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SOCIOLOGICAL ORIENTATION OF TEACHERS AND ITS INFLUENCE ON THEIR CLASSROOM MANAGEMENT

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ABSTRACT

This paper discussed the sociological orientation of teachers and its influence on their classroom management. The main objective of this study was to determine the level of sociological orientation of teachers and the level of influence on the teacher's classroom management.

KEYWORDS: *Sociology, classroom management, sociological orientation*

INTRODUCTION

Sociology is the science that studies human behavior. The concepts of Sociology give impetus to the teacher to deal with student's interaction inside the classroom. The concept of Sociology believes in influencing the classroom management of teachers. Sociology, therefore, is one of the legal foundations of education as such it gives an impact on the performance of a teacher.

STATEMENT OF THE PROBLEM

Specifically, this research study sought to answer the following questions: (1) what is the profile of the teacher-respondents in terms of age, sex, civil status, educational attainment and present designation or position? (2) What is the orientation level of teachers relative to the following selected concepts: family, group, status and role, social order and social control and social change? (3) What is the influence of the sociological orientation of teachers to their classroom management? (4) Is there a relationship between the teacher's respondents profile and their sociological orientation relative to the following concepts namely: family, groups, status and role, social order and social control and social

change? (5) Is there a significant relationship between the teachers' respondents on their sociological orientation and the level of influence to their classroom management? (6) Is there a significant relationship between the teachers' level of sociological orientation and the level of influence to their classroom management? (7) What action plan can be proposed to improve or direct the sociological orientation of teachers and its influence on classroom management?

METHODS AND PROCEDURES

This study made use of the descriptive evaluative methods of research. This method of research was appropriate in this study because it needs data that described the orientation of teachers on some selected concepts of sociology. It also described the classroom management of teachers and its influence on their knowledge about sociology. The respondents of the study were the 239 teachers. The researchers gathered data through the use of a questionnaire. The questionnaire was validated by the expert before it was used to gather data needed. Once the data gathered it was tallied, and analyze through a valid and appropriate statistical analysis. The

frequency count, average weighted mean, and chi-square test of significant.

STUDY FINDINGS

In the light of the data gathered, the study came out with the following study findings and interpretations:

1. Personal Profile of the Respondents

There is 75 or 31.38 percent of the respondents within that age range of 40-49, while 55 or 23.01 percent are within the age bracket of 30-39. Of the 239 teacher-respondents, there is 144 or 60.25 percent who are female, over the male of 95 or 39.75 percent. One hundred thirty-one or 54.81 percent of the respondents are married, 95 or 39.75 percent are single, while 10 and 3 or 4.18 and 1.26 percent are a widow and separated, respectively.

The teacher-respondents are Bachelor of Secondary Education (BSE) graduates with 129 or 53.97 percent, followed by Bachelor of Science in Agriculture Education with 65 or 27.19 percent, while 35 or 14.64 percent are Masters of Art graduates. A portion of 95 or 39.75 percent of the 239 respondents are Teacher I, 65 or 27.20 percent are Teacher III and 31 or 12.97 percent are occupying Teacher II position. There is 40 or 16.73 percent of the respondents who are belonged to the position of Master Teacher I and 8 or 3.35 percent are Master Teacher II.

2. Sociological Orientation of Teachers

That the teacher-respondents are 'much oriented' on the sociological selected concepts along the area of 'family' with a frequency of $x=3.79$. That the teacher-respondents are 'moderately oriented' on the sociological selected concepts along the area of 'group' with a frequency of $x=3.00$. An average weighted mean of $x=3.14$ disclosed that the teachers are 'moderately oriented' on the sociological orientation along the area of 'status and role'. The sociological orientation of teachers along 'social order and social control' are 'fairly oriented' with an average frequency of $x=2.19$. The frequency distribution of the sociological orientation of teachers along the area of 'social change' deduced the respondents as 'fairly oriented' with a frequency total of $x=2.47$.

3. Influence of the Sociological Concepts to Classroom Management

That teacher is 'much affected' on the sociological concepts along the area of 'family' to their classroom management having a frequency of $x=3.70$. Sociological concepts along the area of a group are 'fairly affected' as an influence on the classroom management of the teachers with an average weighted frequency of $x=2.24$. Teachers are 'fairly affected' of the influence of the sociological

concepts along the area of 'status and role' to classroom management with a frequency of $x=2.13$.

Along the area of 'social status' and 'social control to classroom management, teachers are 'fairly affected' with an average frequency of $x=2.12$. The average weighted frequency of $x=3.19$ disclosed that teachers are 'moderately affected' as an influence on classroom management.

4. There is a significant relationship between the personal profiles such as age, sex, civil status and educational attainment of the respondents and their sociological orientation. There is no significant relationship between the present position and the sociological orientation of teachers.

5. There is a significant relationship between the personal profile of teachers and the influence of the sociological concepts of their classroom management.

6. There is a significant relationship between the sociological orientation of teachers and their classroom management.

CONCLUSIONS

In the light of the study findings, the researcher came out with the following analysis and conclusions:

Most of the respondents are education graduates and acquired the necessary qualification to have enough orientation on the selected concepts in sociology. The course that the respondents finished gave them an ample time to reconnect to the actual classroom situation. Most of the respondents are married and because of that, it seems that their style in the classroom is an extension of their family.

The teacher-respondents are 'much oriented' on the sociological concepts along the areas of family, group, status and role, social order, social control, and social change. These concepts have a greater part to play in the classroom management of a teacher. If the teacher possessed enough knowledge of these concepts it is easy for the teacher to cope up with his/her classroom management style.

That teacher is 'much affected' on the sociological concepts along the area of 'family' to their classroom management. Sociological concepts along the area of a group are 'fairly affected' as an influence on the classroom management of the teachers. Teachers are 'fairly affected' of the influence of the sociological concepts along the area of 'status and role' to classroom management.

There is a significant relationship between the personal profiles such as age, sex, civil status and educational attainment of the respondents and their sociological orientation. There is no significant relationship between the present position and the sociological orientation of teachers. There is a significant relationship between the personal profile

of teachers and the influence of the sociological concepts of their classroom management. There is a significant relationship between the sociological orientation of teachers and their classroom management.

RECOMMENDATIONS

In the light of the study findings and conclusions, the study came out with the following recommendations.

Since most of the respondents are within the age range of 40-49, training, seminar-workshop, and orientation of the newly hired teachers on their functions, duties and obligations and other related classroom management should be encouraged. Male and single teachers are encouraged to attend such training, seminar-workshops, and orientation to increase their level of awareness to classroom management. Likewise, teachers are also encouraged to enroll in the graduate program to update and increase their level of awareness to classroom management techniques.

That in-service training for teachers should be conducted within the school, department, and district depicting on the importance of family, group, status and role, social order and social control and social change towards classroom management. Integration of concepts of sociology such as family, role, control and order to their lessons should be encouraged to strengthen the value of unity, cooperation and self-discipline and respect

That the teachers should open themselves to innovation, modernization, and development as far as teaching in the classroom is concerned. Teachers of any age, sex, civil status and educational attainment should update themselves to these sociological concepts looking into the important implications and consequences if they applied and observed to their classroom management. The proposed action plan as a part of the research should be implemented to serve its purpose.

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