

# Classroom Management in MSU-Sulu Laboratory High School

Arnina Jannaral Nawali\*

*Assistant Professor IV, Mindanao State University Sulu Laboratory High school, Jolo Sulu, Philippines*

**Abstract:** This study is aimed to investigate the classroom management in MSU-Sulu Laboratory High School. Descriptive survey method was used in the analysis and interpretation of the collected data. 40 teachers were selected using purposive random samplings design to answer the checklist questionnaire. The teachers in the classroom have different styles of classroom management strategies. The attendance checking, control behavior discipline and classroom arrangement are the most apprehensive quality in MSU-Sulu Laboratory High School. Leaving teachers on their own way own way classroom management have been noted and strongly patronize in the right track of academic preparation for the students. As a matter of fact, seldom problems encountered in classroom management. The teachers in MSU-Sulu laboratory high school have observed as most dominant factor to develop well-managed classroom is through giving special attention to the settings of the rules to student activities inside the classroom. The teachers perceived that the school managers should deal with the classroom management through close supervision of the classroom management that should undertake various tasks for satisfactory classroom management. The teachers are willing to provide environment which is conducive for teaching and learning activities.

**Keywords:** Classroom management, Peer mediation.

## 1. Introduction

Classroom management has been noted as one of the essential factors that could affect the performance of the students in high school level. It is commonly observed that the failure of teacher put up well-managed classroom would result to insufficient learning activities in the classroom. There students negative behave during class process when the classroom is not conducive for learning. Special cases of classroom management manipulate student's behavior, discipline and influence the academic performance of the students.

In MSU-Sulu Laboratory High School classroom management ideally encourage among teachers. The school administrator always reminded the classroom advisers in the classroom of every section in the four high school levels to maintain and improve classroom management. The school manager, no less than the principal of the high is from time-to-time visits classes to ensure proper classroom management. The parents are also invited during the Association of Parents, Teachers Administrator and general staff assembly are given reports and reaction on the classroom management the teacher

had done during the school year. This is to enhance the support of the parents to maintain the classroom management. Authority in the educational processes has given different opinions and observation in the classroom management entails the activities to organize and direct to classes to achieve specific goals, advocated and developed assertive and discipline is an approach to classroom environment which prevent discipline problems.

Sloughton (2007) also asserts that the avoid discipline problems, teacher need to acquire and employ classroom management strategies although Edward (1993) considered classroom management as the troubling aspect of teaching.

McCormack (2001) and Bromfiled (2006) considered the learning and using classroom management strategies are of great importance for teachers, while Martin and Sass (2010) considered classroom management on umbrella term for teacher action manage class, student's behavior and their learnings. This action encompasses works like establishing order dealing with misbehavior, offering appropriate instruction, and taking care students emotional cognitive needs.

Furthermore, Emmer and Stough (2001) and Kounin (1970) maintains that producing high rate of work involvement and the low rate of deviancy and academic settling effectively defined classroom management strategies issues likewise, Walker and Shea (1998) consider that dealing with different behavior and different situation needs various class classroom management strategies kin their study.

The background is given consideration to further investigate the classroom management of teachers in MSU-Sulu Laboratory High School. Thus, this study is imperative to be conducted.

### A. Statement of the Problem

This study will take some issues concerns and measures about classroom management in MSU-Sulu Laboratory High School.

Specially, it aims to seek answer to the following question:

What is the perception of teachers about classroom management in MSU-Sulu Laboratory High School?

What are the measures that can create a well-managed classroom?

How is classroom management dealt with by the school managers of MSU-Sulu Laboratory High School?

\*Corresponding author: [yasserailsamsaljr16@gmail.com](mailto:yasserailsamsaljr16@gmail.com)

### B. Objectives of the Study

The objectives of the study are as follows:

To determine the perception of teachers about the classroom management.

To know the measures that can create as well-managed classroom.

To find out how the school managers of MSU-Sulu Laboratory High School deal with the classroom management.

### C. Scope and Limitation of the Study

The will focus on the classroom management of the MSU-Sulu Laboratory High School. This study is confined itself to the conceptual understanding of the term as this formed the basis for the teachers to clearly understand what classroom management is and how it influences classroom situation.

It may embrace a wider scope, but due to some constraints, it will just focus on the perception of MSU-Sulu Laboratory High School teachers are respondents.

### D. Significance of the Study

The study hopes to gives teachers theoretical foundation behind the management of classroom management problem. This aims enable teachers to apply the strategies and principles in classroom management. In essence, it is a way for teachers to identify effective classroom management procedures and use in order to optimize teaching effectiveness.

For the school managers of MSU-Sulu Laboratory High School, this serve as blueprint, perhaps, for them to curve new management style to suit with needs of times.

### E. Theoretical Frame Work

The study shows the definition classroom management that formed the basis for the teacher`s classroom refers to action taken to create and maintain a learning environment conducive to successful instruction, arranging the physical environment, establishing rules and procedures, maintaining the student attention to lesson in engagement to activist. Both definitions emphasize the importance of action taken by the teacher to facilitate learning among student.

### F. Conceptual Framework

Figure 1 presents the framework of the study the diagram explains the framework of the study. The variable in this study includes perception of teachers and managers of MSU-Laboratory High School and measures, issues and concerns about classroom management plays a vital role in the teaching learning process, and not far from this truism MSU-Laboratory High School is adhering to this claim, hence this study.

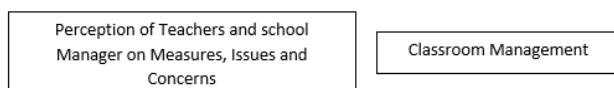


Fig. 1. Schematic diagram of the study

### G. Definition of Terms

To serve as a frame of reference, the following terms are operationally defined in this study.

Classroom management-refers to wide variety of skills and

techniques that teacher use to keep students organized, orderly, focused, attentive, on task, and academically productive during classes.

Teacher- refers to a professional person whose jobs is to teach students lesson in a particular subject areas like Science, Mathematics and others.

School Manager-refers to the principal who is in-charge of the school activities, supervision and administrative activities.

Perception- refers to the way that the teachers observed, noticed or understand classroom management easily.

Measures- refers to an estimate of the expected observation based on the quality of classroom management on their experiences.

Issues- refers to the observe facts and challenges the teachers observed in the classroom be it negative or positive.

Concerns- refers to the worry, participation and performance to move forward developing the classroom management.

### H. Research Methodology

The research methodology in this study includes method, research locale, and research design, research instruments and data gathering procedures and definition of terms.

#### I. Research Method

The research used descriptive method of research. Descriptive method of describe what is involves description recording analysis, and interpretation of the present nature, composition or process of phenomenon. The focus is on the prevailing conditions or how a person, group, or thing behaves or function in the present (Calderon and Gonzales, 1993)

#### J. Research Locale

The study was conducted in MSU-Sulu Laboratory High School, Capitol Site, Patikul, Sulu.

#### K. Respondents

The respondents of the study were the faculty members of the MSU-Sulu Laboratory High School. A total of 40 members are assigned teaching in various subject areas.

#### L. Research Instrument

The study used checklist questionnaire are determining the answers to research question defined in this study. The researcher made the structural questioner to elicit important information about the research problems.

The instrument in this study was validated by the panel of expert preferably with knowledge in research and with experience in validation of questionnaire.

#### M. Data Gathering Procedure

The researcher asked permission and utilize the assistance of concern officials in the campus, to name a few: MSU-SULU Laboratory High School Principal, dean Graduate School, Faculty member. Permit to conduct the study was asked from the office of the chancellor to facilitate overall approval of the study. Endorsement from the chancellor was presented to the high school principal to formally launch the questionnaire to the teacher for gathering data.

## 2. Review of Related Literature

Classroom management entails the activities to organize and direct to classes to achieve specific goals advocated and developed by Lee Carter 1976, assertive and discipline is an approach to classroom environment which prevent discipline problems, teacher need to acquire and employ classroom management strategies-although Edward (1993) considered classroom management as troubling aspect of teaching, McCormack (2001) Bromfield (2006) considered the learning and using classroom management strategies are of great importance for teachers.

Marten and Sass (2010) considered classroom management on umbrella term for teacher action to manage class, student's behavior and their learning. These action compasses works like compasses works like establishing order dealing with misbehavior, offering appropriate instruction, and taking care of students emotional cognitive needs (Emmer and Stough, 2001) Kounin (1970) maintains the producing high rate of strategies issues likewise, Walker and Shea (1998). Consider the dealing with different situations needs various class classroom management strategies kin their study.

The implication of behavior problems originating in any of those social phenomena is that high school has a task of teaching and enforcing a common, acceptable code of behavior. In one sense, the school is a preserve and distributor of accepts cultural patterns. Is it not always possible to obtain acceptance of any given set of more, and American social ideas permit considerable variation in social practice within generally understood limits. Within those limits, pupils have the right to social choices which should be respected (Bent and Mc Cann.1960) The aim of all disciplinary treatments is or should be that of helping develop self-discipline and the development of moral judgement. Helping attain self-discipline does not mean that adult should be lax or overlay permissive; firmness without resource to extreme punitive ness in the formula that seems to work best.

Parent child relations involve more that the acceptance-rejection complex and the matter of discipline and control. Permissiveness, fast reaction and reaction outside the home, family norms and values, and a variety of other factors of influence the behavior of children. Mal-adjustment and this organization and the family may be significantly related to juvenile misbehavior. One aspect of the teachers' role under the modern concept is to help children get practice in self-control and to develop standards of individual values and activities that will be carried on regardless of whether the teacher or parents or someone else in authority happens to be around.

The different strategies, approaches and techniques with misbehavior pupils Assertive Discipline Lee Carter and Associate (1976) Develop the Discipline Plan. This approach demonstrates how school staff can assertively communicate their expectation to students. It is comprehensive, systematic method of classroom management. It was developed on the basis of four concept; (a) behavior is a choices, (b) every student has a right to learn in an environment that is free from disruption. (c) Every teacher has the right to teach without disruption from student. And (d) no child engaged in behavior

that is not in the child's best interest. Those guidelines are expressed and supported by discipline plan. The plain incorporates class rules with positive and negative consequences. The student's behavior is relative to the teacher's expectations in the classroom. Meaning, once the teacher explains the classroom rules, the children know expectations the teacher has.

### A. Modified Approach

The assertive approach can be modified to fit any classroom setting. For example Dial (Gutloff. 1998) who is a middle school band teacher, used an assertive approach to control behavior in his music class. He began the school year with a written contract which the student and parent signed. He set his classroom behavior expectation at the start of the year, giving both student and parents a clear, firm message to begin in the year positively. Dial (as cited in Gutloff, 1998, p. 4) offered 10 tips for establishing harmony in the classroom.

1. Limit time – keep routine consistent by having immediate activities ready.
2. Let kids help make rules – this give the students' ownership to the rules.
3. Make parents allies – parents are more likely to reinforce your expectations for good student behavior if you establish ties this early.
4. Spell it out in writing – list specific behavior contract.
5. Give respect to get respect – when you treat students with respect, you get it back.
6. Model the behavior you want – don't just tell them.
7. Get up and move around – move around the room to see what is going on.
8. Structure play at recess – where play time is carefully supervised.
9. Bring kids to order quickly – non-verbal signals can be used to quiet students quickly.
10. Praise the behavior you want – acknowledge and praise good behavior whenever possible.

### B. Main Objectives

In addition to the objectives of the teacher, the assertive discipline plan also created objectives for the child. These include:

- The child has the right to have a teacher who is a position to and will help the child limit inappropriate self-disruptive behavior.
- The child has the right to have a teacher who is in the position to and will provide the child with positive support for appropriate behavior.
- Will be able to choose how to behave and know the consequences that will follow.

Incorporating these key points and objectives into a management plan can have positive results, Teachers will be able to teach. Students will be able to learn.

Another approach to discipline compares obedience-models of discipline to responsibility-based models of discipline. Responsibility models require educators to teach the students the skills of decision making and provide opportunities to see

appropriate behaviors in action from good role models. We find that more student actually change their behavior when they are given instruction on how to behave in the future. For example, teaching students to be attentive and respectful in an all-school assembly.

Teaching these expectations to students before the assembly event will help to deter undesirable behavior.

### C. Peer Mediation

This approach assists the students to develop effective communication and problem-solving skills for resolving conflicts among their peers. Peer mediators orchestrate proceedings with two or more disputants. The disputants are the students who are having the fight or conflict. The mediators respond through active listening, and use questioning and problem-solving techniques. These mediators do not take sides and not judges.

When a problem occurs between students, they are automatically referred to a peer mediation session, instead of staff member deciding their fate. The intervention decreases the time teachers need to spend trying to solve minor problems between students. The conflict will be resolved between the two conflict students and the peer mediators. These trained student mediator's acts as a "third party" to help the individuals talk out the problem and come to win/win solution.

Some of the key points the students are trained in are: how to observe conflict, learning the rules for fighting fair, and learning the Do's and don'ts of mediation. This training is conducted by a staff member or in some cases, the school counselor.

When students are trained to observe conflict, they keep a report while monitoring hallways and playground. They record which students seem to be engaged in conflict and where the dispute is happening. It is located on the playground, classroom, or maybe at home? The mediators also records what is said or done (action words) during the conflict. Lastly, the mediator records how the conflict was handled.

The mediator must also learn the rules for fighting fairly. This becomes an important tool for the mediator to use when dealing with the disputants. It is vital that the disputes are treated with respect and are given the opportunity to have their side of the story heard. Listed below are rules for fighting fair that the peer mediator must learn and focus during mediation (as cited by Schmidt, Friedman, and Marvel, 1992, p 55).

In addition to positive behavior supports, a classroom management plans was seen to be effective in designing a supportive plan to foster a positive classroom environment. This especially helps aid new teachers, but is also effective for veteran teachers as well. Andrea Capizzi (2009) suggested that a well-organized plan for classroom management at the beginning of the year was critical for creating a serene environment that is conducive to instruction and learning for all students. It was also stated that structured plans reduce the stress and anxiety that teachers undergo during an uncontrolled environment. In turn, the structured plans would support novice teachers in their attempts to keep a well-managed classroom, as well as veteran teachers with underdeveloped management

strategies. The components deemed necessary for a well thought out management plan are classroom structures, routines, classroom layout, and décor as in Trussell's findings. Considering the physical design of the class, as well as the routines of completing subjects were vital considerations in adhering to a well thought out plan that would promote effective classroom management.

Julie Lawrence, an educator from the University of Otago, also researched what to avoid while developing positive discipline, her research found that professional who work with children play a pivotal role in developing the importance of positive discipline within parents (Lawrence and Smith, 2008). Lawrence and Smith (2008) stated "In my view professionals are, and will be, in the front line of developing a preventive approach to supporting families to use non-punitive parenting". She found that since most parents respect professionals, the parent would be more likely to listen and eliminate their negative ways of discipline, such as hitting their children when they misbehave. Therefore, if negative punishments are avoided as Hyman discussed earlier, children are more likely to behave positively maneuver away from negatively when provided with certain strategies from teachers her findings from interview showed that the professionals reported they would have conversation with parents advising against corporal punishment, and in turn encourage alternatives for positive discipline.

Jane Nelsen also provided additional information for deterring away from negative discipline. Nelsen provided a list to help teachers understand what must be avoided while trying to institute a well-balanced classroom. She began with wanting to eliminate punishment, yet allow time for students to learn responsibility and motivation through opportunities to learn values of good character. The reasoning for the elimination of punishment was because it was stated that punishment was only to work for immediate results, rather than long term results. Next the need to eradicate permissiveness from the classroom was addressed to show that students need order, limit choices, and boundaries to be successful life-long learners. Making children feel bad was also listed as something that should be avoided. Changing teacher's attitudes of wanting to control students, rather than inviting cooperation was deemed necessity for modification. Exhibiting humiliation, criticism, and rejection on the teacher's behalf was discouraged. Nelsen reported that these types of attitudes would display negative personalities exuberated from students. Teachers were reminded that they should remain part of the solution and not part of the problem as in having a judgmental attitude. It was declared that children would be more open to have discussions about things when they knew they would not be judged on (Nelsen, 2006). Lastly, the requirement to withdraw from power struggles was encouraged to win children over through respect. Nelsen (2006) stated "To end the discipline war, it is imperative to stay out of power struggles and create an atmosphere where the long-term effects are mutual respect, accountability, a sense of capability, resourcefulness, and problem-solving skills".

### 3. Perception of Teachers about Classroom Management in MSU-Sulu Laboratory High School

This section dealt with the discussion of the perception of teachers about classroom management in MSU-Sulu Laboratory High School. The data was gathered using checklist questionnaire answered by 48 teachers. The computation of the mean is shown in table 1.

The indicator with the highest mean 4.65 with standard deviation .483 given the verbal description strongly agree is “Well defined roles and responsibilities of the teacher”. The second highest mean 4.59 with standard deviation .549 is given description strongly agree is “Teachers observe strictly the measure creating classroom management”. The indicator with the lowest mean 3.46 with standard deviation 1.070 given the verbal description moderately agree is “An integral part of the teaching learning process”. The overall mean 4.37 with standard deviation .631 given the verbal description agree. The data indicates that the teachers in MSU-Sulu perceived strongly agree to the indicators in classroom management such as the teachers have established well define roles and responsibilities in the classroom. They observed strictly the measure creating classroom management well, eventually the observed classroom management is developed in line with the strict enforcement of attendance procedures policies.

Classroom management is crucial factors that should be inhibited by the teachers, in one hand, loosely developed classroom management can cause inefficient student performance. Much time of the students can go to unrelated sermons of the teachers keeping to set right for student behavior. On the other hand, properly managed classroom can cause effective and efficient teaching outcome. The teacher, however should become keen planners to rule the classroom in any particular situation of teaching and learning process. MSU-Sulu laboratory high school has maintained the classroom management to keep students in right atmosphere of learning.

Attendance checking, control behavior discipline, and classroom arrangement are the most apprehensive quality in MSU-Sulu laboratory high school. Leaving teachers on their own way classroom management have been noted and strongly patronize in the right track of academic preparation for the students. As a matter of fact, seldom problems encountered in classroom management.

### 4. Measures that can Create a Well-Managed Classroom

This section dealt with the discussion of the measures that can create well-managed classroom as perceived by the teachers. Well managed classroom is essential elements in the teaching learning process. The students who are concerned with

the serious educational process may appreciate well-managed classroom and established classroom arrangement.

In this study, the teachers are required to answer checklist questionnaire to investigate the perceptions of teachers about well-managed classrooms. The results of the responses are shown in table 2. The highest mean 4.78 with standard deviation .480 given verbal description strongly agree is indicator “Employ effective instructional methodologies and appropriate learning materials.” The lowest mean 4.18 with standard deviation .501 given the verbal description moderately agree is indicator “The emotional well-being of my student is more important than classroom control”. The overall mean 4.50 with standard deviation .498 given the verbal description strongly agree indicates that impose rules on student and employment of effective instructional methodologies and appropriate learning materials can support to develop well-managed classroom.

Although there are some other factors that can contribute to the problems of classroom management in specific situation of the school classroom management. The teachers in MSU-Sulu laboratory high school has observed as most dominant factor to develop well-managed classroom is through giving special attention to the setting of the rules to student activities inside the classroom.

Hamja (2015) emphasized that the implication of behavior problems originating in any of those social phenomena is that high school has a task of teaching and enforcing a common, acceptable code of behavior. In one sense, the high school is a preserve and distributor of accepts cultural patterns. It is not always possible to obtain acceptance of any given set of more, and Hamja cited Ben and MC Cann (1960) stressed that American social ideas permit considerable variation in social practice within generally understood limits. Within those limits, pupils have the right to social choices which should be respected. The aim of all disciplinary treatments is or should be that of helping develop self-discipline and the development of moral judgment. Helping attain self-discipline does not mean that adult should be lax or overly permissive; firmness without resource to extreme punitiveness is the formula that seems to work best.

Well-managed classroom is associated with define rules, appropriate teaching methodologies and provision of appropriate teaching materials. Students in the classroom could have been bored to stay in the classroom without participating in class discussion. The teacher should to a great extent improve the teaching strategies in line with the K-12 curriculum to make the students busy in the classroom in learning the concept being taught for the day. Usually, establishment of the rules and regulation in the classroom should be well understood by the

Table 1  
Perception on classroom management in MSU-sulu Lab high school

Indicators	Mean	SD	Description
1. Well defined roles and responsibilities of the teachers	4.65	.483	SA
2. Teachers observe strictly the measure creating classroom management	4.59	.549	SA
3. Has well-managed classroom	4.58	.501	SA
4. Strictly enforce attendance procedure policies	4.55	.552	SA
5. An integral part of the teaching learning process.	3.46	1.070	MA
Overall Mean	4.37	.631	A

Legend: 3=Moderately Agree; 5=Strongly Agree

students. In some cases, the teacher impose disciplinary punishment of those students who are reckless of rules violation would endanger carelessness of the rules specified for the class. Hence, the teacher encounters problem of classroom discipline in latter portion of the classroom management. The maintained orientation to follow strictly the classroom rules and regulations can avoid habitual act of students.

The indicators provides comfortable physical arrangement and emotional well-being of my student is more important than classroom control are given verbal descriptions moderately agree. This means that the majority of the teachers are more concerned on the teaching process than the improvement of classroom physical arrangement. The ability of the students to participate in the classroom to develop maximum learning is given more emphasis by the teachers rather than improving classroom control. Alternatively, the classroom discipline is not necessarily given priority consideration since the purpose of the classroom setting is for learning environment.

Capizzi (2009) suggested that a well-organized plan for classroom management at the beginning of the year was critical for creating a serene environment that is conducive to instruction and learning for all students. It was also stated that structured plans reduce the stress and anxiety that teachers undergo during an uncontrolled environment. In turn, the structured plans would support novice teachers in their attempts to keep a well-managed classroom, as well as veteran teachers with underdeveloped management strategies. The components deemed necessary for a well thought out management plan are classroom structures, routines, classroom layout, and décor as in Trussell's findings. Considering the physical design of the class, as well as the routines of completing subjects were vital considerations in adhering to a well thought out plan that would promote effective classroom management.

Julie Lawrence, an educator from the University of Otago, also researched what to avoid while developing positive discipline, her research found that professional who work with children play a pivotal role in developing the importance of positive discipline within parents (Lawrence and Smith, 2008). Lawrence and Smith (2008) stated "In my view professionals are, and will be, in the front line of developing a preventive

approach to supporting families to use non-punitive parenting". She found that since most parents respect professionals, the parent would be more likely to listen and eliminate their negative ways of discipline, such as hitting their children when they misbehave. Therefore, if negative punishments are avoided as Hyman discussed earlier, children are more likely to behave positively maneuver away from negatively when provided with certain strategies from teachers her findings from interview showed that the professionals reported they would have conversation with parents advising against corporal punishment, and in turn encourage alternatives for positive discipline.

### 5. Dealing of School Managers in Managing MSU-Sulu Laboratory High School

This section dealt with the discussion of the strategies school managers of the MSU-Sulu dealt with managing the school as perceived by the teachers. The teachers are given checklist questionnaire to collect the necessary data to address the strategic approaches if the school managers to maintain the school classroom management. The responses of the teachers are given in table 3.

The indicator with the highest mean 4.62 and standard deviation .590 given the verbal description strongly agree is "Class operation is regularly observed." The second highest mean 4.56 with standard deviation .502 given the verbal description strongly agree is "Undertake various tasks for satisfactory classroom management". The indicator has the lowest mean 4.18 with standard deviation 1.520 given the verbal description moderately agree is "Ensuring collaborative partnership with faculty members". The overall mean 4.45 with standard deviation .8004 given the verbal description moderately agree indicates that the majority of the teachers perceived the classroom management in terms of regular observation of the class operation to undertake various tasks to satisfy classroom management. They moderately agree to the perception on ensuring collaborative partnership with faculty members and display strict attitude towards classroom management control.

The teachers perceived that the school managers should deal

Table 2  
Measures that create well managed classroom

Indicators	Mean	SD	Description
1. Impose rules on student	4.78	.480	SA
2. Employs effective instructional methodologies and appropriate learning materials	4.65	.483	SA
3. Concerns about both what the students learn and how they learn.	4.58	.501	SA
4. Provides comfortable physical arrangement.	4.33	.526	MA
5. The emotional well-being of my student is more important than classroom control	4.18	.501	MA
Overall Mean	4.50	.498	SA

Legend: SA=Strong Agree; MA=Moderately Agree

Table 3  
School managers dealt with managing MSU-Sulu laboratory high school

Indicators	Mean	SD	Description
1. Class operation is regularly observed.	4.62	.590	SA
2. Undertake various tasks for satisfactory classroom management.	4.56	.502	SA
3. Willing to provide environment conducive to teaching.	4.53	.679	SA
4. Display strict attitude towards classroom management control	4.38	.711	MA
5. Ensuring collaborative partnership with faculty members.	4.18	1.520	MA
Overall Mean	4.45	.8004	MA

Legend: SA=Strong Agree; MA=Moderately Agree

with the classroom management through close supervision of the classroom management that should undertake various tasks for satisfactory classroom management. The teachers are willing to provide environment which are conducive for teaching and learning activities.

### 6. Conclusion

This paper presented a study on the classroom management in MSU-Sulu laboratory high school.

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