.	CS	Sig.	Effect Size	Sig.	CS	Sig.	Effect Size	Sig.
Mental Health Challenges	42.568	.016	.584	.128	47.732	.565	.466	.778	117.356	.977	.490	.721
Incivility	38.853	.007	.558	.066	39.831	.478	.425	.690	94.717	.957	.418	.882
Unethical Behavior: Plagiarism	27.794	.065	.478	.223	52.898	.034	.484	.133	81.981	.971	.426	.552
Unethical Behavior: Cheating	27.183	.055	.488	.146	38.777	.263	.424	.428	90.456	.786	.433	.294
Legend: CS – Chi-square Statistic Sig. – Significance												

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Civil Status as Profile Variable

Based on the result on Table 8, it discloses that classroom management practices on mental health challenges, incivility and cheating have no relationship to civil status of faculty members as

reflected from the significant values which are above the set level of significance of 0.05. On the other hand, there is significant relationship in the degree of utilization of the classroom management practices on plagiarism by .000 significant value which is below the set level of significance of 0.01.

Table				8
Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Civil Status as Profile Variable				
	CIVIL STATUS			
Classroom Management Practices on:	Chi-square Statistics	Sig.	Effect Size	Sig.
Mental Health Challenges	55.023	.960	.519	.369
Incivility	50.087	.816	.464	.385
Unethical Behavior: Plagiarism	38.488	.945	.661**	.000
Unethical Behavior: Cheating	29.017	.994	.390	.740
**Correlation is significant at the 0.01 level (2-tailed)				

This implies that faculty members whether single or married are so much aware of the influence of social media particularly of the internet resulting to high degree of utilization of the classroom management practices on plagiarism. Moniz et. al. (2008) stated that a variety of approaches was tried within a comprehensive information literacy program to improve students' functional understanding of plagiarism.

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and College Affiliation as Profile Variable

Based on the result on Table 9, it depicts that classroom management practices on mental health challenges and plagiarism have no relationship to college affiliation of faculty members as reflected from the significant values which are above the set level of significance of 0.05. On the other hand, there is significant relationships in the degree of utilization of the classroom management practices on college affiliation by .007 and .026 significant values respectively which are below the set level of significance of 0.05.

Table				8
Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and College Affiliation as Profile Variable				
	COLLEGE AFFILIATED			
Classroom Management Practices on:	Chi-square Statistics	Sig.	Effect Size	Sig.
Mental Health Challenges	132.760	.301	.500	.584
Incivility	136.661	.009	.534**	.007
Unethical Behavior: Plagiarism	106.333	.115	.451	.247
Unethical Behavior: Cheating	112.379	.025	.481*	.026
*Correlation is significant at the 0.05 level (2-tailed)				
**Correlation is significant at the 0.01 level (2-tailed)				

This implies that since the majority of the faculty members are from the college of education who are all licensed teachers as one of the minimum requirements of the university compared to other colleges and are responsible in molding future teachers, the degree of utilization of the classroom management practices on incivility and cheating are high. The Philippine Teachers Professionalization Act of 1994 also known as the Code of Ethics for Professional Teachers of the Philippines states that "teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values".

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Academic rank as Profile Variable

Based on the result on Table 10, it exposes that classroom management practices on incivility, cheating, and plagiarism have no relationship to academic rank of faculty members as reflected from the significant values which are above the set level of significance of 0.05. Nonetheless, it exposes that classroom management practices on mental health challenges have no relationship to academic rank of faculty members as reflected from the significant value of .772. However, this significance shows a substantial variation on the degree of utilization of classroom management

practices in terms of mental health challenges as rendered by the value of significance of the effect size .000.

This implies that since the majority of the faculty members hold instructor rank, most of them are young and new from the institution, show their idealism and dynamism in carrying out their professional objectives resulting to the high degree of utilization of classroom management practices in terms of mental health challenges. Jensen, B. et al. (2012) said that in general, new teachers had greater developmental needs compared with more experienced teachers, mainly to develop skills to create more teaching and learning time in class.

Table				10
Significant Relationship in the Degree of Utilization of the Classroom Management Practices				
Employed by PSU Lingayen Faculty Members and Academic Rank as Profile Variable				
	ACADEMIC RANK			
Classroom Management Practices on:	Chi-square Statistics	Sig.	Effect Size	Sig.
Mental Health Challenges	65.619	.772	.710**	.000
Incivility	45.948	.909	.461	.407
Unethical Behavior: Plagiarism	48.077	.741	.445	.341
Unethical Behavior: Cheating	47.600	.609	.399	.662
**Correlation is significant at the 0.01 level (2-tailed)				

Significant Relationship in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Number of Seminars Attended as Profile Variable

Based on the result on Table 11, it displays that classroom management practices on mental health challenges, cheating and plagiarism have no relationship to a number of seminars attended of faculty members as reflected from the significant values which are above the set level of significance of 0.05. However, it displays that classroom management practices on incivility has no relationship to a number of seminars attended of faculty members as reflected from the significant value of .993. This significance shows a significant variation in the degree of utilization of classroom management practices in terms of incivility as rendered by the value of significance of the effect size .005.

Table				11
Significant Difference in the Degree of Utilization of the Classroom Management Practices Employed by PSU Lingayen Faculty Members and Number of Seminars Attended as Profile Variable				
	NUMBER OF SEMINARS ATTENDED			
Classroom Management Practices on:	Chi-square Statistics	Sig.	Effect Size	Sig.
Mental Health Challenges	87.155	1.00	.486	.761
Incivility	85.359	.993	.529**	.005
Unethical Behavior: Plagiarism	81.286	.974	.445	.302
Unethical Behavior: Cheating	78.599	.959	.429	.341
**Correlation is significant at the 0.01 level (2-tailed)				

This implies that in spite of the limited number of seminars attended of the faculty members, the degree of utilization of classroom management practices in terms of incivility is high, possibly this is because of high standard of professionalism inculcated by PSU as stipulated in their strategic goals (good governance) and core values (credibility, integrity, competence and commitment to achieve).

Conclusions

From the preceding findings, the following conclusions are drawn:

The majority of the faculty members of PSU Lingayen Campus are instructors with few years of experience in the university and have limited attendance to seminars related to classroom management practices. This would be a sound reference of the administration to conduct professional development activities regularly to maintain the teaching competence of faculty members.

The degree of utilization of the classroom management practices employed by PSU Lingayen faculty members on students' disruptive behavior is high particularly on mental health challenges, incivility and plagiarism while very high in cheating as unethical behavior. In particular, the degree of utilization of the following practices by the faculty members are very high, to wit: encouraging positive and realistic goal-setting, encouraging students' gradual social interaction, asking

questions to help understand how students feel and experience, helping students use positive statements about their performance, modelling calmness and self-control, setting a good example, using effective communication skills, creating assignments that encourage originality and discourage plagiarism, walking around the room during tests, not allowing cellphones during tests, reminding the students on the consequences of cheating, asking students to put everything away during tests, requiring clear desks during tests, arranging students' desks in neat rows and sitting in the back of the room during tests and preparing cover sheets during the tests. More innovation in terms of strategies in adressing discruptive behaviors of students should considered to secure a well-managed classroom.

There is a significant relationship on the degree of the classroom management practices employed by PSU Lingayen faculty members on students' disruptive behaviour and profile variables such as: plagiarism and civil status; incivility, cheating and college affiliation; mental health challenges and academic rank; and incivility and number of seminars attended.

Recommendations

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

Faculty members should further enhance and uphold academic excellence in teaching by enriching their knowledge and skills in attending seminars or training related to classroom management on a regular basis.

The school should conduct its in-service training relating to updates and innovations in classroom management practices particularly on students' disruptive behavior such as mental health challenges, incivility and unethical behaviors.

Sustain the high degree of utilization of classroom management practices on students' disruptive behaviors such as mental health awareness, incivility, plagiarism and cheating. In particular, faculty members should consider employing the following practices to achieve a high degree of utilization: provide choices for students' assignment; request photocopies of all sources used in a paper; and have students email a copy of their essays as well as hard copy.

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Exploring Classroom Speech Acts:
A case of Speaking Performs in Bandung Raya University

Muhamad Mukhroji

Bandung Raya University, Bandung Indonesia

Email: adjie_chadel@yahoo.com

Biodata:

Dr. Muhamad Mukhroji is an Assistant Professor in Bandung Raya University, Bandung Indonesia. Earned a doctoral degree in linguistic-pragmatics, he teaches pragmatics, discourse analysis and research in language teaching. His research interests include pragmatics, speech acts and pragmatic teachings. He is available at adjie_chadel@yahoo.com

Abstract