



TEACHER COMMUNICATION AND EFFECTIVE CLASSROOM MANAGEMENT IN THE DIVISION OF DAVAO DEL NORTE

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ABSTRACT

This study aimed to determine the significance of the relationship between teacher communication and classroom management among teachers in the Division of Davao del Norte. Using a descriptive-correlational research design, the study involved 121 teacher respondents and utilized validated and pilottested research instruments. The statistical tools employed were the weighted mean, Pearson product-moment correlation, and multiple regression analysis. Results revealed that both teacher communication and classroom management were rated as extensive, indicating they were oftentimes evident in classroom settings. Furthermore, the study found a significant relationship between teacher communication and classroom management. All dimensions of teacher communication, challenging, encouragement and praise, non-verbal support, understanding and friendly, and controlling, showed a significant influence on classroom management. Among these, encouragement and praise emerged as the strongest predictor. The overall regression analysis indicated that teacher communication explained 71.50% of the variation in classroom management. The findings support the theoretical frameworks of constructivism, social learning theory, and behaviorism, which emphasize the role of teacher-student interaction in shaping behavior and improving the learning environment. The study recommends that educational leaders, school heads, and teachers collaborate in strengthening communication strategies to enhance classroom management practices.

KEYWORDS- *Teacher Communication, Classroom Management, Teacher-Student Interaction, Regression Analysis, Educational Leadership, Behavior Management*

INTRODUCTION

Effective teacher communication serves as the backbone of successful classroom management, fostering a learning environment where students thrive both academically and socially. Communication in the classroom involves more than delivering lectures; it encompasses verbal and non-verbal interactions that encourage engagement, motivation, and a sense of belonging. Globally, ineffective teacher-student communication has been linked to declining student engagement and achievement levels. Research suggests that in environments where teacher clarity and non-verbal communication are absent, students experience lower comprehension and increased classroom disruptions (Myers et al., 2019; Bolkan, 2019). As classrooms worldwide adapt to diverse learning styles, the need for multimodal communication methods, leveraging technology, visuals, and interactive tools, has grown. Yet, many schools lack the resources or training to implement these strategies effectively, exacerbating educational inequalities and disengagement in underprivileged regions (Rise Vision, 2023). On a national level, countries like the Philippines face challenges in ensuring effective teacher communication due to large class sizes, inadequate training, and a curriculum that often prioritizes content delivery over relationshipbuilding. Studies in Filipino schools highlight the impact of teacher-student relationships on classroom dynamics, with evidence suggesting that classrooms where teachers employ empathy and positive feedback see fewer behavioral issues and higher academic performance (Frontiers in Psychology, 2019). However, many Filipino educators report feeling overwhelmed by administrative tasks, limiting their ability to focus on refining communication skills essential for managing increasingly diverse and crowded classrooms. Locally, in the Division of Davao del Norte, these challenges are compounded by resource limitations and varying teacher preparedness. Teachers often face difficulties balancing their roles as subject matter experts and behavioral managers, leading to inconsistent classroom environments. A gap persists between theoretical best practices in teacher communication and their practical application, particularly in public schools where teacher-student ratios are high, and classroom resources are scarce. Local educators have called for more targeted professional development programs focused on enhancing both verbal and non-verbal communication strategies tailored to Davao del Norte's unique educational context. The research on teacher communication in Davao del Norte highlights a pressing need to address these gaps systematically. While some teachers excel in creating inclusive, engaging environments, others struggle with maintaining student discipline and fostering collaboration due to outdated communication approaches. Bridging this gap requires evidence-based strategies that prioritize teacher-student relationships, classroom culture, and innovative communication practices. This study aims to fill this void by examining how specific dimensions of teacher communication, such as challenging, encouragement, and non-verbal support, impact classroom management outcomes, including planning, student behavior, and the learning atmosphere. The significance of this research lies in its potential to inform policies and practices that support Davao del Norte educators. By identifying which aspects of teacher communication most significantly influence classroom management, the study could guide targeted interventions, professional



development, and resource allocation. The findings could contribute to creating classrooms where effective communication becomes a catalyst for academic success and a positive learning experience for all students.

LITERATURE REVIEW

The related literature of this study provided inputs about teacher communication and classroom management. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable focused on in this study is teacher communication. It has five indicators namely; challenging, encouragement and praise, non-verbal support, understanding and friendly, and controlling She, H.-C., & Fisher, D. (2020). Meanwhile, the dependent variable is classroom management. It has seven indicators namely; planning, teaching learning resources, self-discipline, student behavior, learning atmosphere, classroom instruction, and evaluation Cyril, V., & Raj, A. (2018).

Teacher Communication Teacher communication, a cornerstone of effective pedagogy, significantly influences the classroom learning environment and student outcomes. Research underscores the role of teacher interpersonal skills in fostering positive teacher-student relationships, which are foundational to a productive classroom atmosphere (Wubbels, Levy, & Brekelmans, 2021). Effective communication involves both verbal and non-verbal interactions, encompassing clarity, tone, gestures, and supportive feedback, which collectively shape how students perceive their learning environment. The Teacher Communication Behavior Questionnaire (TCBQ) is an established instrument for assessing these dynamics, focusing on five key aspects: challenging, encouragement and praise, non-verbal support, understanding and friendliness, and controlling behaviors (She & Fisher, 2020). These dimensions provide a comprehensive framework for examining how communication strategies impact classroom management.

Classroom environments have been extensively studied worldwide, with numerous psychometric tools developed to assess their quality. Despite the global attention, there remains a gap in localized instruments tailored to diverse educational contexts, such as those in South America (Chen, Chang, & Chang, 2020; Fraser, 2020). The TCBQ has been validated across several cultural contexts, including Taiwan, Australia, the United States, and Turkey, demonstrating its adaptability and relevance (She & Fisher, 2020). Recent adaptations of the TCBQ for Brazilian high schools highlight its potential to provide nuanced insights into teacher-student communication behaviors, offering a valuable tool for improving educational practices in Portuguese-speaking contexts (Alves & Boruchovitch, 2021).

Teacher communication behaviors not only influence the immediate classroom atmosphere but also contribute to long-term student engagement and academic success. Studies emphasize that teachers who employ positive communication techniques, such as encouragement and non-verbal support, foster an inclusive environment where students feel valued and motivated to participate (Derakhshan et al., 2019).

Conversely, controlling or overly critical communication can hinder student engagement and create a hostile learning environment. These findings are consistent across diverse educational settings, underscoring the universal importance of communication in teaching (Bolkan, 2019).

The relevance of teacher communication extends beyond individual classrooms, impacting broader educational outcomes. In contexts like Brazil, where educational disparities between public and private schools are pronounced, effective teacher communication has been shown to bridge gaps in student achievement (Alves & Boruchovitch, 2021). Similar trends are observed in the Philippines, where classroom environments shaped by positive teacher-student interactions contribute to improved academic performance and reduced behavioral issues (Frontiers in Psychology, 2019). These studies highlight the critical role of teacher communication in addressing systemic educational challenges.

In adapting the TCBQ for Brazilian high schools, researchers conducted confirmatory factor analysis (CFA) to validate its five-factor structure. This rigorous methodology ensured the reliability and applicability of the instrument, aligning its statistical properties with those of previous studies in different countries (Alves & Boruchovitch, 2021). Such efforts not only enhance the tool's utility in assessing teacher communication behaviors but also provide a model for developing similar instruments in other underrepresented educational contexts.

While the TCBQ effectively measures student perceptions of teacher communication, its findings reveal variations based on factors such as teacher and student gender, school type, and subject matter. For instance, students in private schools or those taught by female teachers often report higher levels of understanding and friendliness, suggesting that institutional and demographic factors influence communication dynamics (Alves & Boruchovitch, 2021). These insights underscore the need for tailored communication strategies that address the unique needs of diverse student populations.

Teacher communication remains a vital area of study, given its profound impact on both classroom management and student learning. By exploring the various dimensions of communication, researchers and educators can develop targeted interventions to enhance teaching effectiveness. Instruments like the TCBQ provide invaluable data for such efforts, facilitating the creation of supportive and inclusive learning environments worldwide. As education systems evolve, ongoing research into teacher communication will continue to play a crucial role in shaping effective teaching practices.



Statement of the Problem

This study determined the relationship between the teacher communication and classroom management. More specifically, it sought to answer the following questions:

1. What is the extent of teacher communication in terms of:
 - 1.1. Challenging;
 - 1.2. Encouragement and praise;
 - 1.3. Non-verbal support;
 - 1.4. Understanding and friendly; and
 - 1.5. Controlling?
2. What is the extent of classroom management in terms of:
 - 2.1. Planning;
 - 2.2. Teaching learning resources;
 - 2.3. Self-discipline;
 - 2.4. Student behavior;
 - 2.5. Learning atmosphere;
 - 2.6. Classroom instruction; and
 - 2.7. Evaluation?
3. Is there a significant relationship between the teacher communication and classroom management?
4. Which of the domains of the teacher communication significantly influence classroom management?

METHODOLOGY

Research Design

This study utilized a quantitative research approach employing a descriptive correlational research design. Quantitative research focuses on the systematic collection and analysis of numerical data to quantify variables and examine relationships among them (Creswell & Creswell, 2018). The descriptive aspect of this design aims to detail the characteristics of teacher communication and classroom management as observed in their natural settings without manipulation. This approach provides a foundational understanding of the variables' attributes and behaviors, as discussed by Apuke (2017).

The correlational component of the design seeks to explore the relationship between teacher communication and classroom management, determining the extent and nature of their association. This method is ideal for identifying whether changes in one variable, such as teacher communication, correspond to variations in another, like classroom management outcomes (Kabir, 2019). By using this design, the study is well-positioned to examine how factors such as encouraging communication or effective classroom discipline contribute to maintaining an 46 engaging and structured learning environment without influencing the variables under study.

This research design was chosen because it allows for a comprehensive understanding of naturally occurring relationships within the context of teaching and learning environments. The non-experimental nature of the design ensures that the variables are observed as they exist, making it particularly suitable for educational settings where ethical considerations prevent manipulation. This method has been supported in prior educational research, demonstrating its efficacy in linking teacher practices with classroom dynamics (Davis, 2021).

Research Respondents

In this study, there are 121 teacher-respondents selected from a total population of 300 teachers from selected big schools in the Division of Davao del Norte. These respondents are chosen to represent educators from various schools to ensure the study captures a diverse set of perspectives on the relationship between teacher communication and classroom management. Teachers were selected as they are the primary stakeholders in instructional delivery and play a pivotal role in maintaining classroom discipline and fostering a positive learning environment, aligning with the focus of the study.

The sampling method employed is simple random sampling, which ensures equitable representation across different subgroups, such as teaching levels or subject areas. Stratification helps in capturing diverse experiences of classroom management and teacher communication, reducing sampling bias while enhancing generalizability (Etikan & Bala, 2017). Using Slovin's formula with a 51 0.5% margin of error, the sample size was determined to be sufficient for achieving reliable and accurate findings, consistent with guidelines for quantitative research (Apuke, 2017).

Teacher-respondents provide critical insights into the study variables. They offer firsthand accounts of communication strategies and their impact on managing diverse classroom settings. Their participation enriches the study by connecting theoretical concepts, such as the impact of encouragement, praise, or non-verbal support, with practical outcomes like fostering self-discipline, enhancing student behavior, and creating conducive learning atmospheres (She & Fisher, 2020; Cyril & Raj, 2018). This alignment underscores the relevance of teachers in addressing classroom challenges and underscores their central role in educational success.



Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher communication and classroom management. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences. For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher communication. The second set focused on the extent of classroom management. Teacher Communication. The teacher communication questionnaire was adapted from She, H.-C., & Fisher, D. (2020). The instrument consisted of 24 52 items. It had five indicators namely; challenging (1-5), encouragement and praise (1-6), non-verbal support (1-4), understanding and friendly (1-5), and controlling (1-4).

For the Teacher Communication Questionnaire, pilot testing was conducted to ensure the reliability and validity of the instrument. The results yielded a Cronbach's alpha coefficient of 0.95, suggesting that the items possess high internal consistency. This level of reliability implies that the instrument is a robust measure of teacher communication practices across its five indicators, ensuring consistency in responses if administered to a similar sample. This reliability supports the questionnaire's effectiveness in capturing nuanced behaviors and perceptions related to teacher communication, making it suitable for use in this study.

Classroom Management. The classroom management questionnaire was adapted from Cyril, V., & Raj, A. (2018). The instrument consisted of 37 items. It had seven indicators namely; planning (1-6), teaching learning resources (1-6), self-discipline (1-5), student behavior (1-6), learning atmosphere (1-6), classroom instruction (1-5), and evaluation (1-3).

The Classroom Management Questionnaire, pilot testing revealed a Cronbach's alpha coefficient of 0.89, indicating excellent internal consistency. The high reliability score implies that the 37 items effectively measure the seven indicators of classroom management. This result enhances the confidence in the instrument's ability to assess the diverse aspects of classroom management strategies employed by teachers, ensuring that it captures comprehensive and accurate data for the study.

Data Analysis

For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Mean: To determine the extent of teacher communication across the five indicators (challenging, encouragement and praise, non-verbal support, understanding and friendly, and controlling) and the extent of classroom management across the seven indicators (planning, teaching learning resources, self-discipline, student behavior, learning atmosphere, classroom instruction, and evaluation). These measures will summarize the central tendency and variability of the responses.

Pearson Correlation Coefficient: This test was applied to examine the relationship between teacher communication and classroom management (addressing research question 3 and hypothesis Ho1). Pearson's correlation will indicate the strength and direction of the linear relationship between the two variables.

Multiple Regression Analysis: This was used to identify which domains of teacher communication significantly influence classroom management (addressing research question 4 and hypothesis Ho2). This technique will determine the predictive power of each domain and their individual contributions to classroom management outcomes

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of the data, the conclusions drawn from the findings, and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between teacher communication and classroom management. The study was conducted with the selected teachers from the Division of Davao del Norte. There were one hundred twenty-one (121) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the teacher communication of the teachers is extensive. Meanwhile, the extent of the classroom management of the teachers is also extensive. It was found that there is a significant relationship between teacher communication and the classroom management of teachers. The hypotheses of no significant relationship between teacher communication and classroom management of teachers and none of the domains of teacher communication significantly influence the classroom management of teachers were rejected.



Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of teacher communication is extensive, which implies that it is oftentimes evident. All dimensions of teacher communication which include challenging, encouragement and praise, non-verbal support, understanding and friendly, and controlling, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of classroom management is also extensive, which means that it is oftentimes evident. All dimensions of classroom management are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the teacher communication and classroom management of teachers.

Based on the findings, teacher communication, and classroom management are correlated. Also, teacher communication significantly influences classroom management. All domains of teacher communication, namely, challenging, encouragement and praise, non-verbal support, understanding and friendly, and controlling significantly influence classroom management by registering a p-value of .002 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the three domains of teacher communication, classroom management also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: 105 For higher officials in the Department of Education, it is recommended that policies and training programs be developed to enhance teacher communication skills, especially in the areas of encouragement, non-verbal support, and classroom interaction. Since the study shows that teacher communication has a strong influence on classroom management, the Department should invest in regular communication workshops and seminars for teachers across all grade levels. These programs should focus not only on verbal interactions but also on non-verbal strategies and positive reinforcement techniques that align with proven educational theories. Moreover, integrating teacher communication skills into the national teacher development framework can ensure consistency and long-term impact.

For school principals, it is important to support and monitor the communication practices of teachers inside the classroom. Principals can create a school culture that encourages open communication by promoting mentorship among teachers, organizing peer-observation activities, and providing feedback that highlights both strengths and areas for improvement in teacher communication. Encouraging collaboration among teaching staff and recognizing effective communicators can foster a more positive learning environment, ultimately improving classroom management and student behavior.

For teachers, the study suggests that improving communication practices can directly enhance how they manage their classrooms. Teachers should be encouraged to reflect on how they interact with students daily and actively use strategies such as giving praise, using body language to guide behavior, being 106 approachable, and setting clear expectations. Since communication significantly influences classroom atmosphere and student discipline, teachers should continuously seek professional development in this area and consider sharing effective techniques with colleagues.

For future researchers, it is recommended to explore this topic further by including other variables that may affect classroom management, such as teacher personality, student diversity, or the use of technology in communication. They may also conduct studies in different divisions or at various education levels to compare results and uncover broader trends. A qualitative approach, such as interviews or classroom observations, may also provide deeper insights into how teacher communication influences classroom behavior in real-life situations. Improving teacher communication is a shared responsibility. When supported at all levels, from national education leaders to individual teachers, the result is a more effective, respectful, and well-managed classroom that benefits both educators and students.

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