



Professional Disposition as a Predictor of Classroom Management of Public Secondary Teachers in Davao De Oro Division

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ABSTRACT

The study assessed the professional disposition and classroom management of public secondary teachers in the Davao De Oro Division, as well as the relationship between these variables and the domains of professional disposition that significantly influence classroom management. A probability sampling method was used to select 150 secondary teachers from public schools as respondents. The data, collected through a descriptive-correlational survey method, were analyzed using Mean and Product-Moment correlation. Results indicated that there was an extensive level of professional disposition and classroom management among teachers, with a significant relationship between the two variables. Based on these findings, it was suggested that higher officials in the Department of Education and school heads should identify ways to help teachers strengthen their professional disposition and classroom management. Additionally, future research could explore these variables further, considering other factors and research methods.

Keywords: Professional disposition, classroom management, descriptive correlation, Davao de Oro Division, Philippines

Introduction

Effective classroom management is essential for creating an optimal learning environment where students can excel academically and socially. A well-organized classroom ensures that instructional time is utilized to its fullest, fostering a positive atmosphere for both teachers and students. Furthermore, strong classroom management skills aid in cultivating positive teacher-student relationships, reducing disruptions, and establishing a conducive space for meaningful engagement and learning. However, teachers often encounter challenges in managing their classrooms, ranging from maintaining student focus to addressing disruptive behavior. These challenges may arise from various factors such as large class sizes, diverse student backgrounds, and insufficient training in effective management techniques.

In Indonesia, challenges faced by teachers in classroom management include issues such as large class sizes, teachers' lack of technological competence, inadequate school facilities, and discipline problems (Muazza et al., 2019). Additionally, Lestyanawati (2020) identified teaching-related difficulties in accessing technology, limited support for e-learning from school facilities, challenges in explaining materials, limited internet access for students, economically disadvantaged family backgrounds of students, and lack of parental support.

Similarly, in the Philippines, classroom management struggles are attributed to difficulties in handling classroom resources, particularly in large class settings, socio-cultural disparities, academic underachievement, teacher enthusiasm, and personal factors such as personal issues, home environment, feelings of inferiority, and socioeconomic status (Manzano Apalla, 2020). Yu (2023) reported in the Philippine Inquirer that the Philippine education system faces numerous challenges, including issues with the K-12 curriculum, teacher training, salary disparity, classroom shortages, and inadequate learning materials. These challenges are frequently highlighted in news media and public discourse, indicating the ongoing significance of education in Philippine society.

In the Division of Davao de Oro, there was a noticeable prevalence of unfavorable school conditions that contributed to the inefficiency of educational institutions. Teachers faced a multitude of challenges in classroom management, including issues related to student behavior, maintaining student engagement, and addressing diverse learning needs. The presence of large class sizes posed difficulties in providing individualized attention, resulting in disruptions and a lack of control. Moreover, limited resources, insufficient training in classroom management techniques, and the diverse backgrounds and learning styles of students added complexity to this essential aspect of teaching.

The current situation was primarily based on observations, as there was no existing study specifically focusing on classroom management, particularly concerning the professional disposition of teachers within the local context. Consequently, the researcher was motivated to explore the realm of teachers' professional disposition and its impact on classroom management in public secondary schools within the Davao de Oro Division. The primary objective was to closely investigate the relationship between these two variables.

This endeavor provided policymakers with valuable insights that could aid in the development of policies, programs, interventions, projects, and activities aimed at encouraging all teachers to strengthen their professional disposition, thereby improving their classroom management skills.

The theoretical framework for this study was primarily based on Social Cognitive Theory as proposed by Bandura (1986). According to this theory, learning takes place within a social context characterized by dynamic and reciprocal interactions among the individual, the environment, and behavior. One of the distinctive features of Social Cognitive Theory (SCT) is its emphasis on social influence and the role of both external and internal social reinforcement. SCT highlights the unique ways in which individuals acquire and sustain behavior, while also acknowledging the influence of the social environment in which behavior occurs. Within the context of teaching, teachers' professional disposition, encompassing their attitudes, beliefs, and values, serves as a model for students. Positive professional dispositions are likely to be reflected in the classroom environment, impacting the overall atmosphere, student-teacher relationships, and the effectiveness of classroom management strategies employed by teachers. The theory posits that teachers' behaviors, rooted in their professional dispositions, exert significant influence on student behavior and classroom dynamics through observational learning and social modeling.

The term "disposition," as defined by the Oxford English Dictionary, refers to a person's inherent qualities of mind and character, encompassing traits such as calmness, irritability, cheerfulness, or boastfulness. Obih (2016) further elaborated that ethics entails a mental orientation and attitude disposition that motivates members of a professional body to adhere to controlled or regulated behavior based on certain principles, laws, rules, and regulations established by a social organization for the proper conduct of its affairs. Therefore, in the context of the teaching profession, disposition implies adopting selfless attitudes in adhering to morally upright actions and refraining from morally questionable behavior.

Maylone (2002) acknowledged disposition as a crucial aspect of a teacher's makeup but argued that attempting to assess it is exceedingly challenging, describing it as "intractable." She pointed out instances where individuals who were highly qualified on paper for teaching roles lacked the necessary qualities to effectively interact with children due to their poor disposition.

Disposition aids teachers in remaining receptive to new experiences and tolerant of challenging situations, promoting empathetic understanding toward students' needs (Michlewski, 2008; Cross, 2011). Studies have indicated that teachers' views on their disposition toward teaching are significant indicators in technology integration (Koh et al., 2015; Chai and Koh, 2017). Furthermore, Chai et al. (2017) revealed that teachers' beliefs about teaching are significant predictors of their technological pedagogical content knowledge following participation in lesson design activities.

Methodology

Research Design

This study utilized a quantitative research approach, specifically employing a descriptive correlational technique. Quantitative research involves the collection of numerical data and its analysis using mathematical and statistical tools. This method is essential for elucidating and providing explanations for specific issues or phenomena (Apuke, 2017). Within the realm of descriptive correlational inquiries, the primary focus is on depicting variables and understanding the inherent relationships that naturally emerge among them (Davis, 2021). Categorized within quantitative research, this study extensively relied on numerical data for analysis and interpretation. It employed a descriptive approach, concentrating on assessing professional disposition and classroom management. Furthermore, it adopted a correlational methodology with the aim of investigating the relationship between the professional disposition and classroom management of public secondary teachers in the public secondary schools of the Davao de Oro Division.

Research Respondents

For this study, an invitation was extended to 150 public secondary teachers to participate and share their responses. It is noteworthy to mention, in line with the recommendation by Hair et al. (2018), that a minimum of 50 samples was deemed necessary for simple regression analysis, with around 100 samples typically considered adequate for most research scenarios. Therefore, the inclusion of 150 respondents effectively met the objectives and requirements of this study. Regarding the criteria for inclusion and exclusion, the focus was on secondary teachers with a minimum of two years of teaching experience in public secondary schools. This criterion was chosen because a two-year tenure in the public school system provides valuable insights into the impact of their professional disposition on classroom management. Furthermore, participants who experienced discomfort or unease while responding to the survey questionnaire were given the option to voluntarily withdraw from participation. There was no pressure to coerce them into remaining in the study, and their decision to withdraw was fully respected. Ensuring the well-being and comfort of the respondents was paramount in conducting this study.

Research Instruments

For data collection, this study employed a customized survey questionnaire. The questionnaire was specifically designed with two distinct sets of questions. The first set concentrated on the professional disposition of teachers, while the second set focused on the classroom management of teachers.

The professional disposition questionnaire was adapted from West (2018). The instrument consisted of 15 items. It had three indicators namely: motivation to teach (1-5), teacher efficacy (1-5), and sense of organization care (1-5). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively *high* internal consistency.

The classroom management questionnaire was adapted from Lettink (2020). The tool had a total of 16 items. It had four indicators, namely: time management (1-4), routines (1-4), preventive strategies (1-4), and reactive strategies (1-4). The questionnaire was subjected to a pilot testing having a result of .74 suggesting that the items have relatively *high* internal consistency.

The research instruments for this study were tailored to align with the study's objectives and goals. The researcher will carefully incorporate feedback, comments, and suggestions from the adviser, panel members, and expert validators to refine the tools and ensure their construct validity.

Table

Table 1

Summary on the Extent of Professional Disposition of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Motivation to Teach	3.54	Extensive
2	Teacher Efficacy	3.64	Extensive
3	Sense of Organization Care	3.67	Extensive
Overall		3.62	Extensive

Table 1 provides the summary on the extent of professional disposition of teachers. It is exhibited that the overall mean of professional disposition of teachers is 3.62, which is in an extensive level. This means that professional disposition of teachers is oftentimes evident.

Data show that all three (3) indicators are in an extensive level. As arranged chronologically, sense of organization care has the highest mean score (3.67). This is followed by teacher efficacy (3.64) and motivation to teach (3.54).

The findings indicate that teachers' professional disposition is frequently evident, with all three indicators scoring extensively. Notably, the sense of organizational care emerges as the highest-ranking dimension, reflecting teachers' active engagement in nurturing a supportive and caring environment within the organization. This includes efforts to support learners, collaborate with school administration, and prioritize student welfare. The strong emphasis on organizational care underscores teachers' commitment to holistic student development and the overall well-being of the educational community. Following closely, teacher efficacy demonstrates that educators feel confident and effective in their professional roles, employing various teaching strategies and demonstrating empathy for their students. Lastly, while still within an extensive range, motivation to teach holds a slightly lower mean score, highlighting the ongoing need to enhance and sustain teachers' intrinsic motivation in the teaching-learning process. Overall, these results portray a positive professional disposition among teachers, affirming their dedication to student welfare, efficacy, and motivation.

The evident professional demeanor exhibited by teachers further supports Hynes's (2022) widely accepted concept, which characterizes professional dispositions as the patterns of professional action and moral commitments underlying an educator's performance. Similarly, Wilson et al. (2020) elaborate that dispositions are often described as individual qualities or inherent characteristics, including attitudes, beliefs, interests, appreciations, values, and modes of adjustment.

Furthermore, Saleh (2018) underscores the importance of focusing on teachers' dispositions to promote social justice, emphasizing the disposition toward equity and social justice as essential for positively impacting the lives of diverse students. Saultz et al. (2021) highlight that teachers' actions reflect their disposition, and instructional practices should ensure equitable access for all students. Teachers bring their unique experiences and perspectives into the classroom, and researchers have long examined teacher dispositions, identifying correlations between these dispositions and teaching effectiveness.

Table 2

Summary on the Extent of Classroom Management of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Time Management	3.56	Extensive
2	Routines	3.57	Extensive
3	Preventive Strategies	3.61	Extensive
4	Reactive Strategies	3.64	Extensive
Overall		3.60	Extensive

Table 2 provides the summary on the extent of classroom management of teachers. It is exhibited that the overall mean of classroom management of teachers is 3.60, which is in an extensive level. This means that the classroom management of teachers is oftentimes evident.

Data show that all four (4) indicators are in an extensive level. As arranged chronologically, reactive strategies has the highest mean score (3.64). This is followed by preventive strategies (3.61), routines (3.57), and time management (3.56).

The findings underscore the extensive and frequently demonstrated nature of classroom management strategies employed by teachers. All four indicators - reactive strategies, preventive strategies, routines, and time management - achieved extensive mean scores, indicating a consistent application of these approaches. The highest mean score was observed in reactive strategies, highlighting teachers' effectiveness in responding to immediate challenges and disruptions in the classroom. Following closely, preventive strategies reflect the proactive measures teachers take to create a conducive learning environment. Additionally, routines and time management highlight teachers' commitment to structured and organized classroom practices. These findings collectively reveal a multifaceted and well-rounded approach to classroom management among teachers.

The positive outcomes of this study align with the findings of Nagler (2016), emphasizing that classroom management aims to enhance learning by effectively organizing various classroom elements, such as students, space, time, and resources. This organization ensures that students can achieve their maximum potential and adhere to appropriate behavioral norms. Teachers are faced with unforeseen challenges and must possess the skills to positively influence student behavior. At the core of a teacher's responsibilities is the creation of a productive classroom environment and the cultivation of a positive atmosphere. Every action a teacher takes, from organizing the classroom layout to establishing routines and setting rules, has an impact on classroom management. This comprehensive approach guarantees that the learning environment is conducive and supportive for all students.

Furthermore, Kubat (2018) suggested that effective classroom management reduces obstacles for both educators and students, ensuring that instructional time is used efficiently and students are actively involved. Similarly, Saricoban (2021) likened classroom management to an orchestra that orchestrates unity in the classroom. This involves carefully planning, crafting, and implementing lessons with the right strategies and techniques. Moreover, it aids educators in monitoring students and identifying potential classroom challenges.

Wehby and Lane (2019) stated that for a classroom to be effective, the use of rules is a powerful, preventive component of classroom organization and management plans. Rules establish the behavioral context of the classroom by specifying expected student behaviors, reinforcing positive behaviors, and outlining consequences for inappropriate behavior (e.g., reteaching the behavioral expectation). When rules are stated or worded positively to describe expected behavior, rather than what not to do, problem behavior is more easily prevented.

Table 3

Significance of the Relationship Between the Extent of Professional Disposition of Teachers and Classroom Management of Teachers

Professional Disposition of Teachers Indicators	Dependent Variable	r-value	p- value	Decision on Ho	Significance Level
Motivation to Teach		0.478	0.000	Rejected	
Teacher Efficacy		0.483	0.000	Rejected	r = .483 > .05
		0.489	0.000	Rejected	Moderate Positive Correlation
Sense of Organization Care	Classroom Management of Teachers				
Overall		0.483*	0.000	Rejected	

*Significant at 0.05 significance level.

Presented in Table 3 are the data on the significance of the relationship between professional disposition of teachers and classroom management of teachers. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .483 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant and moderate positive relationship between professional disposition of teachers and classroom management of teachers. This shows that professional disposition is correlated with the classroom management of teachers.

Doing a pairwise correlation among the measures of both variables, it can be gleaned that motivation to teach, teacher efficacy, and sense of organization care revealed computed r-values of 0.478, 0.483, and 0.489 respectively with p-values which are less than 0.05 in the level of significance. This implies that as motivation to teach, teacher efficacy, and sense of organization care increases, the classroom management of teachers increases.

The results reveal a significant correlation between teachers' professional disposition and their classroom management practices. Through pairwise correlation analyses, it is evident that motivation to teach, teacher efficacy, and sense of organizational care are positively and statistically significantly associated with classroom management. This indicates that as teachers demonstrate higher levels of motivation, efficacy, and organizational care, their classroom management practices become more effective. The findings underscore the interconnection between educators' professional disposition and their ability to establish and maintain a conducive learning environment through adept classroom management strategies.

This outcome is in line with Saleh's (2018) research, which found that teachers with a strong professional disposition are more likely to invest efforts in building positive relationships with students, thus positively impacting classroom management. Jensen et al. (2023) emphasized that for schools to

effectively educate children, teachers need specific dispositions enabling them to integrate students' needs into the educational setting, facilitating learners' navigation of both academic and social cultures. Students should learn in an environment that embraces, celebrates, and affirms both cultures for the strengths they bring.

Similarly, Berger et al. (2018) highlighted the significance of teachers' beliefs and values in shaping their disciplinary approaches. Teachers who hold positive beliefs about their students' abilities and maintain high expectations are more proficient in employing proactive classroom management strategies. Furthermore, the concept of teacher efficacy, as investigated by Poulou, Reddy, and Dudek (2018), suggested that teachers who have confidence in their ability to positively influence student learning are more inclined to implement effective classroom management techniques.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The degree of professional disposition among public secondary teachers suggests that it is frequently observable within the school environment. In fact, all dimensions, including motivation to teach, teacher efficacy, and sense of organizational care, are often apparent. Similarly, the extent of classroom management practices among teachers is frequently evident. All indicators, particularly time management, routines, preventive strategies, and reactive strategies, are consistently observable. Furthermore, there is a relationship between the professional disposition of teachers and their classroom management practices, leading to the rejection of the null hypothesis.

Recommendations

The following suggestions were offered based on the conclusions of the study:

In light of the extensive results indicating the prominent influence of professional disposition on classroom management among public secondary teachers, the Department of Education (DepEd) officials may invest in strategies that foster and nurture positive professional attitudes among educators. Initiatives focusing on motivational aspects, teacher efficacy, and a sense of organizational care should be prioritized in professional development programs. Moreover, collaborative efforts between school administrators and teachers may be strengthened to create a supportive environment that enhances the positive professional disposition of educators. Recognizing and reinforcing these critical aspects will contribute to sustaining a conducive atmosphere for effective classroom management, ultimately fostering improved teaching and learning experiences in secondary schools.

Moreover, school heads may prioritize the cultivation of positive professional attitudes within the teaching staff. Emphasizing motivational factors, enhancing teacher efficacy, and promoting a sense of organizational care should be integral components of professional development initiatives. School leaders may foster a collaborative and supportive environment that encourages open communication and mutual respect between teachers and administrators. By actively engaging in the development and maintenance of positive professional dispositions, school heads may contribute significantly to creating a conducive atmosphere for effective classroom management, thereby enhancing overall teaching and learning outcomes in the school.

Furthermore, teachers may prioritize personal and professional development. They may actively engage in ongoing training and workshops that focus on motivation, teacher efficacy, and a sense of organizational care. Cultivating a positive mindset, staying dedicated to students' learning, and fostering a supportive and caring environment within the school community will contribute significantly to effective classroom management. Additionally, teachers may collaborate with colleagues, share successful experiences, and actively seek opportunities for professional growth. By doing so, teachers can enhance their own classroom management skills, creating a positive and conducive learning environment for their students.

Lastly, future researchers may delve deeper into specific factors within each domain of professional disposition—such as motivation to teach, teacher efficacy, and sense of organizational care—to identify nuanced influences on classroom management. Conducting longitudinal studies or implementing interventions to enhance teachers' professional disposition and observing the subsequent impact on classroom management could offer valuable insights.

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