

# **AN IN-DEPTH STUDY OF THE CLASSROOM MANAGEMENT SKILLS AND TECHNIQUES OF THE SENIOR HIGH SCHOOL FACULTY**

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In its first year of full implementation nationwide, Senior High School has meant more classrooms, more learning materials, and definitely, more teachers. At Jose Rizal University, the enrollment of one thousand six hundred (1,600) SHS students has resulted in the hiring of many new teachers. The researcher was interested in learning more about the newly-hired faculty for the senior high school of Jose Rizal University, including their background, work experience, and their classroom management skills and techniques. Using the mixed methods, results revealed that the frequency and the usefulness of these beliefs (what teachers think are right or wrong practice) and practices (what they actually do inside the classroom) have different degrees of influence to the classroom management of the six participants. Though they believed that some of the practices were useful, these did not manifest in their observed classroom management. Meanwhile, the practices that were frequently practiced as claimed by the participants showed that some of these manifested in their classroom management. It was also verified that teachers practiced their beliefs as influenced by their philosophy in teaching. This study was done so that the faculty will take a more reflective look at their classroom management skills and techniques to practice those which are truly useful, since effective classroom management means more student involvement and lesser student misbehavior, and eventually result in student achievement.