

Emerging Strategies in Classroom Management: Impact on the 21st Century Skills Competency of Grade 10 Students

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ABSTRACT

The study was an attempt to determine if there is a significant relationship between teachers' use of different classroom management strategies and the 21st-century skills competency of Grade 10 students. This research used a random sampling technique to determine the specific number of student respondents to the study. A self-made survey questionnaire was developed in this study. The researcher sought the assistance of different research professionals, master teachers in English, and experts in the field to validate the research instrument. The following are the findings of the study: The extent of utilization of teachers on preventive, supportive, and corrective classroom management strategies are all interpreted as utilized. The levels of students' learning and innovation skills, life and career skills, and information, media, and technology skills are interpreted as very good. There is a significant relationship between classroom management strategies and the skills competency of the students. And classroom management strategies are significant predictors of students' 21st skills competency.

Keywords:

Classroom Management; 21st Century Skills; Strategies.

ABSTRAK

Studi ini merupakan upaya untuk menentukan apakah ada hubungan yang signifikan antara penggunaan strategi manajemen kelas yang berbeda oleh guru dan kompetensi keterampilan abad ke-21 siswa kelas 10. Penelitian ini menggunakan teknik random sampling untuk menentukan jumlah responden siswa tertentu untuk penelitian ini. Kuesioner survei buatan sendiri dikembangkan dalam penelitian ini. Peneliti mencari bantuan dari para profesional penelitian yang berbeda, guru master dalam bahasa Inggris, dan para ahli di lapangan untuk memvalidasi instrumen penelitian. Berikut ini

adalah temuan penelitian: Tingkat pemanfaatan guru pada strategi pengelolaan kelas preventif, suportif, dan korektif semuanya dapat dimanfaatkan. Tingkat keterampilan belajar dan berinovasi, keterampilan hidup dan berkarier, serta keterampilan informasi, media, dan teknologi siswa diinterpretasikan sangat baik. Terdapat hubungan yang signifikan antara strategi pengelolaan kelas dengan kompetensi keterampilan siswa. Dan strategi pengelolaan kelas merupakan prediktor yang signifikan terhadap kompetensi keterampilan siswa ke-21.

Kata Kunci:

Manajemen Kelas; Keterampilan Abad ke-21; Strategi.

1. Introduction

The introduction of 21st Century Education has generated a sea of data, test piloting, and orientation. Teachers need to cope with the standards and competencies needed for a 21st Century Education curriculum. They need to have the so-called 21st Century Skills like critical thinking, problem-solving, reasoning, analysis, interpretation, and synthesizing information; b) research skills and practices, interrogative questioning; c) creativity, artistry, curiosity, imagination, innovation, personal expression; d) perseverance, self-direction, planning, self-discipline, adaptability, and initiative. Teachers are expected to design a curriculum for their students; hence, they are being trained and oriented repeatedly in preparation for this. These expectations may aggravate the teachers' situation because of the belief that good teaching must be purely instinctive.

Teachers are facilitators of student learning and designers of effective classroom environments in which students can develop the skills they will need in the workplace in the twenty-first-century classroom. The learning environment's design is critical for both teachers and pupils.

Indeed, research indicates that the physical design of the classroom has an effect on both student and teacher conduct and that a well-structured classroom management plan can help students and teachers learn and behave better (Brophy, J., 2006). Teachers can foster a productive and cooperative learning environment by successfully managing a classroom. Effective behavior.

Management plans can help students make the most of their school time. Most formal organizations, such as secondary schools, strive for the effective and efficient administration of human and material resources in order to accomplish organizational goals. To ensure that classroom learning is of the highest quality, the teacher must be fully prepared with all essential technical abilities for dealing with students or learners with varying characteristics. A classroom teacher is tasked with a variety of duties during the teaching and learning process. Teachers' capacity to manage and control the classroom may be a factor in determining pupils' academic performance. According to Bartolome (2016), there are numerous aspects or variables that influence students' attitudes toward schooling and academic achievement, and one of them is the employment of effective classroom

management tactics.

A well-ventilated classroom setting must be adequately stocked with chairs and desks, have an adequate spatial layout, a large chalkboard, decent floors, beautiful walls, and adequate lighting. A positive classroom environment fosters desired conduct and attitudes in students, so it positively affects their academic performance. This type of environment fosters good teacher-student and student-student engagement.

A well-managed classroom aids in the achievement of educational objectives and protects the well-being of the students on whom the teaching and learning activities are focused (Sanchez, 2016). Classroom management entails organizing, overseeing, managing, and coordinating students' activities during the teaching-learning process. According to Ornstein (2013), effective classroom management strengthens students' ability to inquire and explore. If the classroom is improperly managed, it is quite likely that pupils' performance will be jeopardized to an unfathomable degree. Classroom management techniques, as employed in this study, refer to teachers' tactics or strategies for maintaining order in the classroom and thereby fostering a healthy and conducive learning environment.

Due to the fact that classroom management has an effect on student learning, teachers must be extremely adaptable in applying this through various strategies or techniques. Tenth graders were chosen as respondents because they are in the middle of the longest secondary school curriculum. As a result, they took part in a wide variety of activities designed to foster the growth of their analytical reasoning. According to (Asiyai, 2011), these tactics are classified into three categories: preventive, supporting, and corrective. Without these abilities, it may be impossible for students to study. The majority of research on classroom management practices focuses on their effect on classroom learning. In the classroom, students are immersed in a structured learning environment that is confined to the classroom itself. Obviously, for classroom instruction to take place, both the teacher and the student must be physically present in the same location, and the majority of this research discovered a strong and favorable relationship between efficient classroom management practices and student progress. This study attempted to establish whether the same result holds true in the context of the localities indicated in this study. This also had a significant impact on whether teachers used appropriate classroom management practices with respect to developing learners' 21st-century skills.

1.1 Statement of the Problem

This research study was an attempt to determine the impact of classroom management strategies on the skills competency of Grade 10 students at selected secondary schools in Candelaria, Quezon. Specifically, it sought to answer the following questions:

- (1) What is the extent of teachers' utilization of the classroom management strategies as perceived by Grade 10 students in terms of preventive, supportive: and corrective?
- (2) What is the level of skills competency of students in terms of learning and innovation skills, life

and career skills, and information, media, and technology skills?

- (3) Is there a significant relationship between classroom management strategies and the skills competency of students?
- (4) Singly or in combination, are classroom management strategies significant predictors of skills competency of Grade 10 students?

1.2 Purpose of the Study

The purpose of this study was to determine the significant influence of implementing classroom management practices on students' acquisition of 21st-century abilities. According to the findings of numerous research on the subject, classroom management practices are credited with boosting student achievement. This was decided in the researcher's setting to provide a chance for reflection on the teaching-learning processes occurring in the neighborhood.

According to the researcher's observations in his or her school environment, student success has been stagnant over the last five years (SY 2013-2018), as evidenced by the National Achievement test scores, mean, and MPS score reports. These may be attributable to a variety of factors, including facilities, instructor performance, curriculum, or maybe classroom management practices. Similarly, the same condition was noticed across various secondary schools in Candelaria, Quezon. Teachers expressed concern about pupils' incapacity to complete required activities due to a lack of abilities, particularly literacy and numeracy. It is past time to study the cause(s) of these student achievement decreases. The issues may be related to how teachers manage their classes. Due to technological advancements, escalating poverty, and a lack of concern for the future, learning in the classroom may be impacted. Teachers should continually look for solutions to resolve educational challenges and concerns. If they are the root problem, it is necessary to re-calibrate learning tools such as classroom management tactics.

1.3 Significance of the Study

The results of the study may be significant for the curriculum planners; this study may serve as a guide in designing an appropriate curriculum that may enhance the skills competency of the students and recommend types of classroom strategies to be implemented specifically by Grade 10 teachers. For educators to adequately reinforce the 21st- skills acquired by the students and to fully equip them with the necessary skills to compete globally.

Teachers may assess if the techniques employed are suited and effective for their students. To the students, the results of the study may serve as a basis to assess their skills competency that may lead them to choose what career path is suited for them.

2. Methods

2.1 Research Design

This study employed the descriptive–correlational design to determine the impact of emerging

classroom management strategies on the 21st-century skills competency of students as it examined the variables in their natural environment. Descriptive research involves collecting data to answer questions concerning the current status of the subjects of the study.

In this study, the extent of teachers' use of different classroom management strategies revealed by the students was determined. More so, the students' 21st competency skills were also determined using an appropriate survey questionnaire. In the end, a correlation research design was utilized to determine the impact of the emerging classroom management strategies on students' 21st-century skills competency.

2.2 *Participants / Instrumentations*

The target population of this study was Grade 10 students from three (3) junior high schools in the Municipality of Candelaria in the Province of Quezon, namely Sta. Catalina National High School, Dolores Macasaet National High School, and Dr. Panfilo Castro National High School. Location, gender, and frequency of service use are just a few examples of moderators that can be used to narrow the focus of the study. For a survey to be effective, it is crucial to find out how its target audience prefers to be surveyed. The panel during my proposal decided to have a district-wide study so the truthfulness of the study can be achieved by considering outside or campus respondents. There was a total of 1015 Grade 10 students from the total population of students, and respondents were chosen using an appropriate sampling technique.

Table 1. Distribution of Student Population

Name of Schools Grade 10	Population	Samples
Sta. Catalina National H/S	453	128
Dolores Macasaet National H/S	280	79
Dr.Panfilo Castro National H/S	282	80
Total	1015	287

From the total number of Grade 10 population mentioned in the table above, the respondents of the study were chosen using the appropriate statistical method. To analyze the data gathered, appropriate statistical treatments were employed. The weighted mean was computed to get the teachers' level of use and implementation and students' level of competency for each item.

This research used a random sampling technique to determine the specific number of student respondents to the study. Fraenkel et al., (2012) defined random sampling as a sampling technique in which each and every member of the population has an equal and independent chance of being selected. This is also one of the best techniques for research that has a large population. There were 1015 Grade 10 students in the three Junior High Schools selected in this study; 287 samples were taken as the respondents of the study.

2.3 Research Instrument

A self-made survey questionnaire was developed in this study. The researcher sought the assistance of different research professionals, master teachers in English, and experts in the field to validate the research instrument. The validation process is needed to ascertain the instrument's adequacy and appropriateness to the topic.

The instrument was piloted to 40 Junior High School grade 10 students who were not included in the actual study. To complete the procedure, the researcher sought the assistance of her statistician to test the instrument's reliability. In addition, the survey questionnaire was divided into two (2) parts, Part I dealt with the teacher's extent of employing classroom management, grouped into preventive, supportive, and corrective strategies. Part II assessed the students' 21st-century skills competency on critical learning and innovation skills, life and career skills, and information, media, and technology skills. The response options of the survey questionnaire for Part I were structured on a four (4) point Likert Scale

2.4 Definition of Terms

- (1) *Classroom Management Strategies*. These are the strategies and processes by which a teacher manages their classroom environment in such a way that student learning prevails due to efficient minimization and redirection of student misbehavior. Additionally, they refer to the various approaches that teachers employ in the classroom to ensure that learning occurs smoothly.
- (2) *Corrective Discipline Strategies in Classroom Management*. These are acts taken for the purpose of classroom discipline to provide a safe and conducive learning environment for all students.
- (3) *21st Century Skills*. These are the abilities that pupils should acquire to be prepared for life. These include critical thinking and innovative abilities, as well as life and professional skills, as well as information, media, and technological abilities.
- (4) *Preventive Strategies for Classroom Management*. These are the measures made to avert misbehavior by requiring kids to consistently demonstrate excellent manners and self-respect.
- (5) *Supportive Strategies for Classroom Management*. This refers to the introduction or imposition of good discipline in the classroom, which involves educating pupils about the importance of maintaining an organized learning environment.

3. Results and Discussion

The data presents the analysis and interpretation of the data according to the problems presented in this study.

3.1 Part I: The Extent of Utilization of Teachers of Classroom Management Strategies

The succeeding tables present the extent of utilization of teachers of classroom management strategies in terms of the preventive, supportive, and corrective classroom management strategies as

perceived by the students. The details are presented in tables 2 – 4.

Table 2. The extent of Utilization of Teachers on the Classroom Management Strategies in terms of Preventive Classroom Management Strategies as Perceived by Student-Respondents

Preventive Classroom Strategies Interpretation	Mean	SD	
Reinforcement	3.28	0.572	Utilized
Provide thorough and consistent classroom structure	3.25	0.603	Utilized
Provide good curriculum teaching plans	3.34	0.566	Utilized
Develop effective classroom rules and consequences	3.25	0.520	Utilized
Use non-verbal communication consistently	3.22	0.537	Utilized
Involves parents in the classroom	3.17	0.610	Utilized
Overall Mearn UTILIZED	3.25	0.568	
<i>Legend: 3.50-4.00 Highly Utilized, 2.50 – 3.49 Utilized, 1.50 – 2.49 Moderately Utilized, 1.00 – 1.49 Not Utilized</i>			

Table 2 presents the extent of utilization of teachers on the classroom management strategies in terms of preventive classroom management strategies as perceived by the student-respondents. The preventive classroom management strategies of the teachers are utilized with an overall mean of 3.25 and a standard deviation of 0.568. In terms of reinforcements, the teacher gives rewards to students who behave positively. The teacher provides a thorough and consistent classroom structure by designing functional room arrangements. Classrooms that are well-designed encourage productive interactions between teachers and students, facilitate easy transitions, and reduce the likelihood of disruptive behavior. As a teacher, you want your students to be able to move freely around the classroom without interrupting their work or running into you. The classroom's layout is carefully thought out to encourage maximum student-teacher interaction and minimize disruptions. Provision of good curriculum and teaching plans have the highest mean of 3.34, manifesting that students positively affect if the teacher plans and provides lessons identified and suited to their needs. Students may actively participate in different activities depending on how the teacher motivates and encourage them, students. Further, the teacher makes sure lesson plans reflect identified needs and develops classroom rules with students. Parent involvement has the lowest mean of 3.17. This result could be a sign of the poor relationship between teacher-parent communication. Parents must be closely connected to school activities. Shared responsibilities to teach students and they must work together.

It could be gleaned from the table that students perceived their teachers as flexible in terms of applying preventive strategies in managing or handling their classes. It could mean that students feel the teachers' willingness to prevent any untoward incident that may happen in the conduct of lessons. Students see how teachers avoid any disciplinary problems in the class.

Effective utilization of preventive classroom management strategies is very beneficial both for teachers and students. 21st Century Education explained that a classroom that is equipped with good proactive techniques in place allows the teacher to spend more time on teaching and less on dealing with student behavior. Putting these in place is really an investment of time at the beginning of the school year, but this may give a strong behavioral foundation for the entire school year.

Instead of giving much time to deal with student misbehavior, teachers want to focus much of their attention on delivering the most important aspect of the classroom, which is instruction. If the teacher fails on this, more time will be allotted to addressing discipline problems inside the class, and this may result in too much stress on the part of the students and the teachers as well.

There are many discipline problems that teachers need to address inside the classroom using preventive strategies based on the discussion of Hood (2017). According to him, the top disruptive actions include students talking loudly, sarcastic comments, and nonverbal signs of disrespect from students. Most teachers experiencing these behaviors tend to become stressed at the end of the day. Those teachers who are able to handle these behaviors positively are less likely to suffer stressful teaching conditions. Another misbehavior in class that teachers need to deal with accordingly is the unpredictable/highly emotional outbursts from one or two students. According to WHO (n.d.), many young people nowadays are in a state of low mental health condition. Problems such as low self-esteem, low emotional quotient, and depression are increasing on an annual basis. This is manifested in the classroom, where sudden emotional outburst is common. Moreover, classroom incivility may tend to be very rampant inside the classroom.

Such problems need to be addressed thoroughly by the teachers. Students of today are very much different from that of yesterday. The approach used before may not be effective today. Hence, teachers need to look for preventive strategies that may help curb the occurrence of such problems.

Table 3. The extent of Utilization of Teachers on Classroom Management Strategies in terms of Supportive Classroom Strategies as Perceived by Student-Respondents

Supportive Classroom Strategies Interpretation	Mean	SD	
Build strong relationship	3.35	0.576	Utilized
Give appropriate feedback	3.20	0.603	Utilized
Celebrate hard work	3.20	0.579	Utilized
Overall Mean UTILIZED	3.25	0.586	
<i>Legend: 3.50-4.00 Highly Utilized, 2.50 – 3.49 Utilized, 1.50 – 2.49 Moderately Utilized, 1.00 – 1.49 Not Utilized</i>			

Table 3 reveals the extent of utilization of teachers on the classroom management strategies in terms of supportive classroom strategies as perceived by the student-respondents are utilized. With an overall mean of 3.25 and a standard deviation of 0.586, the supportive classroom strategies of teachers are utilized. As perceived by the student-respondents, their teachers build strong relationships by showing equal treatment and a positive environment, give appropriate feedback by praising the students for good work and effort, and celebrate hard work by giving certificates of recognition to performing students.

Building a strong relationship shows the highest mean of 3.35 manifests that teaching with heart is very vital in the learning process. Positive attitude, respect, enthusiasm, and passion of the teacher show and reflect on how he/she delivers the lesson. Making it fun is more beneficial, interesting, and exciting for the students. It generates curiosity and motivates students to learn, explore and discover

more.

Aside from preventive strategies for classroom management, students perceived their teachers to be using supportive strategies in managing classrooms. This is an indicator that teachers are more varied in their quest to engage students in meaningful classroom interactions.

The result was supported by the study conducted by Valdivia. According to him, positive behavior supports are designed to create safe and effective classrooms. Valdivia (2017) considered supportive classroom management strategies as positive behavior support strategies in the classroom. It focuses on building the capacity of teachers to teach and support positive behavior in all students by developing research-based school-wide and classroom-specific discipline systems.

Meanwhile, it is also similar to the idea of Corsaro and Drunen (2018), who stated that a classroom should support the necessary needs of the students. In order that a classroom would support students' needs, the classroom also needs something to provide meaningful experiences to students. The classroom needs clear limits, rules and order, student participation in the development of classroom rules, trust and cooperation, and the use of encouragement. These are necessary to avoid misbehavior that is rooted in attention-getting, power-seeking, revenge, and feelings of inadequacy. Such misbehavior could be addressed effectively through the use of democratic principles.

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Table 4. The extent of Utilization of Teachers on Classroom Management Strategies in terms of Corrective Management Strategies as Perceived by Student-Respondents

Corrective Management Strategies Interpretation	Mean	SD	
Provide behavioral and positive discipline	3.25	0.589	Utilized
Provide positive corrective measures for any misbehaviors	3.28	0.527	Utilized
Maintain authority in the classroom	3.32	0.596	Utilized
Overall Mearn UTILIZED	3.28	0.571	
<i>Legend: 3.50-4.00 Highly Utilized, 2.50 – 3.49 Utilized, 1.50 – 2.49 Moderately Utilized, 1.00 – 1.49 Not Utilized</i>			

Table 4 shows the extent of utilization of teachers on the classroom management strategies in terms of corrective management strategies as perceived by the student-respondents. Registering an overall mean of 3.28 and a standard deviation of 0.571, the corrective management strategies of teachers are utilized. The student-respondents stated that their teachers provide behavioral and positive discipline by staying firm on decision-making, providing positive corrective measures for any misbehavior by making sure that the students understand the guidelines for appropriate class conduct, and maintaining authority in the classroom by setting rules and regulations for every school year (attendance, punctuality, and homework).

Maintaining authority has the highest mean of 3.32, which implies that consistency in maintaining authority is a need to achieve a well-organized classroom atmosphere. These skills of the teacher can be enhanced through softer skills such as demonstrating care for the students and providing additional support when necessary. Excessive punishment may not help curb student misbehavior. Using democratic principles and ideals in dealing with student problems may be a great idea to promote a corrective learning environment.

Providing behavioral and positive discipline has the lowest mean of 3.25. Provision of classroom rules at the beginning of the school year is indeed necessary, and provision of counseling must be made not only for any misbehavior but also for knowing more about the student's interests, skills, weaknesses, and family background. The use of encouragement through positive punishment, giving feedback on whatever achievement, violation, and early resolution to the problem would entail motivation on the part of the students to persevere more in class.

Positive punishment must be done consistently. It is intended to be used after the misbehavior has been committed (Asidulo, 2018). Its objective is to prevent the reoccurrence of misbehavior committed previously. There are steps to consider in doing these techniques. First, if there is misbehavior, it needs to be stopped. If the teacher just ignores it, such misbehavior will continue and will become a culture in the classroom. The teacher has to find all positive ways to stop such occurrences (Donnovan & Shaman, 2018). Second, the teacher should invoke a consequence appropriate to such misbehavior. It must be clear to all students the possible effects or consequences just in case misbehavior is committed. In case it is in the form of punishment, it should be implemented right away for them to feel the effects of what they have done. Then, it must be coupled with follow-through. It shows consistency. If teachers are consistent with the rules and regulations in the class, students will feel the "seriousness" of the policies and that they will be dealt with accordingly. Possible consequences may be in the form of the following: verbal reprimand, parental conference, principal notification form, and a disciplinary referral. What is important in the application of corrective strategies is that the learners will recognize and change their behavior.

Many teachers found the technique to be synonymous. For most high schools, penalties of different kinds can be found in use. In action, Garinger (undated) found different instruments of punishment. Large schools were found that tended to require a parent to go to school, send a pupil to the office, force a pupil to drop the course, suspend the child, give him / her demerits, impose a fine, withdraw privileges, and expel him/her. Small schools tended to the practices of reprimand, corporal punishment, special tasks, detention, lowering the mark of the pupil, group suspension, and demanding apologies.

One of the ways to impose corrective measures is to provide the child with positive measures like simple control. By clear supervision, it is intended at an offender, signifying disapproval, waiting for feedback before continuing the lecture, a mild reproof, asking a question to a student whose focus has drifted, swapping offender seats, transferring the instructor to trouble centers, and laughing off minor offenses.

The benefits of using simple control are simplicity, allowing teaching to proceed, preventing uncomfortable scenes, and having few negative personality effects. The drawbacks are: it targets surface actions only, can be ineffective, and relies largely on the teacher's personality. Most of the performance in applying basic control measures depends on the teacher's tacitly inferred frustration. Most adolescents adopt basic management methods easily, as they are unaware of the exact essence of what the instructor is thinking. This program relies on the teacher's authority but can be considered expedient for the general welfare of the school to preserve order in the classroom for instructional purposes. If this appeals to clear authority is paired with real awareness on the part of the teacher, and if it is used to inform the pupil that his behavior is detrimental to the group's social welfare of the group, then these measures may be justified. In difficult, unruly classes, however, simple measures of control may be ineffective.

In a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment. The goal of discipline is to ensure each student receives the most from their education.

3.2 Part II: Level of Skills Competency of the Student-Respondents in Terms of Learning and Innovation Skills

The succeeding tables present the level of skills competency of the student-respondents in terms of learning and innovation skills. The details are presented in tables 5 – 8.

Table 5. Level of Skills Competency of the Student-Respondents in terms of Learning and Innovation Skills

Learning and Innovation Skills Interpretation	Mean	SD	
Critical Thinking Skills	2.98	0.535	Very Good
Collaboration Skills	2.97	0.560	Very Good
Communication Skills	2.85	0.585	Very Good
Creativity and Innovation Skills	2.85	0.566	Very Good
Overall Mean Very Good	2.91	0.562	
<i>Legend: 3.50-4.00 Excellent, 2.50 – 3.49 Very Good, 1.50 – 2.49 Good, 1.00 – 1.49 Poor</i>			

Table 5 manifests the level of skills competency of the student-respondents in terms of learning and innovation skills. The level of their learning and innovation skills is very good, with an overall mean of 2.91 and a standard deviation of 0.562.

The student-respondents have a very good level of critical thinking skills with the highest mean of 2.98. The student-respondents are very good at analyzing and choosing the best argument, perspectives, or solutions to a problem, presenting group work to the class, deciding how they will present their work or demonstrate their learning, and generating their own ideas about how to confront a problem or question.

Communication skills have the lowest mean of 2.85. It implies that students' respondents struggled in structuring data, writing on a paper, delivering presentations to the teacher or other

audience, and answering questions in front of an audience. This must be addressed since these skills are very vital in various career developments of the students, like job interviews, workplaces, and social networking.

Student learning and innovation skills are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. If these skills are practiced intentionally, it has the power to transform the quality of teaching and learning in all classrooms, and across all subject areas. Moreover, among the most sought-after skills by employers were the ability to work on a team, make decisions, solve problems, and communicate effectively.

Presented in Table 6 was the level of skills competency of the student-respondents in terms of life and career skills. The student-respondents manifested a very good level of self-direction skills, global connections, and local connections. They are very good at choosing for themselves what examples to study or resources to use, understanding the life experiences of people with different cultures, and using their basic knowledge to interact directly with their teachers or members of local/global communities. Thus, the level of life and career skills of the student-respondents is very good, which obtained an overall mean of 2.88 and a standard deviation of 0.560.

Table 6. Level of Skills Competency of the Student-Respondents in terms of life and Career Skills

Life and Career Skills	Mean	SD	
Self- direction Skills	2.87	0.556	Very Good
Global Connections Skills	2.86	0.571	Very Good
Local Skills	2.90	0.553	Very Good
Overall Mearn Very Good	2.88	0.560	
<i>Legend: 3.50-4.00 Excellent, 2.50 – 3.49 Very Good, 1.50 – 2.49 Good, 1.00 – 1.49 Poor</i>			

A local connection has the highest mean of 2.90. Family and local community play an important role in the students learning process; students can investigate topics and issues in their community relevant to their needs not only for academic success but also for lifelong learning.

The global connection has the lowest mean of 2. The availability of technology resources and internet connection may affect the global connectedness of the students. These skills are essential in 21st-century education. Students must have enough knowledge of global issues, a global market economy, and environmental and even fashion trends.

Life and career skills encompass key skills necessary for students to live and work in diverse, complex environments. These include leadership; time management; initiative and self-directed learning; and working with others effectively (Ball A., 2016). More specifically, leadership skills involve guiding others, identifying and employing the strengths of others, and motivating others to accomplish a common goal.

Table 7. Level of Skills Competency of the Student-Respondents in terms of Information, Media, and Technology Skills

Information, Media, and Technology Skills Interpretation	Mean	SD	
I use the technology of the internet for self-learning videos, tutorials, instructional websites, and topic references	3.18	0.886	Very Good
I search and select appropriate technology tools or resources for completing a task.	3.04	0.775	Very Good
I evaluate the credibility and relevance of online resources.	2.91	0.744	Very Good
I use technology to analyze information (e.g., databases, spreadsheets, graphics, etc.).	3.07	0.819	Very Good
I use technology to share information (e.g., multimedia presentations using sound or video, presentation software, blogs, podcasts, etc.).	3.14	0.829	Very Good
Overall Mean Very Good	3.14	0.811	
<i>Legend: 3.50-4.00 Excellent, 2.50 – 3.49 Very Good, 1.50 – 2.49 Good, 1.00 – 1.49 Poor</i>			

Shown in Table 7 is the level of informatics, media, and technology skills of the student-respondents. With an overall mean of 3.07 and a standard deviation of 0.811, the level of student respondents’ information, media, and technology skills are very good.

The student respondents who use the technology of the internet for self-learning videos tutorials, instructional websites, and topic references have the highest mean of 3.18. Students are most likely to experiment and explore in their own way. They tend to do it by themselves. Students’ actual interaction with technology is a necessity for the learning environment. By incorporating modern technology, students can make creative outputs and eliminate educational boundaries. The student respondents who use technology to analyze information like database spreadsheets and graphics have the lowest mean of 2.91. Student respondents’ skills in terms of analyzing are more likely less functional. Probably they are more focused on simple tasks and more interesting activities like interactive chat groups, social media updates, and other online applications. Having a very good grasp of information, media and technology skills is very beneficial to students’ learning. Kivunja (2014) explained that “Teaching our students so that they become well-equipped with the 21st-century skills is the new learning paradigm”. These skills fall into four domains which the Partnership for 21st Century Skills (P21) identifies as the Traditional Core Skills, the Learning and Innovation Skills, the Career and Life Skills, and the Digital Literacy Skills; also known as the Information, Media, and Technology Skills (P21, 2009).

3.3 Part III: Correlation Between Classroom Management Strategy and Skill Competency of Students

The succeeding tables present the correlation between classroom management strategy and the skill competency of the students. The details are presented in table 8 – 13. Revealed in Table 8 is the test of the correlation between preventive classroom strategies and learning and innovation skills. Results reported that preventive classroom strategies are significantly correlated with learning and

innovation skills. This implies that a well-utilized and positive preventive classroom strategy corresponds to a high level of learning and innovation skills among students. Specifically, developing effective classroom rules will definitely improve and enhance students' critical thinking skills ($r = 0.459$).

Table 8. Test of Correlations Between Preventive Classroom Strategies and Learning and Innovation Skills

Innovation	Critical Thinking	Collaboration	Communication	Creativity
Reinforcement	0.373**	0.365**	0.342**	0.380**
Classroom Structure	0.421**	0.408**	0.367**	0.304**
Good curriculum and Teaching plans	0.454**	0.401**	0.397**	0.336**
Classroom Rules	0.459**	0.435**	0.391**	0.343**
Non-Verbal communication	0.448**	0.445**	0.346**	0.388**
Parents' involvement	0.374**	0.382**	0.321**	0.299**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

If teachers employ preventive strategies for classroom management conscientiously, the more their students will acquire and improve learning and innovation skills. It may be a good reminder for teachers to put preventive measures against misbehavior. If not, most likely such skills may be quelled. Knowledgeable teachers in terms of the subject matter may help students acquire innovation skills. The more knowledgeable the teacher is, the more creative the students will be. The teachers need to become active when they search for efficient strategies in making students think resourcefully and critically, guiding them to work in teams, directing them to determine and define the concepts, and building stimulus by raising students' self-esteem by ensuring their learning success. These factors are required to be considered by the teachers on a permanent basis (Iacob, & Musuroi, 2013). These factors not only contribute to the growth and development of the students but also to bringing efficiency in the teaching-learning methods. The management of the classroom in educational institutions at all levels requires the implementation of various strategies and approaches that have an impact on the behavior of the students. In the present existence, technology has played an imperative part in the management of classrooms, and the learning and thinking patterns of students have been strongly influenced by innovative methods and advancements in technology.

Table 9 presents the test of correlation between preventive classroom strategies of the teachers and the life, career, information, media, and technology skills of the students. Result suggests that there is a significant relationship among the indicated variables. The most notable result shows that effective classroom rules will improve and impact students' information, media, and technology skills ($r = 0.527$). Parent involvement in school is the first step to parent engagement and, ultimately, parental partnership. When parents and teachers work together to establish a good classroom, the effect on their students is profound. They are the keys to helping students on a personal and classroom level reach their academic potential. Results imply that students' life, career, information, media, and technology skills can be enhanced if teachers utilize positive and effective preventive classroom strategies. The findings in this study are similar to the other authors discussed below.

Table 9. Test of Correlations Between Preventive Classroom Strategies and Life and Career Skills, and Information, Media and Technology Skills

	Self-Direction Skills	Global	Local	Information, Media/Tecnology Skills
Reinforcement	0.355**	0.354**	0.412**	0.391**
Classroom Structure	0.369**	0.301**	0.321**	0.468**
Good curriculum and Teaching plans	0.388**	0.296**	0.374**	0.475**
Classroom Rules	0.402**	0.328**	0.405**	0.527**
Non-Verbal communication	0.411**	0.303**	0.376**	0.405**
Parents' involvement	0.334**	0.284**	0.381**	0.346**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

Here, other 21st-century skills (life, career, information, media, and technology skills) may be developed through positive and effective preventive strategies for classroom management. The Partnership (P21) articulates the components of this domain as three literacies which they define as knowledge literacy, media literacy, and ICT literacy. Stambler (2013) argues that these "literacy skills – information literacy, media literacy, and technology literacy – help students gain awareness by reading and using the media and technology. These skills also help students gain awareness through learning, as well as media and technology growth "(p. 12). Therefore, what the teacher need is to maintain the consistent use of preventive strategies for classroom management.

Jaleel (2017) conducted a study on the relationship between learning and information technology. He said education at any stage was usually focused on some vision of the future; in a world that was evolving gradually, this was not impossible. Today, educators train learners for a future that one can't even predict, and self-directed learning has become an important cornerstone for learners of the 21st century.

Table 10. Test of Correlations Between Supportive Classroom Strategies and Learning and Innovation Skills

	Critical Thinking Skills	Collaboration Skills	Com Skills	Creativity/Innovation Skills
Strong Relationship	0.396**	0.317**	0.299**	0.287**
Appropriate Feedback	0.414**	0.441**	0.365**	0.393**
Celebrate on Hard Work	0.259**	0.331**	0.231**	0.334**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

Table 10 shows the test of correlation between the supportive classroom strategies of teachers and the learning and innovation skills of the students. As shown, teachers' supportive classroom strategies are significantly related to students' learning and innovation skills. This implies that the learning and innovation skills of the students can be improved if the teachers have maximized the utilization of supportive classroom strategies. From the table, it is very interesting to note that appropriate teachers' feedback will positively affect students' collaboration skills ($r = 0.441$). There

is a need to use a variety of strategies in classroom management. The findings in this study are related to Kivunja (2015) when he stressed the importance of giving feedback on whatever deeds a student performed in the classroom. This could provide motivation and willingness to be better the next day of the encounter. It may be a good reminder for teachers to employ supportive strategies in relation to classroom management to performance on the part of the students. Carl Rogers (1994) believed that teachers should seek to create emotionally warm, supportive environments in which they work collaboratively. Supporting students is a positive way to discipline students, and it is a helpful tool for the goal of classroom management. Rogers believed in experiential learning, along with self-actualization. Rogers thought that teachers were genuine, appreciated their students, and showed empathy and understanding. Then classroom management issues would be outmoded. It may contribute to the ripple effect of discipline to non-interventionist management to determine how the handling of the misbehavior of one child by the teacher influences other children. The researchers identified various techniques associated with effective teachers such as demonstrating to the students, the teacher is aware of everything happening in the classroom, has the ability to deal with multiple situations at one time, and deals with small behaviors immediately, a well-managed classroom would possess, these include, students involved with their work, especially with academic, even teacher-led instruction; students always know what is expected of them and they tend to be successful; there is less time off task such as wasted, disruption, etc. The classroom environment is work-oriented, along with being agreeable and satisfying through innovations.

Presented in Table 11 is the test of the correlation between teachers' supportive classroom strategies and students' life, career, information, media, and technology skills. Results signify that there is a significant relationship between supportive classroom strategies and the life, career, information, media, information, and technology skills of the students. To note, teachers' appropriate feedback will most likely affect students' information, media, and technology skills ($r = 0.487$). Moreover, students' life and career, information, media, and technology skills can be developed only if teachers will be supportive of them.

Table 11. Test of Correlations Between Supportive Classroom Strategies and Life and Career Skills, and Information, Media, and Technology Skills

	Self- Direction Skills	Global	Local	Information, Media/Tecnology Skills
Strong Relationship	0.352**	0.243**	0.321**	0.396**
Appropriate Feedback	0.406**	0.360**	0.407**	0.487**
Celebrate on Hard Work	0.271**	0.253**	0.301**	0.322**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

This may imply that students' life, career, information, media, and technology skills could further be developed if teachers consistently use supportive strategies for classroom management. In a similar result of research, stressed the importance of support from teachers when it comes to developing the technical skills of the students. Finding avenues to learn more and providing students with contextual preparation for the use of technology in the classroom would encourage students to

use effectively available resources inside the classroom. Therefore, teachers' roles are essential in the learning formation of children.

Table 12. Test of Correlations Between Corrective Management Strategies and Learning and Innovation Skills

	Critical Thinking Skills	Collaboration Skills	Com Skills	Creativity/Innovation Skills
Behavioral and Positive Discipline	0.442**	0.430**	0.391**	0.354**
Positive Corrective Measures	0.430**	0.407**	0.365**	0.323**
Maintenance of Authority	0.471**	0.447**	0.414**	0.382**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

Revealed in Table 12 is the test of the correlation between the corrective management strategies of teachers and the learning and innovation skills of the students. Results indicated that teachers' corrective management has a significant relationship with students learning and innovation skills. This implies that students can have maximum learning and innovation skills if teachers will utilize positive and effective corrective management strategies. From the results, the maintenance of authority has significant implications on students' critical thinking skills ($r = 0.471$).

Discipline strategies are also the same as corrective strategies for classroom management. It is a way of dealing with misbehavior after it happens. It is important to maintain authority whenever teachers deal with discipline problems. If this is not established, there is a big chance that such misbehavior may happen again. Learners would innovate more if teachers were consistent with using discipline/corrective strategies. They may have a strong tendency to focus more on their life and innovation skills once they know that when they commit mistakes, they will be held accountable.

Table 13. Test of Correlations Between Corrective Management Strategies and Life and Career Skills, and Information, Media, and Technology Skills

	Self-Direction Skills	Global	Local	Information, Media/Technology Skills
Behavioral and Positive Discipline	0.389**	0.274**	0.357**	0.472**
Positive Corrective Measures	0.340**	0.278**	0.368**	0.432**
Maintenance of Authority	0.415**	0.332**	0.403**	0.502**

Legend : ** correlation is significant at the 0.01 level (2-tailed)

Table 13 presents the test of correlations between teachers' corrective management strategies and students' life, career, information, media, and technology skills. As presented, there is a significant relationship between teachers' corrective management strategies and students' life, career, information, media, and technology skills. This implies that teachers' utilization of corrective management strategies can enhance the life and career skills of the students, as well as their skills in information, media, and technology. For instance, maintenance of authority in the classroom has a

strong correlation with information, media, and technology skills ($r = 0.502$).

Since all the classroom management strategies are significantly related to the 21st-century skills of the students, an array of related studies may be a good point of retrospection. These results have indicated similarities with the works of Yeldiz (2017) where he found out that teachers have a great impact on student achievement. It is also similar to the work of Orwell where he found out that the use of rules and detention was not preferred as alternative methods of managing student behavior problems. In retrospect, learners of today are not that keen on the "hard" consequences of not following classroom rules and regulations. They prefer approaches that might look "cool" to them. There are students who react negatively to punishments being imposed by teachers inside the classroom. Moreover, Orwell where he found out that the use of rules and detention was not preferred as alternative methods of managing student behavior problems. Some of these influences included teaching strategies, discussion in the classroom, cohesion in the classroom, teacher expectations, teacher immediacy, teacher credibility, and behavior in the classroom. Establishing a healthy and welcoming learning atmosphere, combined with constructive relationships between teachers and their students, can provide a forum for inspiring and empowering students to develop both academically and personally.

Moreover, Gillispie (2012) recognized that the intrinsic qualities of a relationship between student and teacher (care, understanding, confidence, and mutual respect) and the relationship between a teacher and students resulted in a classroom atmosphere in which students felt encouraged and assisted in order to do their best.

In addition, Jaleel (2017) found that there is a significant relationship between learning and information technology. He said education at any stage was usually focused on some vision of the future; in a world that was evolving gradually, this was not impossible. Today, educators train learners for a future that one can't even predict, and self-directed learning has become an important cornerstone for learners of the 21st century.

Another significant support for the result of these correlations is found in the work of Ball, Joyce, and Anderson-Butcher (2016), who conducted a study on the correlation between the learning environment and the development of the 21st-century skills of students. Students reported moderately high perceptions of their skills in all areas. On the other hand, they perceived their learning environment as challenging. There is a strong correlation between how the students see their environment and the acquisition of 21st-century skills. This research represents a major step in assessing the life and career skills of the 21st century and the learning environments of the 21st century. These interventions can be used by academics, youth development experts, educators, and other service providers in ongoing inquiry, evaluation, and progress tracking to promote and encourage the development of life and career skills among young people in the 21st century.

3.4 Part IV: Regression Analysis of Student's Skills Competency on Classroom Management Strategies

The succeeding tables present the regression analysis of students' skills competencies on classroom management strategies. The details are presented in Tables 14 – 16.

Table 14. Regression Analysis on the Assessed Classroom Management Strategies to the Skills Competency of Grade 10 Students in terms of Learning and Innovation

R Square	Adjusted R Square	F Value for Anova	Significance
0.324	0.295	11.002	0.000

The skills competency of the Grade 10 students in terms of learning and innovation is significantly affected positively by the classroom management strategies of the teacher as preventive, supportive, and corrective. It can be gleaned from the table that the development of the critical thinking skills of the students is due to non-verbal communication used by the teacher as a preventive strategy. Moreover, the critical thinking skill of the students is significantly affected in a positive way by the supportive strategy of the teacher in building a strong relationship and celebrating hard work. Lastly, the critical thinking skills of the students are significantly affected by the corrective strategy used by the teacher for behavioral and positive discipline.

Furthermore, it is also presented in the table that the collaboration skills of the students are significantly affected by non-verbal communication, giving appreciative feedback, celebrating hard work, behavior and discipline, and authority in the classroom. While reinforcement, non-verbal communication, giving appreciative feedback, and authority in the classroom aid the development of the creative skills of the students.

Table 15. Regression Analysis on the Assessed Classroom Management Strategies for the Skills Competency of Grade 10 Students in terms of Life and Career

R Square	Adjusted R Square	F Value for Anova	Significance
0.276	0.244	8.733	0.000

The teachers need to become active, when they search for efficient strategies in making students think resourcefully and critically, in guiding them to work in teams, in directing them to determine and define the concepts, and in building stimulus by raising students' self-esteem by ensuring their learning success. These factors are required to be considered by the teachers on a permanent basis (Iacob, & Musuroi, 2013). These factors not only contribute to the growth and development of the students but also to bringing efficiency in the teaching-learning methods. The management of the classroom in educational institutions at all levels requires the implementation of various strategies

and approaches that have an impact on the behavior of the students.

The skills competency of the Grade 10 students in terms of life and career is significantly affected positively by the classroom management strategies of the teacher as to preventive supportive and corrective. It can be gleaned from the table that the development of the self-direction of the students is due to non-verbal communication, giving appreciative feedback, behavioral and positive discipline, and authority in the classroom used by the teacher as preventive, supportive, and corrective strategies, respectively. On the other hand, improvement in the global connection of the students has been attributed to reinforcement, giving appreciative feedback, and authority in the classroom. In contrast, the development of local connections among the students is affected positively by reinforcement, parents' involvement, giving appreciative feedback, and authority in the classroom.

Today's generation lives a very different life compared to the past. This will hold true for future generations to come too. Uncertain about what the future might hold and how to be better prepared? Keep reading on.

According to the partnership for 21st-century learning, today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. It is a big challenge for educators to be rigorous and consistent in molding our future generation.

Table 16. Regression Analysis on the Assessed Classroom Management Strategies to the Skills Competency of Grade 10 Students in terms of Information and Communications Technology

R Square	Adjusted R Square	F Value for Anova	Significance
0.299	0.284	19.938	0.000

The skills competency of the Grade 10 students in terms of Information and Communications Technology is significantly affected positively by the classroom management strategies of the teacher as to preventive supportive and corrective. The table shows that the ICT skills of the students are developed due to classroom rules and consequences, giving appreciative feedback, behavioral and positive discipline, and authority in the classroom. This implies that preventive, supportive, and corrective measures as classroom management strategies of the teachers are very crucial in the development of the ICT skills of the students.

According to Prensky M (2001), students are better networked through the use of technology than most teachers and parents, who may need help understanding the abilities of technology. Students are no longer limited to desktop computers. They may use mobile technologies to graph mathematical problems, research a question for social studies, text message an expert for information, or send homework to a drop box.[19] Students access information by using MSN, personal Web

pages, Weblogs, and social networking sites.

4. Conclusion

There is a significant relationship between classroom management strategies and skills and the competency of students. The classroom management strategies are predictors of the skills competency of Grade 10 students. Higher education authorities may develop a training design to develop teachers' competence in dealing with different natures of modern students for the application of appropriate strategies on classroom management. Since teachers' classroom management strategies are significantly related to students' 21st-century skills, teachers may be encouraged to maximize the utilization of different classroom management strategies mentioned in this study to improve students' 21st-century skills. Regardless of the age range of the students or the topic being covered in class, many tried-and-true methods of instruction will prove effective. Teachers who use multiple proven methods give their students the best chance of succeeding. There are many strategies that can be useful in developing learning, like working as a team, letting the students fall to mistakes and find their own solutions, letting students teach, emphasizing good behavior, and establishing good communication with the parents. Future researchers may use the results of this study as a guide in exploring other approaches to increasing students' levels of 21st-century skills: Learning Environments and 21st-Century Skills for Junior High School Students, and Worker Competencies in the 21st century and the Role of Digital Competencies.

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