

## Capability Level and Development Priority of Learning Environment and Diversity of Learners' Domain

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**ABSTRACT.** Creating a conducive learning environment has been a target to build a supportive and peaceful classroom where diverse learners were engaged for them to learn better. This research analyzed the Teacher's capability level in performing each objective and the lived experiences of teachers on the performance of the two domains. In this, a convergent parallel mixed-method research design was used in which both quantitative and qualitative methods were conducted simultaneously. Eighty-five (85) respondents in the quantitative part and sixteen (16) informants in qualitative part of a small school category of Tarragona District, Division of Davao Oriental. The researchers used a survey questionnaire which was adapted from Results-based Performance Management System of 2018. Interviews and focus group discussions were also held. The majority of the respondents had the age bracket from 25 to 30 years old, with Teacher I regular permanent status, rendered from 0-3 years in service, and earned bachelor's degree as highest educational attainment. Data analysis revealed that the Teacher's capability level in performing each objective was high. Qualitative findings revealed that teachers managed classroom structuring properly; similarly, they ensure a well-ventilated classroom, arranged seats, and organized resources and instructional materials. The teachers managed and checked learners' behavior; similarly, they set classroom rules, remind rules from time to time, impose positive reinforcement, and apply intrinsic and extrinsic motivation. The teachers used differentiated, developmentally appropriate learning experiences; similarly, they gave tasks that were suited to the interest and learning capabilities of the students. Based on the results, it is recommended to conduct a similar study but emphasizing the remaining indicators of the mentioned two domains.

**Keywords:** *Convergent parallel mixed method, descriptive-correlational design, diversity of learners' domain, learning environment domain*

## INTRODUCTION

The teachers' quality has been consistently identified as the vehicle to propel educational processes. The learning environment and students' diversity are among the grounds to be looked into when it comes to high-quality teachers. Saifi et al. (2018) argued that quality instruction and the study of Mugambi et al. (2015) spelled out that well-managed learning environments are equally important to effective teachers and outstanding student performance. Quality teachers refine student achievement and are mandated to teach students to produce quality students (Karelitz et al., 2011).

With the industry 4.0 revolution, teachers can carry out the task effectively and serve as a modern instrument to enhance and support new ways of learning and teaching process (Alakrash and Razak, 2018). Mokhele (2014) pushed the two elements for effective teaching to manage diverse learners, which are stimulated classroom management and the teachers' knowledge and preparedness.

In the study of Sonmez and Recepoglu (2019), a positive learning environment promotes and respects learners' diversity. However, teachers are still trailing about the diversity of learners. They do not have appropriate knowledge and strategies to address differentiated learners, show deficits in notions about diverse learners, and are inadequately prepared to teach in culturally diverse classrooms (Ahmed et al., 2018). Al-Amarat (2011) conceded that classroom management is viewed as the underlying problem of teachers due to complaining about mastering the order inside the classroom, consuming much effort and time, and sensitive factors for teachers' success or failure.

In the United States, Ball and Forzani (2010) pointed out that creating a learning environment is considered the biggest problem and challenging aspect of teaching. This concern also happened in Australia, in which Egeberg et al. (2016) reported that

teachers are facing difficulty in creating a positive classroom climate and handling students' behavior due to the different ways of handling discipline (Dilci and Kalkan, 2013) and mostly teachers are lack of classroom skills and training. In addition to this, in Pakistan, it revealed that schools must have the necessary competency skills to create a physical classroom setting that affects the behavior and performance of the students (Iqbal et al., 2012).

In the Philippines, the learning environment and diversity of learners were considered the top professional challenge. Aranda and Zamora (2006) treated diverse learners as a problem in engaging traditional instruction and designing one lesson to meet the needs of the different learners. Moreover, the study of Cardona et al. (2015) revealed that discipline in the learning environment is the most challenging problem. Teachers are not prepared to deal with severe behavioral issues and are unprepared to solve the challenges. Also, Sadruddin (2012) added that classroom management is not always a surprising primary concern of teachers. Training and classroom management seminars are granted only to a few teachers. Also, others who entered the teaching profession have little coursework on effectively managing students' behavior.

Furthermore, as the Results-Based Performance Management for Teachers (RPMS) was just started last school year, 2018-2019, the related research studies and using mixed-methods research studies are limited. Moreover, most of the studies showed that teachers also lack training and seminars regarding classroom management and understanding of diverse learners' needs. Given this, the researcher conducted a study on the level of capability in performing each objective of the learning environment and diversity of learners' domain to enhance teacher quality, specifically in Tarragona District.

### Statement of the Problems

This study aimed to determine the teachers' level of capability and development priority of learning environment and diversity of learners' domain in small schools of Tarragona District, Davao Oriental.

Specifically, the study aimed to answer the following questions:

1. What are the demographic profiles of teachers in terms of age, sex, employment status, position, total number of years in teaching, highest degree obtained, seminars/training attended, computer literacy, and class proficiency level (CPL)?
2. What is the teachers' level of capability in performing each objective of the learning environment and diversity of learners' domain in terms of:
  - 2.1 management classroom structure and activities
  - 2.2 management of learner behavior
  - 2.3 learners' gender, needs, strengths, interest, and experiences
3. Determine the practices of teachers in the level of capability and development priority.

## METHODOLOGY

### Research Design

This study utilized the convergent parallel mixed method design to determine the Teacher's level of capability in performing each objective of the learning environment and the diversity of learners' domain. Creswell (2014) stated that quantitative and qualitative data are collected in parallel, analyzed separately, and then merged. In this study, the quantitative part was conducted simultaneously with the qualitative part. Then, both were analyzed separately and merged to have one result.

### Sampling

The participants of this study were teachers from the small school category of

elementary schools of Tarragona District based on DepEd Order No. 43, s. 2017 and with Teacher I to Teacher III positions excluding the kindergarten teachers during the academic year 2019-2020. Eighty-five teachers answered the survey questionnaire adapted from the DepEd RPMS Manual (2018) with the following strands: management of classroom structure and activities; management of learner behavior; and learner's gender, needs, strengths, and experiences. During the in-depth interview, three teachers were randomly selected for the Key Informant Interview. Also, one teacher representative from each school is a participant in the focus group discussion.

### Analysis

The convergent parallel mixed method design was used to analyze the data in this study. Frequency distribution, mean, and standard deviation were used to analyze the data for objectives one and two. Mean was used to determine the overall idea or picture of the teachers' level of capability of the learning environment and the diversity of the learner's domain required of a quality teacher. The standard deviation was used to measure the spread of scores within a data set.

Objective 3 represented the qualitative data section of this study. The lived experiences and practices of teachers' level of capability and development priority in the performance of each objective of the learning environment and diversity of learners' domain were captured through interviews and focus group discussions through video recording. Boyce and Palena (2006) stated that an in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys. Ishtiaq (2019) also revealed that focus group discussion is a qualitative

research method and data collection technique in which a selected group of people discusses a given topic or issue and experiences. Focus group discussion helps to identify and clarify shared knowledge among groups which would otherwise be difficult to obtain with a series of individual interviews.

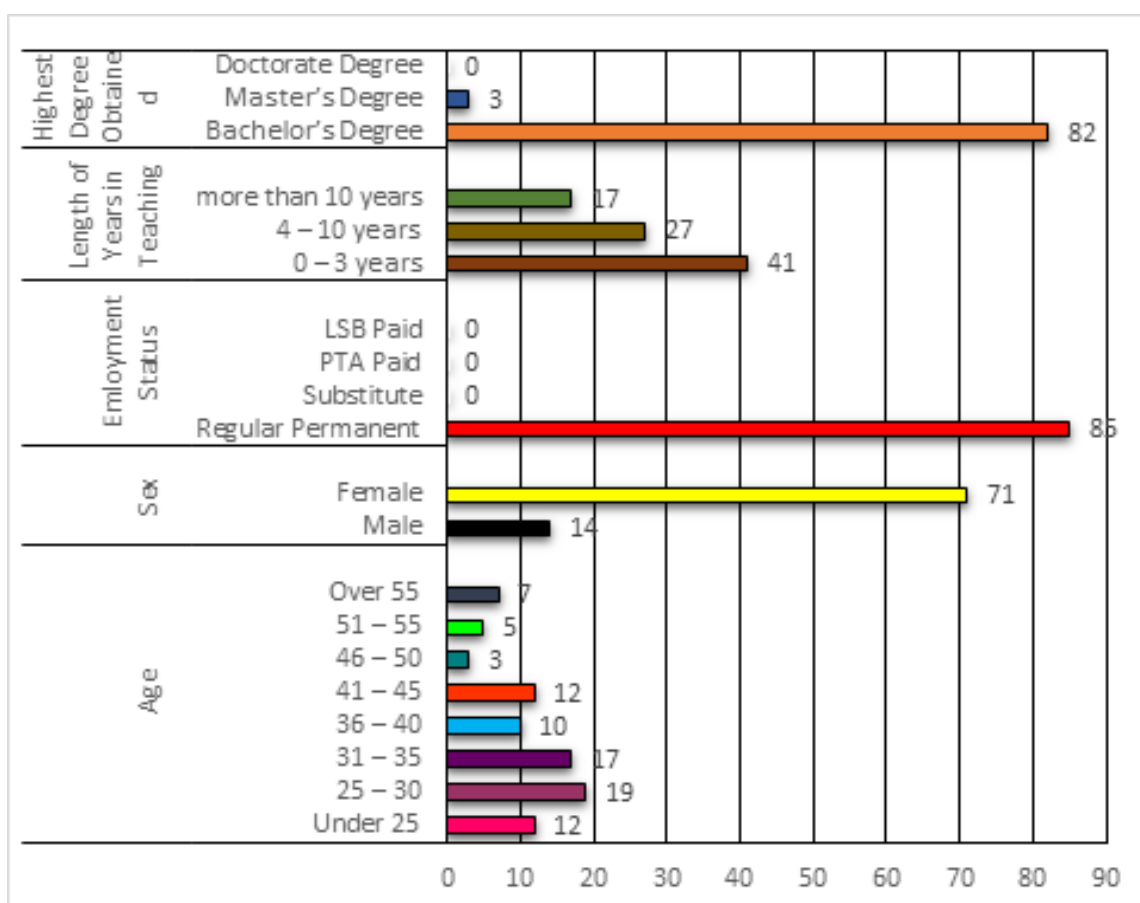
In this study, themes were created based on the various responses of teachers during interviews and focus group discussions. The data was transcribed into text and translated, then analyzed. The transcription for each interviewee was reviewed until meaning could be extracted and clustered into similar topics. The topics were then organized according to their themes and later abbreviated into simple codes. New topics were then subsequently coded until all possible topics had been identified. The topics were then

categorized, and these categories were then abbreviated. Data from the interviewees were then compiled into each of the categories established by the researcher.

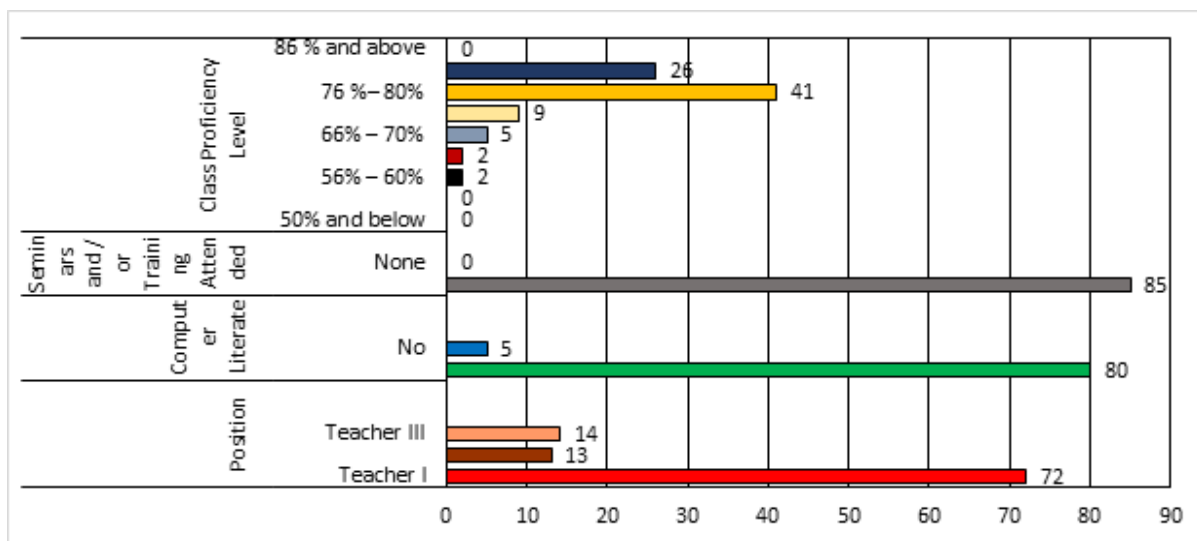
## RESULTS AND DISCUSSION

### Demographic Profile of the Respondents

Figure 1 below shows the demographic profile of the respondents, specifically on their age, sex, employment status, length of years in teaching, and highest degree obtained. Most of them belonged to an age bracket of 25 to 30 years old and were mostly females. All of them were employed as regular permanent status. Also, the majority of them had 0 to 3 years in teaching service and had a bachelor's degree as their highest degree obtained.



**Figure 1.** Age, sex, employment status, length of years in teaching and highest degree obtained.



**Figure 2.** Position, computer literate, seminars and / or training attended class and proficiency level.

Figure 2 below reveals that majority of them had Teacher I plantilla position. Also, they were also computer literate and all of them attended seminars and training for their continuing professional development. The teachers under study had a class proficiency level of 76% to 80% which means that teachers' capability belongs to approaching proficiency level (DepEd Order 31 s. 2012).

**Teacher's Level of Capability for Each Objective of the Learning Environment and Diversity of Learners Domain**

It could be noted that the standard deviation in all strands of learning environment and diversity of learners domain reflected in Table 1 is less than 1.00, which is the typical standard deviation (Wittink and Bayer, 1994 as cited by Darbyshire and McDonald, 2004). This indicates that there is consistency of responses among the respondents.

The data revealed that the overall mean for the Teacher's level of capability of performing each objective is 2.99, described as high, which means that the teachers in Tarragona District showed

most of the behavioral indicators. They provided a thorough response that demonstrated capability at this level. This was supported by Smets (2017), who stated that teachers' knowledge and preparedness in creating a learning environment for learners are essential for effective teaching in today's school generation. Furthermore, Mokhele (2014) revealed that stimulated classroom management with the learning environment and behavior management and the teachers' knowledge, skills, and preparedness in creating a learning environment to manage diverse learners are elements for effective teaching.

**Practices of Teachers in the Level of Capability and Development Priority**

Three themes emerged as the practices experienced by teachers in the level of capability in performing each objective and the development priority given by teachers to each objective. The three root codes were managed classroom structure, managed learners' behavior, and suited usage of teaching and learning activities to learners' needs and interests. The names used were not their real names.



**Table 1.** Teacher’s level of capability for each objective of the learning environment and diversity of learner’s domain.

Item	SD	Weighted Mean	Descriptive Level
1. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environment	0.50	3.06	High
2. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	0.58	2.89	High
3. Used differentiated, developmentally appropriate learning experiences to address learner’s gender, needs, strengths, interest, and experiences	0.58	3.02	High
<b>Overall</b>	<b>0.55</b>	<b>2.99</b>	<b>High</b>

The first root code was managed classroom structure. Nhor, an IDI participant, said that “your classroom should be well-ventilated where all your learners will feel comfortable as you engage them into your topic that day. As a teacher in a far-flung area, those are the strategies that I am doing there. Though my classroom is small, I can cater to all my students since I have only a few numbers of students.”

*...ang imohang classroom dapat sya well ventilated nga comfortable dapat imong mga learners na mo engage sila sa imohang topic ana nga adlaw. Taz ako as a teacher sa bukid maong akong ginabuhay didtoa, though gamay lang ang akoang classroom pero ma cater nako sila tungod sa ka gamay ra pud sa akoang estudyante. (\*#BESIDIP8\*\*)*

Further, Sofia an IDI participant shared that, “since my classroom has a standard size where all my learners can move freely because it so very spacious especially when you have group activities. With that, my learners can move freely, and they can perform their performance well.” Correspondingly, Angeline an IDI

participant together with Brenda and Heart FGD participants showed approval to the experiences being shared.

*Ahmmm... Since my classroom has a standard size where all my learners can move freely because hawan kayo sya especially kon magpagroup activities ka dili maapikihan ang akong mga learners and then they can perform their performance well. (\*#TESIDIP3\*\*)*

Moreover, Dianne, an IDI participant, also supported this idea, saying that, “My cabinet and chairs are all movable. I decided that all my belongings are not built into the wall, so that it can be easily moved especially when I need big space for my activities. Of course, I plan that kind of stuffs because I want my pupils to perform without hard time on space.”

*...my cabinet and tables and chairs are all movable...nakadecide ko na tanan butangan butangan sa akong gamit kay dili built in sa wall, kanang ma kanang maguyod gani nko if naa koy plan kuhaon especially*

*if big space akong need for my activities. Of course, I plan that kind of stuffs because I want my pupils to perform nga wala sila malisdi sa space. (\*#OESIDIP1\*\*)*

This was also exemplified in practices shared by Raphy, an IDI participant, in which he articulated that, “I arrange my classroom chairs in u-shape form where the center area is spacious. So, if ever we will have activities the students can move freely.” Analogically, five FGD participants were alike in substance when structuring classroom to accommodate all the students as they engage in discovery and hands-on learning environment.

*...ang arrangement nako sa akong room is murag ana gane siya murag yu, so sa center niya is open area, open space jud siya so, kung nay mga activities luag siya mag lihok lihok ang mga bata... (\*#NESIDIP14\*\*)*

Edgar, an IDI participant, confirmed that designing the classroom environment and organizing furniture helps create a warm environment and provide enough space for all students to easily move throughout the classroom when he said that “I put all of my resources, IM’s in one corner of my classroom and I arrange it properly and orderly. All of the things that can be found in my classroom are useful for the students’ learning process.”

*I also put all of my resources, IM’s in a one corner of my classroom and I arrange it properly and orderly kay para dili sya’ bagnet tan-awon sa mga bata. Tanan decorations sa akong ahm classroom maam are those things kanang need jod sya or kanang gamit jod sa akong mga bata. Kanang what I mean is kanang ginabutang nako sa classroom maam is kadtong ahm kanang gamit sa mga bata nga kanang pagmatan aw nila naa silay matun-an, naa silay mabasahan maam that’s it maam. (\*#DAPSIDIP2\*\*)*

This experience is parallel to Aira, an IDI participant who said that “I make sure that all materials needed by the learners for our everyday instructions are accessible. Easy access to those materials will be more comfortable in learning in our activities.”

*Ahm, I am making sure that the materials that the learners need in our everyday instructions are really accessible by giving them access to, giving them amm ...easy access to those materials and so they will be more comfortable in learning in our activities. (\*#MESFGD01TA\*\*)*

In the same light, Monica, an IDI participant, also said that “I arranged my classroom according to the mandates of the DepEd like the presence of a bulletin board.” In the same manner, two IDI and two FGD participants have similar contexts of experiences.

*In terms of structuring, I have done enough with the various corners in accordance to the mandate of the DepEd with all those uhm, with all those bulletin board I have that (\*#KESIDIP11\*\*)*

Moreover, another experience shared by James, an IDI participant also added that, “As you enter the door you will first notice the reading hub that looks like a cottage, a literal cottage. I have a personality corner, bulletin board, and a survival kit that can be found in NDRRMC corner. At the center, I have chairs for my 31 students and I have also a comfort room.”

*...so akong classroom pagsulod jud nimo dapit pa sa pirtahan ang unang mapansin sa akong classroom kay akong reading hub payag jud siya literal na payag mao ang gibuhang og reading ano nako tapos aaaaa teacher’s table tapos naa koy kanang tambakanan didto dapit sa ako ang... reading hub tapos aaaa personality corner, board tapos naa*

*koy survival kit gud katong sa survival kit ano sa mga, SDRRMC corner, references, aaaaa divan tapos... sa tunga aaaa bangko nakoy 31 ka mga bata tapos napud koy c.r. mao lang. (\*#LTESIDIP16\*\*)*

Independently, Daniela an IDI participant, said that, "my classroom is not too big to accommodate all of my learners but majority of them work better and have a good output when Teacher engage the learners to discovery and hands on learning activities.

*My classroom is not too big to accommodate all of my learners but majority of them work better and have a good output. (\*#PUESIDIP7\*\*)*

Lastly, as shared by Mae, an IDI respondent, she said that, "classroom structuring is very difficult for me, since I don't have my own classroom. So for the meantime, Kindergarten and I shared in one classroom. Ideally, this set up is not good for group activities and performance task because of having a limited space. What I did was I conducted the activities outside in the classroom."

*...classroom structure is very difficult since dili man ko adviser gud so I don't have my advisory class wala koy sarili na classroom. So for the meantime, sa isa ka room nagashare mi sa kinder...Ideally, dili gyud siya suitable for classroom especially nga giuban ang higher grades and kindergarten but we have to make look what we have, so mao raman gyud na ang na...So ang nahitabo ang nahitabo ani kay limited atong space... okay lang man siya in terms sa kung kanang chalk-talk na mga klase nga pagkuan og klase noh pero pag uban na mga activities, let's just say mga groupings, performance task dili gyud siya ideal, so gina-conduct namo siya sa lain nga didto sa labas sa room. (\*#ME-SIDIP10\*\*)*

The second root code emerged

was managed learners' behavior. As illustrated by James, an IDI participant, said that, "Setting classroom rules before the class is very important but there are some learners who are hard headed and do not follow the rules. In this case, there are learners who do not listen once the Teacher puts up a rule. Before imposing activities, I do make sure that my learners would listen. For example, I will provide them an activity but before that I will set rules so they would follow those, otherwise there are consequences wherein I would deduct points for them." Akin to this, Mira an IDI participant and Krystal, Heart and Jacqueline who are FGD participants closely resembles to each other experiences.

*So setting classroom rules before the class started is very important but there are some of learners are hard headed not following the rules. So ang akong ginabuhay maam naa man gyuy mga bata nga dili sila maminaw kaisa sa rule sa sa teacher so, dapat bago ka mag impose ug activities ang akong ginabuhay bago ko mag impose ug activities maam I'll make sure na ang akong mga estudyante is maminaw sila so for example maghatag ko ug activity so bago ko maghatag ug activity naga set ko ug rule so dapat motando sila sa rules or otherwise naay consequences nga mahitabo either deductions of points so ana siya maam. (\*#LTESIDIP16\*\*)*

In the same way, Edgar, an IDI respondent, said that "for those group who are very noisy, there is a deduction of points that will happen. If there is a specific student who is not listening, that is the time that I will call his attention, so by that, he is now attentive and cooperative.

*Kung kung unsay kon kinsa ang grupo nga saba so naay deduction points nga mahitabo so kung naa gyuy specific ahm student nga mo kanang dili gyud maminaw so that is the time nga e- call na nako iyang*



*attention so by that ma aware siya nga oi ako diay to ang nakasamok sa grupo so I need to ahm be attentive maminaw ug cooperative. (\*#DAP-SIDIP2\*\*)*

In another instance, a statement made by Monica, an IDI participant, she revealed that “well, for me, I always remind our rules every day, since my students have their own attitudes and behavior because of the different upbringing in their home. So, when they are in my classroom, I need to remind them not just only in the morning but you have to repeat it from time to time.” The same statement narrated by an IDI participant Alexandra and FGD participants Izzy and Flora.

*Well para sa akua is gina remind nako siya everyday kay kuan man gud dili man gud nimo ma kuan ang behaviour sa bata kay lahi ang ilahang up bringing sa balay og naa sa classroom sa kailangan jud na nimo everyday maskin pag mura nakag sirang plaka sigeg balik balik sa mga dapat og dili dapat buhaton kinahanglan jud nimo siya bahalag 2 time dili lang pwede na mag remind ka sa morning kinahanglan gyud time to time. (\*#KESIDIP11\*\*)*

Meanwhile, Hazel, an IDI participant, pointed out that “I cannot always give them the rules and regulations because of the time allotment, and we only have limitations in terms of giving them instructions. In order for them to remember our rules and regulations, I posted it on the wall where all of my learners can see it every day so that I will not repeat our rules and regulation every now and then.”

*I cannot always give them the rules and regulations because of the time allotted to us, diba? ‘Cause we have ano lang we have limitation of ano in terms of giving them instructions. In order for them to remember my rules and regulations uh I post a list in my classroom or in the view of my*

*cla- classroom that can be seen- that can be seen by them every day- every day. And also, uhm kuan na sa ilahang mata nga klaro kaayo na siya para dili ko mag sigeg balik-balik og sulti sa ilaha. (\*#CESIDIP13\*\*)*

Other experiences as shared by Sofia, an IDI participant, saying that “We can never really avoid situations where children talk back to Teacher, children punching each other, roaming around the classroom, and talking to his seatmates while Teacher do the discussion. So what I did was I taught them the good manners and at the same time if some fight with each other, I reconciled them by handshaking and hugging each other since they are just young children”. Five IDI and four FGD participants shared a marked likeness of experiences on managing learners’ behavior to ensure a conducive learning environment.”

*Dili jod na malikayan nga naa juy magpabalong, magsinumbagay, mag tubag-tubag sa teacher, magdagan-dagan sa sulod sa klase, magtabi while ga discuss ang maestra. So akong ginabuhat is tudluan jod nko sila ug maayong pamatasan and ahh at the same time kon kinsa man tong ilang nakaaway dapat magbati jod sila through hand shaking or hugging each other since mga bata man gud sila. (\*#TESIDIP3\*\*)*

In addition to this, Daisy, an IDI participant said that “I manage learners’ behavior through positive reinforcement like praising children every time they have very good achievement.

*Uhm, I can manage through positive, I mean giving positive reinforcement, uhm... I praise children, uhm, every time uhm, they have their uhm, very good achievement, and of course, I subtly discipline them. (\*#MESIDIP9\*\*)*

Likewise, it was also shared by Sitti, an IDI participant, said that “I used two types of motivation, intrinsic and

extrinsic motivation. I print a lot of stars, and I also give food every time I teach my pupils, especially those students who can answer correctly. In that way, they are eager to participate in answering because they are motivated. Analogically, an IDI participant, Brenda, and FGD participants, namely, Danilo and Geraldine, had similarities to the experiences when managing learner's behavior constructively to ensure learning-focused environment.

*So I used the two types of motivation the intrinsic motivation and extrinsic motivation... naga print ko og stars daghan kaayong stars so nag pag nagatudlo ko the moment na magtudlo ko so I ask ammmm idea rom them so kung kinsa ang maka tubag so tagaan nakog star, so from that motivation aaa ma eager ang estudyante na mo answer it is because naa silay reward na madawat which is the star so at some point naga pa ex in extrinsic motivation pud ko so ang reward ana is makaon so everytime na magtubag sila naa silay makaon na madawat, that's it. (\*#KESIDIP15\*\*)*

Lastly, Daisy, an IDI participant, revealed that "Sometimes I use reversed psychology to my students because the more you reprimand them, the more that they misbehave. That is why I need to know my students' personalities because some students cannot understand one instruction. So, I let them know the possible effects of their action."

*Kanang gina- ginareverse psychology man pud nako panagsa kay siyempre ang bata pag the more gud nimo siya gina-, gina- uh, gina, tawag ana? Kasab-an the more nimo siya gina, ginapakita nimo sa iyaha ba nga ikaw ang naggukod-gukod sa iyaha, the more siya magpapresyo. So nay bata nga, nay, dependa, depende sa sitwasyon kay siyempre ila-ilahon man nimo ang bata unsa iyahang personality. Naay bata nga dili madala og tarong nga istorya so imoha nang i-, i-reverse psychology, "sige daw dili ka moeskwela pero mahitabo sa*

*imoha pag-abot sa panahon ikaw ang alkanse," an aba so ipakuan nimo sa ilaha nga unsa ang possible effect sa ilahang mga actions sa karon. (\*#ME-SIDIP10\*\*)*

The third root code that emerged was suited usage of teaching and learning activities to learners' needs and interests. Mae, an IDI participant, said that "For me, I provided differentiated activities, and I make sure that during their group activities, I gave them the specific task that suited to their capacity and interest. I also identified each learner, and I gave simple tasks for those learners who were not ready with the activity and challenging tasks for those advanced learners". Six IDI and six FGD participants shared the same practice in using strategies to address learners' gender, needs, strengths, interests, and experiences.

*Aaaaa for me Ma'am, differentiated kumbaga naga hatag jud kag differentiated activities noh so naa na tay murag expected or standard or kanang expected result from them pero not all the time na ma meet gyud na siya nga output kay syempre katong ingun nila na naay mga bata na dili mag comply so I make sure jud nimo especially kanang pag mag groupings ka nga kung unsa nga specific task ang imuhang gihatag ana nga bata mo suite sa iyahang capacity og sa iyahang interest so dili pwede nga maghatag kag, identify man gyud nimo imong mga bata kung kinsa tong maayo ani or dili pa kaayo ready ani nga activity so maghatag kag simplified nga performance og syempre kadtong medjo advance muhatag pud kag mas challenging sa ilaha nga mga task. (\*#MESIDIP10\*\*)*

In the same way, Angeline, an IDI participant, also illustrated that "In giving activities, it should always be according and aligned to needs, and interest of the diverse learners in order to have an effective of teaching and

learning process.” In the same manner, three IDI and three FGD participants have a similar setting of experiences.

*Ahm for the activities it should always be according or align to learners needs, and interest and can cater the learners diverseness to have an effectively of teaching and learning process, so is that ahm, ginabuhat jod nako ang activities depende sa mga bata or depende sa interest sa mga bata kay unsaon man ang akong activity if dili sila ganahan ato na butang or if dili suited sad sa ilahang age ana gud. (\*#TESIDIP4\*\*)*

As an IDI participant, Alexandra illustrated another manifestation and firmly added, “I prepared learning activities according to their needs and interests. I prepared varied activities for visual, auditory, and bodily-kinesthetic children so they will be, engaged happily and actively”. Comparably, Hazel and Edgar, IDI participants, and Dianne and Crystal, FGD participants, have closely related experiences when they devise learning activities and experiences suitable for diverse learners.

*Uhm, tsk, I prepared learning activities according to their needs and interest. I prepared varied activities for visual, auditory, and bodily-kinesthetic children so that they would, uhm, engage happily and actively. (\*#PUESIDIP7\*\*)*

Lastly, Nhor, an IDI participant, also shared that “I used different strategies to cater to them, such as separating girls and boys on certain activities to address gender equality and gender sensitivity.”

*Mogamit kag mga klase-klase nga strategies nga mag macater nimu sila, mahatag ang ilahang ang gender equality sa mga bata kay tungod dili man pod pwede kay mga dalaga ug ulitawo naman kay kung naa kay activities dili man pod pwede nga sagulon nimu ang lalaki sa babae.*

*Kung ang lalaki bitaw pang babae lang dapat naa kay gender sensitivity. (\*#BESIDIP8\*\*)*

Diego, an IDI participant, also supported it, and he said that “We don’t have the tools to address the gender of our learners. So with this, we need to impose rules and regulations inside our classroom and emphasize the word respect because most of the time, some students are bullied by their classmates and say they are gays.”

*Wala man gud mi, wa- wala man tay tools aning learner aning sa gender kuan gud nga dapat sa for example sa bisan sa mga rooms na gipang-kinang sa school man gud mostly ma-emphasize lang jud kay kining gay nga dili ma-violate ang iyang kuan kay mao man gud nang kuan ang trend karon. So ang- ang kuan ang learning lang gyud ani ba, ang techniques lang gyud nga gigamit ani kay tsk, uh, (scoffs), murag ikuan lang ni siya nga part of kanang kuan as a as a part of...” Katong sa classroom rules and regulation nimu didto naa may kanang respect for others dapat e-emphasize tung etudlo nimu sa ila nga kini dili lang nimo e-post sa classroom rules dapat ma practice jud na nila kanang word nga respect. Sa when it comes to gender sa kuan kay naa man uban bata labi na ug maldito ilaha man sungog-sungugon ug bayot bayot bayot.” (\*#ASMESIDIP12\*\*)*

### **Data Integration on the Quantitative and Qualitative Findings**

The Teacher’s level of capability to perform each objective was high, meaning they showed most of the behavioral indicators. The respondents strongly supported this during key informants’ interviews and FGD that they created an inviting, safe, conducive, and supportive learning environment for learners. They also set rules and procedures to ensure appropriate behavior and maintain order and a collaborative environment for learning. Other key informants showed capability

levels by using differentiated learning and activities to cater to diverse learners. In addition to this, they created a well-ventilated and comfortable classroom where all the learners can learn best. They also prepared learning activities based on their learning styles and multiple intelligences so that no learners would be left behind. However, some of them had trouble managing classroom structuring due to the small classroom size. There is not enough space for different activities, and students cannot perform and work their tasks well. They also cannot always give the rules always due to limited instructional time.

Furthermore, key informants and FGD participants prioritized the development of accessible materials needed in everyday instructions. They provided different corners in accordance with the mandate of the DepEd that helped in different activities. Other respondents of FGD also organized the classroom by way of arranging their chairs into U-shape, and the cabinets and chairs are all movable to accommodate various activities. Another key informant prioritized development on the provisions of different activities that considered students' needs, interests, and capacity to address differentiated learners. Praise and rewards were applied in managing learners' behavior for the learners to respond positively to the task and encourage students in positive ways.

Lastly, the physical arrangement of the classroom assisted in preventing problematic classroom behavior due to readily available materials and resources for students. Moreover, teachers have adequate knowledge and skills to manage learners' behavior and engage in different seminars and trainings to increase their personal and professional development in dealing with their behavior.

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