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Exploring the Relationship and Labels Attached by Students: How Classroom Management Styles in a Philippine Higher Education Institution Prevail?

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Abstract: This paper endeavors to ascertain the prevailing classroom management styles of instructors as well as the prevailing instructor-student relationship in a Philippine higher education institution. It employed mixed methods of quantitative and qualitative methods of research to investigate the line of inquiry. A total of thirty faculty members and three-hundred students sampled from the population were the sources of data for the quantitative component of the study while eighteen students were selected as informants for the FGD to gather qualitative data. Findings showed that a great deal of authoritative classroom management style is being adhered by instructors while the students manifested a moderate level of connectedness and anxiety towards the classroom management styles of their instructors. Variables such as civil status, years of teaching experience, and level of educational attainment spelled differences on the classroom management styles instructors. It was uncovered that the different classroom management styles of instructors were attached with positive and negative labels and typifications. Implications of this study will serve as a reference to better prepare classroom managers of 21st-century college classrooms.

Keywords: *Classroom management styles, student-teacher relationships, labels.*

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Introduction

Classroom management is one of the major concerns in many schools around the world. Effective teaching is an important topic in the field of educational psychology where educators are creating a culture of success in the educational setting through effective implementation of classroom management. Classroom management intends to provide students with a wide range of opportunities to learn most of the things that a teacher does to properly organize students, manage space, allot time, and utilize materials so that optimal learning can take place. Therefore, classroom management deals with the physical, affective and temporal structure of the classroom environment done by the teacher. In agreement with Sieberer-Nagler (2016), implementing effective classroom management styles and establishing positive classroom climate construction are essential goals for all teachers.

One of the factors shaping teachers' actions is their classroom management styles. While teachers may select varieties of classroom management styles to facilitate their teaching-learning activities, they may likely adopt different styles. Teachers adopting classroom management styles may have an effect on determining their reactions toward students' behaviors and teaching activities. Employing different classroom management styles and strategies become a critical part of the success of teachers in promoting safe, pluralistic, and effective learning environment (Osakwe, 2014). Effective classroom is characterized by having security, open correspondence, common enjoyment, shared objectives and connectedness (Zhang & Zhao, 2010).

The university becomes a good place to explore the concept of classroom management style and instructor-student relationship. Classroom management of instructors, as well as their interpersonal relationship with their students, are different in many ways. Instructors used different classroom management styles which affect how students connect, avail and communicate. It is hoped that this study will enhance interest in conducting more studies in this area. The findings will provide information to educators, educational leaders and managers, educational policy developers and

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also future researchers who are involved in conducting research in the area of classroom management and classroom management styles.

Literature Review

Classroom Management Styles and Student Achievement

One of the factors that contribute to effective instruction is classroom management. Conforming to Martin and Sass (2010), classroom management has an umbrella of definitions which include interactions in learning and the appropriate behavior of students. Walker (2009) stated that the best teachers don't simply teach what is all about the content, but they teach people to become morally upright individuals. De Ocampo-Acero, Sanchez-Javier, & Ocampo-Castro (2015) define classroom management as creating a safe and stimulating learning environment. In keeping with Nicholas (2007) & Bassey (2012), classroom management means creating an organized and orderly school environment, establishing positive expectations, encouraging students' cooperation in the accomplishment of learning tasks, and dealing with the structural and procedural demands of the classroom to improve the academic performance of students. Ekere (2006) reported that poorly managed classrooms are usually characterized by disruptive behaviors. Previous studies (Ahmad, Ch, Ayub, Zaheer & Batool, 2017; Djigic & Stojiljkovic, 2011; Levin & Nolan, 2013; Lewis, Romil, Katz, & Qui, 2008; Moore, 2008; Sunday-Piaro, 2018; Sowell, 2013; and, Wiseman & Hunt, 2008) showed that classroom management is linked to student achievement. Hence, a classroom which is well-managed improves the teaching-learning which definitely shore-ups students' academic performance level.

Teachers' Personality and Classroom Management Styles

There are personal factors which are related to teachers' classroom management styles. Earlier studies confirmed the teacher's personality as a factor; the other studies emphasized the teacher's roles and competencies are also factors. Lew (1977), Andabai & Basuo (2014) and Pandit (2017) found a positive relationship between teacher personality and learning confirming that classroom management skill is a parameter of personality development that makes a teacher distinctive. Teachers are able to establish a positive learning environment in the classroom with their personality and classroom management styles.

A plethora of literature claimed that there are different classroom management styles the teacher may implement to deal with the learners having varying abilities. In consonance with the previous studies, Platt (2010) and Antonechia (1983) found that different classroom management styles of teachers are related to their personal profile variables and personality traits. Consequently, Ali and Badah (2014) identified the dominant classroom management styles by the faculty members in one university in Asia found out that the democratic style is dominant among teachers, followed by a laissez-faire style. Subsequently, the autocratic style is the least preferred style of management.

Student-Teacher Connectedness

The teacher-student relationship is also an essential component of the learning environment. The relationship established between the teacher and students creates positive or negative influences on the students. Studies confirm that the strong relationship bond between the teachers and students is essential in the learning environment.

Referring to Cornelius-White (2007), Day, Kington, Sotbart, & Sammons (2006), De Wit, Karioja, & Rye (2010), McCormick, O'Connor, Cappella, & McClowry (2013), Rooda, Koomen, Spilt, & Oort (2011), Rudasill, Niehaus, Buhs, & White (2013), Veldman et al. (2013), and White (2013), they reported that learner-centered education, focusing on the role of teacher-student relationships, is significantly associated with student performance and achievement. Koles, O'Connor, and Collins (2013) and Varga (2017) further expound that negative relationship with teachers is a predictive factor of students' drop-outs and failure. Likewise, a positive relationship between teachers and students, predicts engagement and achievement. Fostering a favorable learning atmosphere is a distinct quality of a teacher to promote a positive relationship with learners. As a result, those students who perceived their teachers as more supportive and encouraging have better achievement outcomes (Spilt, Koomen, & Thijs, 2011; Boynton & Boynton, 2005; Gehlbach, Brinkworth, & Harris, 2012).

Research Gap

The review of the literature showed the distinct importance of classroom management styles and student achievement, teachers' personality and classroom management styles, and student-teacher connectedness, but no studies have been conducted measuring the classroom management styles of college faculty relating to how the students establish teacher-student connectedness and anxiety as well as capturing how the college students make sense with how their instructors employ their distinct classroom management styles. This gap presents an open empirical inquiry to pursue this study framed with the use of quantitative and qualitative research designs.

The framework of the Study

The main aim of this investigation is to determine the classroom management style of instructors in one higher education institution in the Philippines and ascertain the prevailing instructor-student relationship in the college classroom. This classroom management as a major variable of the current study is anchored on the Behaviorism

Theory or the Skinner Model (1948) viewing teachers as a guide and facilitator to learner's behavior in order to reach desired outcomes. In the context of classroom management, behaviorism is primarily accepted as an educational philosophy. It emphasizes that reliable reinforcement of classroom rules and procedures is required in order to work properly. Likewise, the Choice theory of Glasser (1998) also emphasizes that teachers are helpers in the learning environment.

Meanwhile, the student-teacher relationship as a variable of the study which adheres to attachment theory of Bowlby (1982) claiming that children need to establish an affectionate bond with their caretakers in order for them to feel safe. Therefore, the emotional involvement of teachers to students can create trust and support.

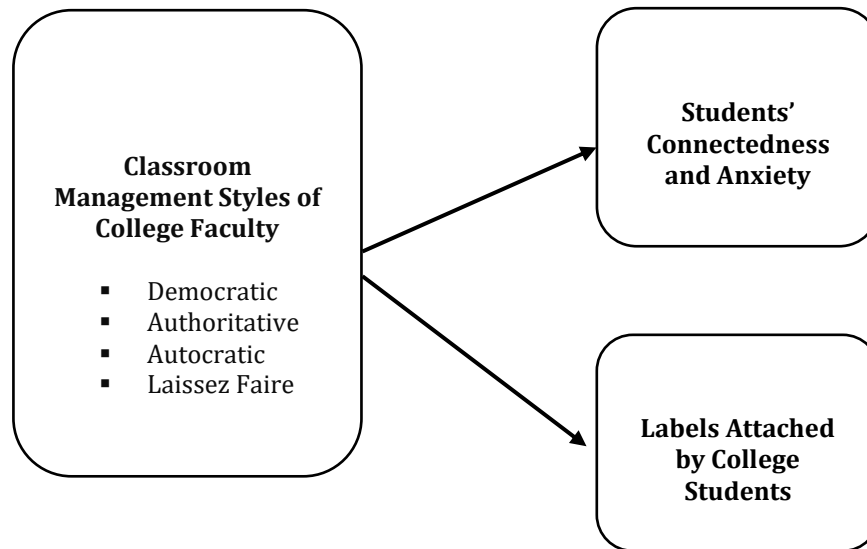


Figure 1. The paradigm of the Study

The research paradigm of this study shows that there are four classroom management styles being ascertained namely: democratic, authoritative, autocratic and permissive or laissez-faire. These styles create social, emotional, physical and intellectual environments where the students establish connection or anxiety towards their instructors. The typifications and labels given by the students are the products of their own context of understanding, authentic experience and stream of consciousness they derived in dealing with the different classroom management styles of their instructors.

In the context of classroom management, democratic management style emphasizes consultative decision making of the teachers with their students. Collaborative and cooperative learning approaches are employed by the teacher by providing students the freedom to learn and allowing them to personalize their learning. This management style aims to enable students to establish the sense of belongingness as they take part in participatory learning, whereas authoritative classroom management creates a classroom atmosphere in which students' behavior can be regulated by orienting them the basis and rationale of classroom policies and rules. An authoritative teacher employs instructional strategies and practices within a highly controlling and nurturing climate. Hence, in such a learning environment, students were able to have the opportunity to understand the reasons and justifications of classroom policies. Meanwhile, autocratic management style builds on the strict regulations and processes employed by the teacher in the classroom. The principle behind autocratic leadership is absolute control of the teacher over the classroom. Students are being dictated by the teacher to comply. Lastly, laissez-faire classroom management style abdicates responsibilities and it avoids decision making by the teacher. Students are free to work on their way and they are responsible among themselves. The teacher provides students complete freedom to do decisions.

Methodology

Research Goal

The current study generally aims to determine the classroom management styles of college instructors and the types of relationships created by students. Specifically, the paper seeks to: (1) ascertain the personal characteristics of the instructor-respondents; (2) determine their classroom management styles; (3) ascertain the types of relationship established by students towards their instructors; (4) examine the differences in the classroom management styles of instructors when grouped according to their profile variables; (5) capture the typifications and labeling attached by the students to the different classroom management styles employed by their college instructors.

Research Design

The study employed a mix of quantitative and qualitative methods of research. The quantitative aspect of the study used descriptive research. On the other hand, the qualitative aspect was framed within the phenomenological perspective of the informants to identify the typifications or labeling they attach to the different classroom management styles of their instructors.

Participants

For the quantitative aspect, a complete enumeration of the thirty faculty members and three-hundred students sampled from the three colleges of one higher education institution in the Philippines were the respondents of the study. For the qualitative aspect, eighteen students were selected for Focus Group Discussion and interviews to capture the specific narratives and the personal experiences of the students with their instructors who employed different classroom management styles. The Focus Group Discussion was utilized in order to gather the respondents' experiences in the classroom management styles employed by the college faculty. The participants were informed that the activity was recorded and strict confidentiality was observed. The participants were provided a discussion guide and they were requested to participate by sharing the experiences in their much-preferred language so that that can easily express their ideas. The point of discussion started with an exploring question. The FGD has a total duration of two hours. To avoid noise and interference, the activity was conducted in a closed-door classroom.

Instruments and Procedures

For quantitative data, two sets of questionnaires were answered by the respondents. The first part was a Classroom Management Style Inventory (Department of Special Education- Indiana University, n.d.) revealing four styles answered by the instructor-respondents. The instrument has twelve statements assessing five classroom management styles namely authoritarian, authoritative, laissez-faire, and democratic. The second part is the student-instructor relationship scale (SIRS) developed by Patricia Jarvis and Gary Creasey (2009). The instrument has thirty-six items measuring instructor connectedness and instructor anxiety. Higher scores denote stronger feelings of connectedness and low scores communicate avoidance, meanwhile, higher scores reflect generalized anxiety regarding a relationship with the instructor. For the qualitative aspect, data was organized around qualitative research strategy consisting of Focus Group Discussion and interview capturing the typifications and labels the students attached to their instructors. The interviews were conducted for three months and the duration varied from 30-60 minutes. After the conversation with the 14th informant, data redundancy and saturation was achieved since no new information was forthcoming.

Data Analysis

Descriptive statistics were employed to analyze the classroom management styles and student-instructor relationship scale. Inferential statistics were used to ascertain if there exists a significant difference in the classroom management styles when grouped according to their profile variables. Interpretation of scales for the variables being measured for the classroom management styles and student-instructor relationship followed a five-point Likert scale with 1 as the lowest and 5 as the highest.

For the qualitative part, the narratives of the students were coded and analyzed to identify the patterns and themes that gradually emerged. The lived experiences of the students are guided by Colaizzi's procedural steps (Streubert, & Carpenter, 2011) revealed the nature of the phenomena being studied. A total of 18 student-informants were taken by the researcher and were interviewed. The participation in the study was with the informed consent of the respondents and with written permission to the different college deans to conduct the study. Information collected was coded and anonymity was assured. Prior to the conduct of interview, informants were oriented about the purpose of the study and they were asked to participate and scheduling was done at their most convenient time without conflict with their academic subjects. Thematic coding was conducted to properly analyze the data. The recorded interviews were replayed to capture the coding of the statements.

Findings / Results

Classroom Management Styles of College Faculty

This part presents the classroom management styles of the respondents. The result shows how the respondents assessed their level of adherence to the four styles being investigated in this study. It presents the perceptions of the faculty-respondents on the different practices they employed in the classroom.

The assessment of the instructor-respondents showed that they put importance on authoritative classroom management style with a composite mean of 4.08 (often). They also generally assessed themselves *sometimes* employ autocratic (2.73) and democratic (2.99) and finally a *rare* use of laissez-faire classroom management styles (2.10). This shows that the respondents dominantly adhere to authoritative management style. Such style is characterized by high expectations of appropriate behavior among the student to behave in an acceptable way. The finding implies that the teachers are oriented more on formal authority and attendance policy. In the previous study, Cakir (2015) investigated

the authoritative attitude of instructors on empowering learners suggested that employing such authoritative style created empowerment among learners.

Table 1. Autocratic Classroom Management Style

Statements	WM	S.D.	VI	R
1. When a student is being disruptive during class, I assign him/her to detention, without further discussion.	2.09	1.28	Rarely	3
3. A classroom must be quiet for the students to learn effectively.	3.53	1.27	Always	1
9. I do not accept reasons and excuses from a tardy student.	2.58	1.06	Rarely	2
Composite Mean:	2.73	Sometimes		

Table 1 presents the autocratic classroom management style of instructors. They employ the autocratic management style "sometimes". This was revealed in the composite mean of 2.73. "The classroom must be quiet for the students to learn effectively" was the most favored item as it was rated the first rank with a mean of 3.53. This means that instructors agreed that a conducive learning environment must be free of noise and students must have the appropriate behavior in the classroom for them to learn better. The least favored item was "if a student shows disruptive behavior during class, I assign him/her to confinement, without further question" with a weighted mean of 2.09 with they rarely employ. Further, "I do not accept reasons and excuses form a tardy student" obtained a mean of 2.58.

This means that faculty-respondents do not usually employ an autocratic classroom management style. They tend to show consideration to students. This also implies that the instructor-respondents do not control alone the classroom life and that the standards they set are not high and they see to it that they are developmentally appropriate to the students. Sadik (2016) confirms that two are described as autocratic with regard to classroom management keep their students at a distance. They make educational decisions on their own, state them to the students and expect students to obey them. It is important to retain authority.

Table 2. Authoritative Classroom Management Style

Statements	WM	S.D.	VI	R
4. I am very concerned about what my students should learn and how they learn.	4.51	1.16	Always	1
8. I always explain the reasons and principles behind my rules and decisions to my students.	3.98	1.50	Often	2
11. My students can understand that they can interrupt my lecture if they have a relevant question.	3.62	1.60	Often	3
Composite Mean	4.08	Often		

Table 2 shows the authoritative classroom management style of instructors. As clearly seen in the table, faculty members employed authoritative management style "often" with a computed composite weighted mean of 4.08. This implies that the use of authoritative classroom management style by the instructors put control and limit to students but concurrently encouraging independence. It can be inferred that instructors believed that classroom rules and decisions are important to be relayed to students before they are being implemented by the instructors. They possess the high belief that rules and procedures are prerequisites for effective classroom management and effective instruction. A closer look at the table shows that the statement "I am very concerned about what my students should learn and how they learn" was ranked 1 with a mean of 4.51. This means that instructors have the high belief that what the students should learn and know under their tutelage is their primary obligation in the classroom.

Table 3. Democratic Classroom Management Style

Statements	WM	S.D.	VI	R
6. I do not like to reprimand a student because it might hurt their feelings.	2.73	1.14	Sometimes	3
10. I consider that the emotional well-being of my students is more important than my classroom control.	3.11	1.05	Sometimes	1
12. If one student requests a hall pass, I always honor the request.	3.11	0.91	Sometimes	1
Composite Mean	2.99	Sometimes		

Referring to Table 3, it can be surmised from the composite mean of 2.99 that instructors "sometimes" employ democratic classroom management style. This means that instructors sometimes employ soft management of classroom activities that provide an environment where students are free to express their feelings and needs. Perusing

the table, the statements “*I consider that the emotional well-being of my students is more important than my classroom control; and If one student requests a hall pass, I always honor the request*” were ranked first by the instructors with the mean of 3.11. The least favored statement in this dimension, “*I don't want to reprimand a student because it might hurt his/her feelings*” obtained a mean of 2.73. This suggests that instructors exhibit a moderate democratic classroom management style. They can recognize that the outcomes of their classroom should be calm and civil where students show a degree of responsibility, kindness, and respect. Morrison (2008) confirms that a democratic classroom management style emphasizes that students display behaviors such as asking the question democratic and free learning environments.

Table 4. *Laissez-faire classroom management style*

Statements	WM	S.D.	VI	R
2, I don't like to impose any rules on my students.	1.73	0.94	Rarely	3
5. When a student turns in me a late homework that is not my concern.	2.49	1.08	Sometimes	1
7. Class preparation isn't worth the effort.	2.09	1.35	Never	2
Composite Mean	2.10		Rarely	

Table 4 shows that this style was *rarely* employed by instructors as evidenced by a composite mean of 2.10. Since this style puts emphasis on giving students freedom in the classroom with little control of the instructor, the low assessment of the instructor in this style implies that that instructors believed that there is a rare need to minimize students' freedom in the classroom. “*When a student turns in me a late homework that is not my concern.*” was rated sometimes by the instructors with a mean of 2.49. Meanwhile, “*I don't want to impose rules on my students*” was assessed rarely with a mean of 1.73 by the instructors. And “*class preparation isn't worth the effort*” was also assessed never by the respondents.

With regards to the laissez-faire classroom management style presents an environment that has no demands on students, and the learners are actively supported in their effort to seek their own needs using reasonable means. Robbins, Judge, & Sanghi (2007) characterized laissez-faire style as abdicator of responsibilities as well as avoidance of making decisions. Laissez-faire classroom management style abdicates responsibilities and it avoids decision making by the teacher. Students are free to work on their way and they are responsible among themselves.

Types of relationships established by students

This portion presents the types of a relationship established by the students towards their instructors. There were two distinct parameters measured namely teacher connectedness and teacher anxiety. This shows examined the influence of student-teacher relationships. The instructor-student relationship is crucial for the success of both instructors and students in the classroom. This study also shed light on the prevailing student-teacher relationship in the classroom.

Generally, the assessment of the students on the kinds of relationship they established with their instructors showed that they have moderate instructor connectedness (3.25) and moderate instructor anxiety (3.04) as shown in Tables 5 and 6. This implies that there is a moderate level of students' connection and anxiety prevailing towards their instructors. In the study of Creasey, Jarvis, and Knapcik (2009) they reported that students who have strong connectedness with teachers display higher learning outcomes.

Table 5 shows the instructor connectedness of students. They assessed that their instructor connectedness was moderate as reflected by the composite mean of 3.25. This suggests that the students have an average feeling of connection towards their instructors. It can be inferred that there is an average connectedness of students towards their instructors. Hairston (2013) noted that building connection and relationship with teachers is important for adult learners as it will increase their self-confidence and development of new life opportunities.

Delving deeper into the table, the students agreed with the statement “*My instructors are concerned with the needs of their students*” as evidenced by the mean of 3.62 was ranked first. The item rated with the second rank was “*I have a very comfortable feeling connected to a class or instructor*” was rated *agree* by the students with a mean of 3.53. These items imply that the students can see their instructors as emphatic. They recognize that their instructors can show a caring attitude as they were treated in the classroom. Kennedy (2008) reported that the greater the attachment bond between instructor and student, the greater the promise of academic achievement while students' insecure attachments to their teachers can affect their academic careers.

The least favored item where the students were *undecided* or have moderate assessment was “*I usually discuss my problems and concerns with my instructors*” with a weighted mean of 2.79. This means that the students do not usually open up their personal concerns to their instructors and the feeling of openness towards their instructors is not yet established by the students. Further, all other items were rated by students undecided. These items further imply that

Instructors have not yet developed strong authentic relationships with their students. Catt, Miller, and Schallenkamp, (2007) confirm that establishing rapport or connectedness is a fundamental characteristic of an educator.

Table 5. Instructor connectedness

Statements	WM	S.D.	VI	R
1. My instructors are concerned with the needs of their students.	3.62	1.03	Agree	1
2. It is not difficult for me to feel connected to my instructors.	3.39	1.52	Moderate	3
3. I feel comfortable sharing my thoughts with my instructors.	3.19	1.01	Moderate	8
4. I find it relatively easy to get close to my instructors.	3.27	1.00	Moderate	7
5. It's easy for me to connect with my instructors.	3.29	0.99	Moderate	6
6. I have a comfortable feeling connected to a class or instructor.	3.53	1.04	Agree	2
7. I usually discuss my problems and concerns with my instructors.	2.79	1.26	Moderate	11
8. I could tell my instructors just about anything.	2.92	1.05	Moderate	10
9. I feel comfortable depending on my instructors.	3.10	1.01	Moderate	9
10. If I am facing a problem in my class, I know I could talk to my instructors.	3.30	1.06	Moderate	5
11. I know my instructors could make me feel better if I had a problem.	3.32	1.07	Moderate	4
Composite Mean	3.25	Moderate		

This study also assessed the instructor anxiety of college students, this refers to the perception of the students in the sense of unsupportiveness and or threatening behavior they get when interacting with their instructors. Table 6 shows the assessment of the students along with instructor anxiety, as clearly seen in the table with a composite mean of 3.04. This generally implies that students have a moderate feeling of anxiety towards their instructors.

The students disclosed that they *agreed* with the statement "I am afraid that I will lose my instructors' respect" as evidenced with the mean of 3.46. This means that students recognized well the authority of their instructors as purveyors of knowledge and wisdom thus respect must always be accorded to them being the facilitators of learning. A closer look at the tables shows that the students have moderate or undecided instructor anxiety as being revealed in all other items.

Table 6. Instructor anxiety

STATEMENTS	WM	S.D.	VI	R
1. I'm afraid that I will lose my instructor's respect.	3.46	1.30	Agree	1
2. I worry a lot about my interactions with my instructors.	3.21	1.05	Moderate	2
3. My instructors make me doubt myself.	2.64	1.10	Moderate	8
4. I am nervous around my instructors.	2.86	1.10	Moderate	7
5. I'm scared to show my thoughts around my instructors; I think they will think less of me.	2.95	1.07	Moderate	5
6. I'm afraid that if I shared my thoughts with my instructors they would not think very highly of me.	2.94	1.04	Moderate	6
7. I worry that I won't measure up to my instructors' standards.	3.16	0.99	Moderate	3
8. I often worry that my instructors do not really like me.	3.08	1.05	Moderate	4
Composite Mean	3.04	Moderate		

The difference in the classroom management styles of instructors when grouped according to their profile variables

Testing the significant difference in the classroom management styles of the instructors when grouped according to their profile variables is an important investigation of the study. This study reveals a significant difference in the classroom management styles of instructors when their profile variables are taken.

Table 7. Classroom Management Styles and Profile Variables

Profile Variables	Autocratic	Authoritative	Democratic	Laissez Faire
Gender	0.603 ns	0.418 ns	0.393 ns	0.973 ns
Age	0.229 ns	0.109 ns	0.109 ns	0.065 ns
Civil Status	0.327 ns	0.056 ns	0.026 *	0.244 ns
Years in Teaching	0.080 ns	0.027 *	0.066 ns	0.113 ns
Academic Rank	0.123 ns	0.071 ns	0.057 ns	0.120 ns
Number of Preps	0.238 ns	0.970 ns	0.243 ns	0.939 ns
Highest Educ'l Attainment	0.659 ns	0.042 *	0.226 ns	0.478 ns
Class Size	0.202 ns	0.336 ns	0.059 ns	0.871 ns

*= significant at 0.05 level; ns= not significant at 0.05 level

The profile variables in which the classroom management styles of the instructors showed the significant difference is along with the authoritative classroom management style when grouped according to years in teaching (p-value of 0.027) and highest educational attainment (p-value of 0.042). Based on Post Hoc Tukey HSD test, the significant differences among years in teaching is shown among those who have been teaching more than five years are more likely to become authoritative than those who have below 4 years of teaching experience. This concurs the finding of Unal & Unal (2012) that teachers with a higher number of years in teaching experience are found to be favoring teacher maximum control or authoritative. Thus, years of teaching experience plays a significant role in instructors' beliefs on choosing their classroom management style. While teachers with less experience were found to be more democratic. This justifies by Alkan (2007) and Yildirim (2012) that novice teachers' alleviated display of democratic behavior, compared with the other participants, might originate from their lack of professional experience and their inexperience in communicating with their students.

Moreover, Post Hoc Tukey HSD test also showed that those who were doctorate degree holders put more emphasis on authoritarian classroom management styles compared to those were baccalaureate, with master's units, MA/MS graduates and with doctoral units. This implies that teachers who have higher educational qualifications may have shown a formal authority to manage the classroom since they established among themselves the way in advancing the frontiers of their knowledge and experience. This suggests that when the instructors have established strong grounding of their knowledge and specialization, they tend to project their expertise as an authority of their field of discipline making themselves more authoritarian and more conversant to their fields. Thus, their knowledge and expertise made them display a classroom management style which is authoritarian. Magulod (2017) confirms that there is a significant relationship between the stability of knowledge and formal authority teaching style showing that level of education is associated with formal authority teaching style.

Meanwhile, the only difference shown along democratic classroom management style of instructors is when grouped according to their civil status (with the p-value of 0.026). Post-Hoc Tukey HSD test showed that instructors who are single showed higher adherence to democratic classroom management style compared to those who are married. All other classroom management styles are not significantly different when grouped according to profile variables. Such finding contradicts Sadik & Sadik (2014) that those female teachers display autocratic classroom behavior more often than male teachers.

Typifications and labels attached by students to the different classroom management styles of instructors

Exploring the typifications and labels attached by students to their instructors who practice different classroom management styles is a major research inquiry. This paper attempts to capture the glimpse of the 'lived experiences' of the students as they see, define and describe their instructors who employ autocratic, democratic, and authoritarian and laissez-faire styles. The data generated in this part of the study came from the results of the FGD conducted by the researcher.

The labels attached to the autocratic instructor were *Adolf Hitler* and *poker face* as being described in the context of the encounter with their instructors. They unanimously narrated: "Sir X is very strict to us. He is Adolf Hitler, whatever he instructed us, we need to follow because we are afraid to be scolded by him." When asked why they said: "the only emotion we can see in the face of Ma'am X is but raised eyebrows so we call her poker face. She can't even smile or make the class laugh. When she talks she's like a robot directly stating her rules without even asking if we agree about it. We don't feel our involvement in the class." Their narration affirmed what Shermerhorn, Hunt, & Osborn (2008) assertion that laissez-faire abdicates responsibilities and avoiding the decision. From the above statements, it might be assumed that the main motivation for students in such an autocratically managed classroom is fear, and therefore learners are not be relaxed.

In contrary, one informant also admitted that she become a diligent student because of an autocratic instructor, she said "With the way Ma'am Q treated us, I cannot afford to skip my assignment with her, every night I always looked at my

notes in her subject because I am afraid that if I did not do my homework or even got a low rating in my exam I might be scolded or dropped in her subject. Basing from the narrative of the informants, it can be synthesized that the students were made to obey the autocratic instructor by means of formal authority control, that is, by the use of punishment rather than a reward to persuade learners to cooperate and follow the instructor's wishes. They tend to control totally every aspect of the class activities with little or no involvement of the students.

The labels and typifications were given by the informants to an authoritative instructor were *strict but motivating*, *disciplined instructor*, *rules-oriented*, and *serious*. Since authoritative instructor places limits and controls on the students but simultaneously encourages independence, the informants said "Ma'am X is strict but motivating, she sees to it that all of us can cope with her lessons." Two of them also said "Sir X is a disciplined instructor. He would always assert his authority over matters within his prerogative but he also looked if we can cope with his standard and tries to explain why he set that rules to us." In the same manner, one of them said "Ma'am X always sets classroom rules that need to be followed. I called her rules-oriented because she always brings her class cards and seat plan to check who was absent for the day but she's open for consideration if we try to raise our concerns." Moreover, another informant claimed: "Sir X has the attitude of being so serious in class but maintains interaction with us and try to treat us based on our needs in the classroom." Further, one of the informants affirmed that with disruptive behaviors of students are being offered polite but firm reprimand from an authoritative teacher: "We have our confidence to talk with Sir X. He encourages us to bring out questions but he has firm words and reminders to our classmates especially to those who misbehave in class." Based on the transcript of the informants, the authoritative instructor welcomes considerable verbal interaction with students. The students are aware that they can interpose with the teacher only if they have a relevant question or comment. This offers the students the opportunity to learn and practice good communication skills.

Meanwhile, from the point of views of the informants, the following labels emerged as typifications to a democratic instructor: *approachable type*, *patient facilitator*, *cool instructor*, *motivator* and *kind*. One participant shared: "Sir X is a lesson challenger who initiates significant questions to understand our topic. He is a patient facilitator who will never give up in bringing out our personal ideas. A leader who levels one's thought to the student's level. He is an innovative-educator who tries to go along with the needs and language of students." From another participant: "Sir X is a democratic instructor, in as much possible, he does not like to hurt his students' feelings. He put high regard to his students' feelings but he still set rules to maintain discipline inside the classroom." One participant also stated that: "Ma'am X is a cool instructor, she sets classroom standards during the first meeting in her class and she encourages us to participate in the deliberation of rules and procedures in her subject especially in the grading system in her subject. She would always ask if we agree about what she set." Further, one informant also shared: "She is a motivator and kind instructor who is approachable and always tries to listen on a student's concerns." During classroom activities, a democratic instructor employed group dynamics and group works, one informant, narrated "During our class with Sir X, he lets us be grouped to accomplish an activity and patiently facilitates and processes the discussion after group presentations." It can be summed up that a democratic instructor is characterized by soft management of classroom activities that provide an environment where learners are free to express their feelings and needs. Under the democratic management style, students are always well informed about what is taking place in the classroom and, most importantly, learners are involved in most of the activities.

The used of *laissez-faire* classroom management style has been described as a *permissive instructor* by the respondents. Basing from the transcript, the informants affirmed that "I considered her a super permissive instructor; she never gets angry with my classmates who are disrupting during our class especially during quizzes and exams. Many of my classmates are already cheating but she just ignored the act." Since *laissez-faire* place a lot of emphasis on learners' happiness and development in the classroom, the informants also labeled *laissez-faire* instructor who is socially anemic. As the informants narrated "We knew a fact that a teacher is powerful inside the classroom but Ma'am X is very lenient and permissive to us. She is socially anemic as if she does not want to talk with us. She was never interested in what we did as output. We are not even motivated to learn in her subject."

Moreover, the informants shared the same view that their *laissez-faire* instructor believes so much in the strength of the capability of the students. The participants said "That instructor is putting much trust in us. She believes we can do well at all times without her presence in the classroom that's why she allows us to become very independent and we can be better students." This statement agrees with what Shermerhorn, Hunt, & Osborn (2008) assertion that *laissez-faire* abdicates responsibilities and avoiding decision making.

Conclusion

The main aim of this investigation is to determine the classroom management style of instructors in a one-state university of Cagayan Province, Philippines and ascertain the prevailing instructor-student relationship in the classroom. Results of the study revealed that majority of the instructors were male, belonging to 21-30 years old, married, and have rendered below four (4) years of teaching in the university, having three (3) subject preparations, holders of MA/MS degrees, with 31-35 students per subject. The instructors put primary importance on authoritative classroom management style. Their years teaching service and educational qualification spelled differences in their authoritative classroom management style. While civil status spelled the difference in the democratic classroom

management style of instructors. Gender, age, academic rank, number of preparations, class size and monthly income do not vary as far as the classroom management styles of Instructors are considered. Further, students have established a moderate level of connectedness and anxiety towards their instructors. The different classroom management styles employed by Instructors were attached by students with different labels and typifications. Generally, classroom management styles are dependent on the conviction of the instructors to manifest fear, non-threatening, business-like and permissive behaviors which affect how the university students' learn.

Suggestions

The university should continue to provide in-service training for the instructors along with classroom management particularly in the use of other styles and with focus on eclectic classroom management, these will permit them to become better classroom managers of 21st-century classrooms. Instructors should also learn and implement research-based classroom management strategies and try research-based teaching practices in order to improve their classroom management skills. To improve the relationship establish by students towards their instructors, the following are recommended: first, academic counselling should be strengthened by instructors by way of informing students their available time before or after school. Second, the use of proactive classroom management strategies in the classroom would clearly communicate to the students their formal plan for discipline and procedures. Third, instructors should be able to display their regard for students' perspective and ideas by way of exploring opportunities for students to showcase their ideas and thoughts in their subjects; fourth, instructors should employ behaviour management strategies that clearly communicate expectations and caring to students to strengthen the connectedness of students.

As to the limitation of the current study, it only fills the gap in the literature regarding the classroom management styles, students' connectedness and anxiety as well as the labels attached to the different classroom management styles using quantitative and qualitative research designs in a limited setting. Hence, it is recommended that similar study may be conducted with larger samples and scope to verify the findings of the present study with the inclusion of other factors and variables related to classroom management style, teaching competencies and students' academic performance in higher education institutions. Further, the use of more sophisticated research approaches and designs will also validate the findings of the present study.

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