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The Curricular Role Identity and Classroom Management Belief of Public High School Science Teacher of Cateel and Boston, Davao Oriental

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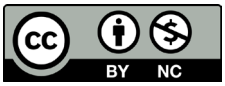

ABSTRACT

This study utilized a quantitative descriptive correlational approach to examine the relationship between curricular role identity and classroom management beliefs among public high school teachers in Cateel and Boston, Davao Oriental. A total of 23 respondents participated, categorized by gender and teaching experience (novice and experienced teachers). Data collection was conducted to test hypotheses and address research questions regarding the study's subject. The study employed universal sampling and utilized two survey instruments. The research was based on a null hypothesis with a significance level of 0.05. Findings revealed that both curricular role identity and classroom management beliefs among respondents were at a very high level. Additionally, no significant differences were observed in these variables when analyzed based on gender or teaching experience. Ultimately, the study concluded that there was no significant relationship between curricular role identity and classroom management beliefs.

Keywords: Boston, Cateel, Davao Oriental, Education, Science Teacher

INTRODUCTION

Curriculum materials are essential tools for science teachers, and understanding how they use them can enhance curriculum design and inform theories on teacher learning and decision-making (Davis et al., 2016). These curricula require teachers to engage their students in both the process and content of science in a deep and meaningful way (Miner et al., 2010). More recent research on teachers and curriculum takes two different directions: teachers' general experiences with the curriculum materials they encounter (or with the lack of materials they find when they enter the classroom) as well as, more specifically, what they might learn from their use of curriculum materials (Grossman and Thompson, 2004).

Curriculum materials are essential resources that teachers use to make pedagogical decisions about the design of science learning environments (Forbes, 2011). These materials include textbooks, instructional plans, and a wide variety of other representational curricular resources such as graphs, models, apparatus, and others (Forbes and Davis, 2008).

The Government of the Philippines, through the Department of Education, implemented Republic Act 10533, known as the "Enhanced Basic Education Act of 2013" or the "Enhanced Basic Education Curriculum" of the DepEd. Under this new curriculum, students are provided sufficient time to master concepts and skills, develop into lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. These are all possible when students are exposed to and engaged with the learning materials or modules provided by the DepEd (Laureano et al., 2015).

However, the demanding modules and activities, along with delays in the scheduling matrix, have led to time management challenges in completing lessons (Capilitan et al., 2015). This situation is evident at Cateel Vocational High School, where science teachers have intricacy in teaching science due to the scarcity of learners' modules. The availability and sufficiency of resource materials were questionable, and the majority of teachers had to access the learning modules online personally. Acosta and Acosta (2017) noted that many educators expressed feeling inadequately prepared due to a lack of training and resources, highlighting the need for thorough professional development initiatives to ensure effective curriculum implementation.

Science teachers also face challenges in managing the class if the content and activities in the module are not clearly explained. Said-Ador (2015) mentioned that some teachers were reluctant to use the K to 12 materials due to detected errors specifically in the modules. Additionally, some of them were not convinced about the sequence of the lessons presented in the modules. They could not find coherence in the presentation of the lessons. This may mean that module writers, with the assistance of DepEd and other agencies, ought to improve the materials, as this may compromise the vision of the curriculum and hinder the academic performance of students. Mistakes cannot correct another mistake. The researcher believes that there is a need to conduct this study, as teachers' knowledge and beliefs about the subject matter, learning, and classroom management contribute more generally to their orientations toward teaching practice, including the use of curriculum materials. Beliefs regarding classroom management vary among teachers and play a crucial role in effective instruction (Yilmaz and Cavaz, 2008).

Thus, this research aims to gain a deeper understanding of how in-service science teachers construct a teaching identity as they learn to use science curriculum materials and how their beliefs about classroom management are necessary to support reform-minded science teaching practices that enhance the academic performance of students.

The studies mainly investigate the relationship between curricular role identification and classroom management beliefs in the teaching practice of public science teachers in Cateel and Boston, Davao Oriental, for science teaching. This research will help science teachers recognize inquiry-oriented science teaching and its value in promoting meaningful science learning. It will also help them interact productively with science curriculum materials and utilize these materials to meet their needs. Furthermore, this research will also help future researchers understand teachers' beliefs about teaching and learning, which influence their use of new curriculum materials and the development of their identities as inquiry science teachers.

METHODOLOGY

Research design

The researcher employed a correlational research approach to investigate the relationships between various variables. As noted by Fraenkel et al. (1993), a correlation study examines the potential connections between two variables, although it can also delve into more intricate relationships. It does not suggest causation but reflects the intensity and direction of a relationship.

The data collection process aimed to verify hypotheses or address research questions concerning the condition of the subject under investigation. As described by Kowalczyk (2015), correlation research identifies variables that engage with one another, enabling researchers to forecast how changes in one variable affect another. When both variables rise together, this suggests a positive correlation, while a scenario where one variable increase and the other decreases indicates a negative correlation.

Table 1. Details of the respondents.

School	Type of Teacher				Total
	Novice		Experienced		
	Female	Male	Female	Male	
Cateel Vocational High School	2	4	4	0	10
Cateel National Agricultural High School	1	1	1	1	4
San Antonio National High School	1	0	1	1	3
Maylaya Integrated High School	1	0	0	0	1
Boston National High School	3	0	0	0	3
Caatihan Satellite Boston National High School	2	0	0	0	2
Total	**10**	**5**	**6**	**2**	**23**

Population sampling

Universal sampling was used in this study. All teachers in public high schools in Cateel and Boston, Davao Oriental, who teach science were the respondents of this study. Baccalaureate degrees of the teachers were not considered as long as they were teaching science. There were eight (8) experienced teachers and fifteen (15) novice teachers in all public high schools in Cateel and Boston, Davao Oriental (Table 1).

Table 2. A Likert scale was used for the study scoring.

A five-point Likert scale will be employed for scoring:	
5	Much more likely (MLL)
4	More likely (ML)
3	Likely (L)
2	Less likely (LL)
1	Much less likely (MuLL)

Instrument

In this study, two survey instruments were employed: a survey instrument adapted from Davis and Hughes (2014) and the Attitudes and Beliefs on Classroom Control (ABCC) Inventory developed by Martin et al. (2008). A survey instrument from Davis will be used to assess in-service science teachers' concepts of the teacher's role concerning curriculum and curriculum materials.

Table 3. The scale of scoring and descriptive interpretation of mean of curricular role identity.

Mean	Descriptive equivalent	Descriptive interpretation
4.2 – 5.0	Very High	Much more likely
3.8 – 4.19	High	More likely
3.0 – 3.79	Low	Likey
2.2 – 2.99	Very low	Less likely
1.0 – 2.19	Very much low	Very much less likely

For the aggregated results, the researcher drew upon the entire set of survey items.

The Attitudes and Beliefs on Classroom Control (ABCC) inventory is adapted to measure teachers' perceptions of their classroom management beliefs and practices. The instruments used in this research consisted of two parts. Part one of the question included demographic information such as gender, participants' primary area of study, grade currently being taught, and teaching experience. Part two will focus on attitudes and Beliefs about Classroom Control.

Table 4. Four category response for the attitudes, beliefs and classroom control (ABCC).

A four-category response scale for each item will be employed:	
4	Describe me well (Well)
3	Describe me usually (Usually)
2	Describe me somewhat (Some)
1	Describe me not at all (Not)

A score for each sub-scale is determined by summing the response of all items in that dimension. High subscale scores are indicative of a more controlling, interventionist attitude, while lower scores indicate a less controlling belief in aspects of classroom management.

Table 5. Scale of scoring and descriptive interpretation of mean of classroom management belief;

Mean	Descriptive Equivalent	Descriptive Interpretation
4.25 – 5.00	Very High	Describes the teachers well
3.50 – 4.24	High	Usually describes the teachers
2.75 – 3.49	Low	Somewhat describes the teachers
2.20 – 2.99	Very low	Not describes the teachers

Data collection

The data that were gathered were from the responses of individual science teachers on the two survey instruments. The researcher sought permission to conduct the study from the Office of the Division Superintendent for approval of the proposed survey before administering it to the respondents. Upon approval, the questionnaires were administered to the public high schools of Cateel and Boston, Davao Oriental. Afterward, the questionnaires were retrieved, collated, analyzed, and subjected to statistical analysis.

Data analyses

To analyze the survey data, the researcher constructed frequency tables and obtained descriptive statistics on curricular role identity. Then, undertake a reliability analysis of the survey as a whole and of results from the dimensions. Descriptive analysis was also employed on ABCC scores. The mean was the statistical tool used to determine the level of curricular role identity and the level of classroom management belief among public science teachers. A t-test was used to determine whether there was a significant difference in the curricular role identities and level of classroom management among the respondents when analyzed according to gender and experience.

The following formula of T-test was used:

$$t = \frac{X_1 \quad X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

X_1 = Mean of first set of values

X_2 = Mean of second set of values

S_1 = Standard deviation of first set values

S_2 = Standard deviation of second set values

N_1 = Total number of values in first set

N_2 = Total number of values in second set

The Pearson Product–Moment Correlation was also used to determine the level of significant relationship existing between curricular role identity and classroom management of science teachers in Cateel and Boston, Davao Oriental.

The following formula will be used to calculate the Pearson r correlation:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Where:

r = Pearson r correlation coefficient
N = Number of values in each data set
∑xy = Sum of the products of paired scores
∑x = Sum of x scores
∑y = Sum of y scores
$\sum x^2$ = Sum of squared x scores
$\sum y^2$ = Sum of squared y scores

RESULTS AND DISCUSSION

Presented in this section are the results based on the analysis of the survey. The following was discussed: Curricular role identities of public science teachers, level of classroom management belief of public science teachers, a significant difference in the curricular role identities of public science teachers when analyzed according to gender and type of teacher, a significant difference of the level of classroom management belief of public science teachers when analyzed according to gender and type of teacher, and significant relationship between curricular role identity and classroom management belief of public science teachers in Cateel and Boston, Davao Oriental.

Curricular role identities of public science teachers

Shown in Table 6 is the statistical result of the curricular role identities of public science teachers in Cateel and Boston, Davao Oriental, as measured through the following indicators: general use of science curriculum materials, scientific inquiry, curriculum materials' use in context, teacher learning from curriculum materials.

Table 6. Curricular role identities of public science teachers in Cateel and Boston, Davao Oriental.

Indicators	Mean	Descriptive Equivalent
General Use of Science Curriculum Materials	4.17	High
Scientific Inquiry	4.37	Very High
Curriculum Materials Use in Context	4.30	Very High
Teacher Learning from Curriculum Materials	4.25	Very High
Overall	**4.27**	**Very High**

General use of science curriculum materials

In terms of the general use of science curriculum materials, the mean rating of 4.17 (high) or higher indicates that the general use of science curriculum materials is consistently observed. This implies that public science teachers in Cateel and Boston possess orientations toward the active, participatory use of materials in their curriculum, in which they interpret, evaluate, and adapt curriculum materials (Davis, 2008). Curriculum materials are one element of an instructional context that the teacher must mediate while managing a learning environment (Ball & Cohen, 1996), and they help the teacher address the learning goals. Curriculum materials can serve as learning materials for both students and teachers. They can

serve as a primary source of science content, presenting specific views about the nature of scientific practices and how scientific knowledge is developed.

The critical role that curriculum materials play in teacher learning and the need to integrate such materials into professional development programs to increase teachers' engagement with and learning from them (Grossman and Thompson, 2008). Ball and Cohen (1996) argue that curriculum materials should be designed as much for teachers as for students and should be used as a site for teacher learning. Furthermore, teachers evaluate curriculum materials to determine the activities students will carry out.

It also revealed that Science teachers often need to adapt these materials to meet their students' needs as well as their teaching style (Davis and Varma, 2008), and these adaptations can have either a positive or negative effect on the student's experience in the classroom. Forbes (2011) stated that teachers can adapt existing science curriculum materials to make them more inquiry-based. Crawford (2007) added that a teacher's personal view of teaching science as inquiry, comprised of their knowledge of scientific investigation and inquiry-based pedagogy and their beliefs of teaching and learning, is a predictor of a teacher's actual practice of teaching science.

Scientific inquiry

The mean rating for scientific inquiry, with a score of 4.48 (very high), was more likely, which indicates that scientific inquiry was consistently manifested. This entails that the teacher's understudy engages in curriculum design activities specifically in promoting inquiry-oriented practices in the classroom (Davis, 2008). Additionally, this includes accounting for students' existing ideas and, promoting the use of scientifically oriented questions, gathering, organizing, and interpreting data, and constructing evidence-based explanations.

To model teaching science as inquiry, teachers must develop approaches that contextualize learning in authentic problems, model the actions of scientists to guide and facilitate students in making sense of data and support students in developing their understanding of science concepts (Crawford, 2000). Lotter et al. (2006) stated that when a teacher employs inquiry-based teaching, it represents a more student-centered approach. The result of the study of Roehrig and Luft (2006)—stressed that students learned best when they were doing science—making their own decisions about procedures and data collection like real scientists. Lotter et al. (2006) also noted that the use of teaching methods focused on student discussion rather than teacher lectures allowed students to voice their questions about the content and how it related to their lives. The role of the teacher is to prepare students to be good citizens, which includes helping them apply the knowledge they have learned in the classroom to real-life situations. However, Beyer and Davis (2007) emphasized that failing to check whether lessons help students make progress toward the standards may result in missed opportunities to address particular standards and thus promote student learning. Crawford (2007) added that to track and document progress, it is essential to examine a teacher's conception of inquiry (their understanding of the nature of scientific work and of the pedagogy of engaging children in inquiry) in conjunction with their philosophy of teaching and learning science.

Furthermore, teachers who are taught to use inquiry-based methods are more likely to develop hands-on activities for their science classroom. Moreover, they are also more likely to link science experiments to everyday life (Shamsudin et al., 2013).

Curriculum materials' use in context

The mean rating in terms of curriculum materials' use in context was 4.43 (very high), indicating that the use of curriculum materials in context is consistently observed. This means that teachers are more likely to evaluate curriculum materials based on how well learning objectives align with science standards.

The use of materials in teaching can be identified as the use of supporting elements that enrich the educational and teaching setting, facilitate efficiency and persistence in learning, and concretize addressing the senses of the learner (Laureano et al., 2015). The study result of Lotter et al. (2006) expressed that "personal life histories" also have a strong influence on their view of science and how it should be taught in the classroom. Showing that high school teachers' current experiences with science outside of school exert an influence on how they teach inquiry.

In addition, teachers account for context in their interactions with, planning for, and enactment of the curriculum, including standards, benchmarks, district-level curricular objectives, the perceived needs of their students, and the resources available to them. Moreover, they are to use lessons that relate science concepts to students' lives outside of school (Davis, 2008).

Teacher learning from curriculum materials.

In terms of teacher learning from curriculum materials, the mean rating is 4.30 (very high), indicating that teacher learning from curriculum materials is manifested all the time. The teachers are quite attached to the curriculum materials they use in their first year of teaching. Grossman and Thompson (2004) noted that teachers tended to adhere relatively closely to the curriculum materials during their first use. This finding supports other studies on teachers' use of curriculum materials. They also noted that the curriculum materials provided teachers with opportunities to try out new ideas and strategies and to determine how to teach particular topics or skills effectively. They then learned from the experience of using the materials.

Similarly, the study of Davis (2008) also found that teachers are more likely to learn new instructional approaches from curriculum materials. Moreover, they use curriculum materials to strengthen their content knowledge. Lastly, they possess orientations toward their capacity to learn directly from and from the use of curriculum materials, including pedagogical content knowledge and subject-matter knowledge (Davis, 2008). Thus, not only do curriculum materials shape teachers' ideas and practices, but teachers simultaneously shape curriculum materials as they use and adapt the materials in ways that address their unique characteristics, needs, and goals (Beyer and Davis, 2012)

The overall mean rating for the curricular role identities among the respondents is 4.26 (very high), indicating that the curricular role identities of teachers are consistently manifested.

Level of classroom management belief of public science teachers

Table 7 presents the statistical results on the level of classroom management belief among public science teachers, as measured through the following indicators: people management and instructional management. The overall mean rating for the classroom management belief among the respondents is 3.15 (high), which usually describes the teacher, indicating that the classroom management belief of teachers is manifested.

Table 7. Level of classroom management belief of public science teachers in Cateel and Boston, Davao Oriental.

Indicators	Mean	Descriptive Equivalent
People Management	3.07	High
Instructional Management	3.24	High
Overall	**3.15**	**High**

People management

This rating of 3.07, with a descriptive equivalent of 'high,' indicates high interpersonal development between the student and teacher. This component also means that teachers believe in their students as individuals, and as such, they can develop their teacher-student relationships (Martin et al., 2007). This implies that teachers can encourage students to take ownership of their learning behavior during seatwork. The results of this study also revealed that science teachers are more interventionist in people management, particularly in terms of their attitudes and beliefs regarding classroom management. It also indicates that educational experiences during their teaching affect their attitudes toward classroom management. Hence, it also observed that while they are more interventionist in activities such as monitoring seatwork, organizing daily class routines, and allocating materials in the classroom, they are also interventionist in teacher-student relations.

Similarly, a study carried out by Gencer and Cakiroglu (2007) and Yilmaz and Cavas (2008) found that science teachers are also more interventionist in instructional management, while they are also interventionist in people management. Furthermore, when a student repeatedly neglects to study, they can most likely have a privilege removed or face a penalty.

Instructional management

The findings on instructional management yielded a mean rating of 3.24, which is high, indicating that teachers can explain the reason for a rule; however, when students believe it is unfair, they are unlikely to change it. Gurcay (2014) stated that since science teacher education programs are more lesson planning-oriented, this may have led to a more interventionist approach to instructional management. The in-service teachers, who are mainly provided with lesson-planning information, naturally develop interventionist attitudes and beliefs regarding the classroom teaching environment.

Furthermore, they believe that students' emotions and decision-making processes must also be considered, and students in their classroom should be free to use any materials they wish during the learning process.

Significant differences in the curricular role identities by gender

In terms of the significant difference in curricular role identities when analyzed by gender, the results showed that there were no significant differences in their general use of science curriculum materials, scientific inquiry, use of curriculum materials in context, and teacher learning from curriculum materials. As shown in Table 4, the curricular identities of all groups do not differ from one another. As Forbes and Davis (2007) found, novice teachers explicated a role standard and translated these role standards into designated identities. These results reinforce the importance of teacher characteristics, including identity, in teachers' interactions with curriculum materials (Remillard, 2005) and further illuminate teacher learning at the novice stage.

Table 8. Significant difference of curricular role identities when analyzed according to gender.

Indicators	*t*	*df*	*p*-value	Decision (Null hypothesis)
General Use of Science Curriculum Materials	-0.417	21	0.681	Accept
Scientific Inquiry	0.830	21	0.416	Accept
Curriculum Materials'	-0.646	21	0.525	Accept
use in Context Teacher	0.076	21	0.941	Accept
Learning from Curriculum Materials				

Significant differences in the curricular role identities by teacher type

In terms of the significant difference in curricular role identities when analyzed according to the type of teacher (novice or experienced), the results showed that there were no significant differences in their general use of science curriculum materials, scientific inquiry, the use of curriculum materials in context, and teacher learning from curriculum materials. This signifies that the curricular identities of all groups do not differ from one another. Furthermore, the null hypothesis is accepted since the computed p-values for all indicators are greater than 0.05, as shown in Table 9.

As the data suggests, without guidance, new teachers adapt existing curriculum materials. While opportunities for professional learning are embedded in all curriculum materials, new teachers may lack both the time and the subject matter background to explore the materials independently. Such opportunities to learn from and about curriculum materials should rightfully begin during teacher education.

The curriculum materials the beginning teachers used in their first years of teaching had a profound effect on how they thought about and taught the subject matter. Even when they were aware of some of the limitations of particular curriculum materials, their need for concrete guidance often overcame their reservations. Once they found materials, they were reluctant to part with them and, in some cases, used them repeatedly (Grossman and Thompson, 2008).

In addition, the beginning or novice teachers in this study were deeply influenced by the curriculum materials provided to them and the curriculum contexts in which they worked. Valencia et al. (2006) found that they were also influenced by their knowledge and dispositions about reading instruction, as well as by the school cultures in which they worked. Together, these shaped what teachers learned from the materials, how they used them, and ultimately, how effectively they met the needs of the readers in their classrooms. So, it is not simply a matter of which curriculum materials teachers use or even what beginning teachers learn from these materials. However, it is also how interactions among the materials shape teaching practices, teachers' learning, knowledge, and beliefs, as well as the contexts in which they work.

However, the findings of Forbes and Davis's study (2007) contradict the results of this study. Accordingly, novice teachers' role identities, the self-scores on the survey, and other reifications of "who they are" as developing teachers were more fluid and subject to change than were the curricular role identities they attributed to experienced teachers. Evidence suggested a strong influence between teachers' beliefs about teaching and learning and their teaching practices in science. Mentoring, rather than supervision, by an experienced teacher promotes a collegial relationship that fosters each novice teacher's development of

their own professional identity (Walkington, 2005). These results also illustrate how novice teachers' ideas about science teaching and learning, as well as their knowledge of the science curriculum itself, influence their use of science curriculum materials (Forbes and Davis, 2007).

In addition, Grossman and Thompson (2004) stated that novice teachers require opportunities to analyze and critique curriculum materials in their early years in the company of more experienced colleagues. Such curricular conversations become opportunities for teachers to deepen their understanding of the subject matter. Moreover, the result of this study differs from previous studies comparing novice and experienced teachers. This may be due to the number of respondents covered. This indicated a need for more responses from the large number of respondents.

Table 9. Significant difference of curricular role identities when analyzed according to type of teacher.

Indicators	***t***	***df***	**p-value**	**Decision (Null Hypothesis)**
General Use of Science Curriculum Materials	-0.313	21	0.757	Accept
Scientific Inquiry	1.100	21	0.284	Accept
Curriculum Materials' Use in Context	-1.006	21	0.326	Accept
Teacher Learning from Curriculum Materials	0.243	21	0.810	Accept

Significant differences in classroom management beliefs by gender

In terms of the significant difference in classroom management belief when analyzed according to gender. Table 10 revealed that there was no significant difference in their people management beliefs; however, there was a significant difference in their instructional management beliefs. This signifies that all groups' beliefs on people management do not differ from one another but differ in their beliefs towards instructional management. The same result as Demir (2000) and Unal and Unal (2012) indicates that there is no significant difference between male and female teachers in their classroom management beliefs on the behavior and management scale. Both female and male teachers were found to have maximum control over people management (Interventionist) and mixed control – shared responsibility – over instructional management (non-interventionist). However, this also indicates that both female and male teachers were found to be more controlling in people management than instructional management.

The result is consistent with that of Martin et al. (2008), who found a significant difference between male and female teachers in instructional management. Males were more interventionalist compared to females. On the other hand, Gurcay (2014) argued that, from a gender perspective, a significant difference was observed only in instructional management, and there is no difference between male and female teachers' scores in people management.

Nevertheless, based on the results, the null hypothesis is accepted in people management, as the computed p-value for all indicators is greater than 0.05; however, the null hypothesis is rejected in instructional management, as the calculated *p*-value is less than 0.05.

Table 10. Significant difference of classroom management belief when analyzed according to gender.

Indicators	*t*	*df*	*p*-value	Decision (Null Hypothesis)
People Management	-0.505	21	0.619	Accept
Instructional Management	2.440	21	0.024	Reject

The significant differences in classroom management belief by teacher type

Table 11 indicates a significant difference in classroom management beliefs when analyzed according to the type of teacher (novice or experienced). Results showed that there were no significant differences in their people management beliefs and instructional management beliefs. This suggests that the classroom management beliefs of all groups do not differ significantly from one another.

However, Unal and Unal (2012) argued that experienced teachers are more likely to prefer being in control in their classrooms than beginning or novice teachers when interacting with students and making decisions. Investigating previous studies, researchers discovered a specific path that teachers follow throughout their careers. In other words, teachers tend to change their classroom management beliefs at different levels of experience, following a particular path.

The overall result obtained from the preceding tabulations indicates that there were no significant differences when analyzed by type of teacher. Furthermore, the null hypothesis is accepted since the computed p-value for all the indicators is greater than 0.05

Table 11. Significant difference of classroom management belief when analyzed according to type of teacher.

Indicators	*t*	*df*	*p*-value	Decision (Null Hypothesis)
People Management	-0.27	21	0.79	Accept
Instructional Management	1.51	21	0.15	Reject

Significance of the relationship between curricular role identity and classroom management belief

The primary focus of this research was to determine whether curricular role identity was an important influencing factor in the level of classroom management beliefs of public school teachers in Cateel and Boston, Davao Oriental. The result of the statistical tests of the relationship between the variables understudy is reflected in Table 12.

Table 12. Significant relationship between curricular role identity and classroom management belief of public-school teachers of Cateel and Boston, Davao Oriental.

Correlated Variables	R-value	*p*-value	Decision
Curricular Role Identities Classroom Management Belief	0.048	0.86	Accept

r≤ 0.05 Significant

The data revealed no significant relationship between the two variables of this study. Furthermore, the third hypothesis was accepted since the computed *p*-value of 0.863 was greater than the 0.05 level of significance. This means that the relationship was statistically not significant, which further implies that curricular role identity has no significant relationship with classroom management belief. The result negates the assumption of Davis and Smithey (2008) that the role identity of teachers has significant importance in classroom management for science teachers.

However, Cross (2009) believed that teaching experience played a role in the fidelity with which the materials and resources were implemented. Years in the classroom allowed for minimal classroom management issues and valuable insights about how to incorporate the materials into the teacher's regular classroom activities with ease. What was distinct about these teachers was that their beliefs were well-grounded and evidence-based, as they were grounded in their experience with students throughout their careers.

When stating their beliefs, these teachers often provided examples from past experiences to justify their decisions on how to instruct in particular ways. In this regard, Professional teaching experience is an essential factor to consider when engaging teachers in professional development geared toward reform. Thus, it is apparent that there is no clear linear relationship between beliefs and practice; other factors also influence how teachers perceive and enact their roles in the classroom. Therefore, the null hypothesis, which states that there is no significant relationship between curricular role identity and classroom management belief, is accepted.

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