

School Culture Triage and Classroom Management Strategy: Basis for School Culture Enhancement

Prescilla G. Derequito¹, Celso L. Tagadiad²

¹Department of Education, Davao del Norte, Philippines

²UM Panabo College, Davao del Norte, Philippines

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ABSTRACT

The study determined which components of school culture triage best influence the classroom management strategies of public high school teachers. A non-experimental quantitative research design using correlation technique was applied. In analyzing the data, weighted mean, Pearson r and linear regression analysis were used. The results revealed that the overall level of aspects of culture triage is very high, which indicates that the ideal school culture triage is most of the times observed. Moreover, results further revealed that Managing Classroom Behavior obtained the highest mean described as very high. And that the overall mean results revealed that the study has a descriptive level of very high. Additionally, the study further revealed that there is a significant relationship between culture triage and classroom management strategies. Furthermore, the indicators professional collaboration and affiliative collegiality best influence classroom management strategies since their sig values are less than 0.05.

Keywords: culture triage, classroom management strategies, classroom behavior, culture, survey, teachers, Philippines

INTRODUCTION

Classroom management strategy approach has always been changing in order to make the teachers and students efficient and creative. The general aim of all these approaches is creating a positive teaching and learning atmosphere for teachers and students. The rapid changes and developments in the society are also seen in the classroom management approaches. Keeping company with these rapid changes in the world is also a must for the teachers as the opposite situation can cause big problems for the actors of the classroom as cited by Sanli (2019). Management of the classroom is one of the problems teachers face in the institution of education. Nearly one-half of those who become teachers leave the profession within 5 years due to lack of classroom management strategies. Thus, a stronger emphasis on classroom management strategies and best practices in the context of teachers' personality may serve to strengthen teacher retention efforts (Badamas, 2021).

Classroom management strategy, as the best way of an effective teaching and learning, transforms student potentials and provide outputs such as knowledge, skill and behavior. In addition, it also has a great impact on developing students' academic knowledge, cognitive competence and affective qualifications. Within this context, having desirable classroom management strategy skills, for teachers and teacher candidates, is critical. Teachers are expected to manage their classes in an effective way that students can benefit from the schooling activities to the maximum level. Hence, teachers should master classroom management strategy as it is a mandatory component of effective teaching and learning (Kaya, M. & Selvitopu. A. 2019) *p* (409). Teachers should use good classroom management strategies so as to avoid disorderly behaviour by a certain number of students which may likely affect the activities of the classroom according to the study of Badamas (2021).

A good school culture will greatly support the success of character education that will be transformed in school. That school culture can be interpreted as a system of meanings shared by all school residents that distinguishes it from other schools as stated in the study of Kurniawati & Sunarso (2019). School culture from each school is also different. The teachers and principals of each school will need to develop and understand a shared vision- that of creating a culture of collaboration. Having a clear and shared vision that sets direction will ultimately support organizational change pointed out by McCann (2019). With this problem of practice surfaced, is to develop a shared vision with teachers that inspires a culture where collaboration is visible and valued, recognizing that collaborative work ultimately improves student achievement McCann (2019) added.

There is ongoing pressure facing educational leaders to improve student achievement and school culture. Past and present researchers seek to focus on how leadership directly impacts effective positive culture as measured by stakeholder satisfaction Littlejohn (2021). Although several studies (Confeld 2016; Fisher 2012; Macneil, Prater, Busch 2009; Maslowski, 2001; Ohlson, Swanson, Adams-Manning, Byrd 2016; The Aspen Institute Education & Society Program 2014; Wagner, 2006; Yeboah, 2015) have linked the general notion of school culture, there hasn't been as much attention paid to the teachers' classroom management strategies in the local setting of public high schools. In light of this, the researcher is curious to learn whether the school culture triage survey will have any potential future effects on efforts to improve schools and whether these efforts will affect teachers' classroom management strategies in public high schools.

A positive school culture has an exceptionally positive influence on the members of a school and is considered to be a driving force in achieving the school goals (Van der Westhuizen et al., 2005 as cited in Ismail, M., Khatibi, A.A. & Azam, S. M. F., 2022) *p*(264). Thus, it is essential for schools to have the social conditions necessary for student and teacher success. Every aspect of a school including students' motivation, teachers' commitment, job satisfaction, collaboration and community building are impacted by a positive school culture. An effective school culture can be identified through six factors, namely collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. These factors are essential in understanding the collaborative culture of a school. Collaborative school cultures are known as the best setting for learning for students and teachers. In fact, a collaborative culture is considered to be an essential element for continuous improvement in the school (Zahed stated in the study of Ismail, M., Khatibi, A.A. & Azam, S. M. F., (2022).

Comparatively, a number of studies have demonstrated that students benefit from teachers who are highly effective. Overall school effectiveness has been linked to high teacher efficacy. Teacher efficacy and collaboration with other teachers to raise student achievement were both correlated with observations of other teachers. Another study on teacher collaboration discovered a substantial connection between teachers' preferences for teamwork and their own teaching efficacy. Four factors were connected to school climate in one literature study. They consist of teacher efficacy, collegiality, parent involvement, and student achievement (Association for American Educational Research, 1998).

In this regard, the interactions between classroom management strategies used by teachers and school culture are particularly relevant in 21st century education. In light of the fact that "school culture measures demonstrated a statistically significant link with variables related to the quality of instruction in primary schools" (Gluac, Tasi, Nikoli, Terek, Gligorovi, 2015). To achieve successful educational outcomes, instructors' classroom management skills, in particular their control over their pupils' behavior, are essential (Oliver & Reschly, 2007).

By emphasizing the current state of school culture and how this serves as a tool for leaders to discuss and reveal what kind of culture his or her school currently has, the results of this study are expected to fill a gap in the literature. They will also serve as a medium for change for the betterment of public education in our country as defined by the diverse strategies of teachers in managing the classroom in public high schools.

The study's further findings will be extremely valuable as an exploratory view of educational research on the connected problems of school culture. So, it was necessary to carry out this study.

METHOD

Presented in this chapter are the discussions on research design, research subject research instrument, data gathering procedure and the statistical treatment applied in the study.

Research Design

The researcher used correlation-based non-experimental quantitative research design. An example of a non-experimental design is the correlational technique, in which the researcher explored the relationship between two or more variables in a natural situation without modification or control (Bhandari, 2022). In correlational studies, the researcher determined how the change in one variable is linked with the change in the other variable in order to assess the strength of links between variables. Typically, correlational studies include both independent and dependent variables; however, the independent variable's impact on the dependent variable cannot be controlled (Patidar, 2013). This research approach was used in this study because it was intended to evaluate a large school category from the Division of Panabo City, a classroom management practices, and school culture as determined by a triage survey. It assessed whether there is a meaningful association between the two variables.

This study is descriptive since it will determine if the school culture triage had mediating effect on the teachers classroom management strategies in public high school.

Research Locale

The location of the study is Panabo City. In the Philippine province of Davao del Norte, Panabo is a third-class component city that borders Davao City to the northeast. The city, which consists of 40 barangays, spans an area of 25,123 hectares. 63 kindergartens, 59 elementary schools, and 21 secondary schools, both public and private, make up the medium-sized Panabo City Division. The mentioned institution where the study will take place is one of the large schools in Panabo City. With about 6,360 junior high school students attending the institution, with employees of 225 teachers. Moreover, the senior high school department of the said school has 1,475 pupils and 39 teachers.

Presented in Figure 2 is the map of the Philippines highlighting the province of Davao del Norte and the location of the city of Panabo. The Philippines consists of 17 regions in which the city of Panabo, Province of Davao del Norte is located in Region XI. The country is an archipelago of 7107 islands with a total land area of 300,000 square kilometers (115,831 sq mi). The islands are divided into three groups: Luzon, Visayas, Mindanao.





Figure 2. Map of the Philippines highlighting Panabo City

Population and Sample

The three major public high schools in the Panabo City Division's vicinity of the city proper, were the ones whose teachers included as respondents as part of the study's inclusion criteria.

Teachers in high schools who are on-leave while the study is being conducted and the school in charge of the three large public high schools in the Division of Panabo City are the study's exclusion criteria.

Teachers who participated as respondents who fail to sign the informed consent form will be disqualified from the study, according to the criteria for removal from the study. Even after they completed the informed consent form, respondents have the option to stop participating at any moment if they are no longer willing to complete the inquiry.

The researcher presented a letter to the school principal of the three large institutions, along with a note from the Schools Division Office approving the study's conduct. Before the study is conducted, a copy of the confidentiality agreement supplied to the aforementioned respondents and participants, also, they were virtually informed owing to the global pandemic.

Also, the researcher employed a random sampling approach with a straightforward percentage to determine the sample size of the population for this investigation. For the study to be successful, 200 teachers from the three public high schools were directed as respondents. By proportion, 70.71% of the population came from the teachers of the largest school, 15.83% came from the teachers of the second large school, and 13.46% from the teachers of the third large school. The percentage sample size is calculated appropriately based on the total number of teaching staff in each of the schools where the study was conducted.

Research Instrument

In this study, two standardized tools are used. The first was to evaluate the degree of school culture triage. And second was to evaluate the classroom management strategies of the three large schools in the Panabo City Division.

An adopted Wagner (2006) questionnaire was used to assess the degree of school culture triage, and it was submitted to the expert panel for approval. The poll was used by other scholars, who reached same conclusions. These findings, which discovered convincing anecdotal evidence, indicated that there is a real connection between school culture and student achievement and that everything that happens in a school is influenced by culture Wagner (2006). The research discovered associations between school culture and parental involvement, staff member satisfaction, and community support Phillips (as cited in Wagner 2006). Because of the instrument's validity and reliability, according to Wagner's (2006) research, the research

questionnaires were utilized. The pilot testing was conducted at the different curriculum and special programs to one of the large schools where the study was conducted. Included in the pilot testing were teachers of the Night Shift Curriculum, Special Program in the Arts (SPA), Science, Technology, and Engineering program (STE), Senior High School faculty were given random questionnaire instrument which made them to assessed the extent to which three cultural behaviors were present in their respective classrooms. These three cultural traits or indicators offered perception into the general learning community's culture and, more specifically, the culture within the school's walls Wagner (2006).

The following five orderable gradations, along with their corresponding ranges of means and descriptions, were taken into account when assessing the degree of school culture triage:

Range of Mean	Descriptive Equivalent	Interpretation
4.20- 5.00	Very High	If the measure described in school culture triage is always manifested.
3.40- 4.19	High	If the measure described in school culture triage is oftentimes manifested.
2.60- 3.39	Moderate	If the measure described in school culture triage is sometimes manifested.
1.80- 2.59	Low	If the measure described in school culture triage is rarely manifested.
1.00- 1.79	Very Low	If the measure described in school culture triage is never manifested.

On the other hand, the measurement of teacher classroom management strategies questionnaire was the primary measure of perceived frequency of management strategies used in the classroom as developed by The Incredible Years (2012).

In evaluating the frequency of teacher classroom management strategies, the following five orderable gradations with their respective range of means and descriptions were considered:

Range of Mean	Descriptive Equivalent	Interpretation
4.20- 5.00	Very High	If the measure described in teacher classroom management strategies item is always evident.
3.40- 4.19	High	If the measure described in teacher classroom management strategies item is oftentimes evident.
2.60- 3.39	Moderate	If the measure described in teacher classroom management strategies item is sometimes evident.
1.80- 2.59	Low	If the measure described in teacher classroom management strategies item is rarely evident.
1.00- 1.79	Very Low	If the measure described in teacher classroom management strategies item is never evident.

The research adviser received the research instrument's initial draft and requested comments, recommendations, and suggestions to enhance its presentation and include any necessary modifications. A group of specialists reviewed and edited the final copy. Before data collection, the expert validators provided, comments, and suggestions that incorporated into the final draft. The specialists compiled the study's future findings and certified and approved them.

Data Collection

With the panel members' acceptance, the researcher proceeded through the subsequent processes to collect data for the study. The researcher approached the colleagues for approval before starting the project. The three large schools of the Division of Panabo City where the study was conducted, and the Dean of the Professional Schools of the University of Mindanao formally asked for permission to conduct the study. After receiving permission, the researcher arranged a timeline for the study's execution.

The researcher presented the study to the respondents and described the research tool and its objective before distributing the questionnaires. The researcher held an orientation with the respondents to go through the proper way to complete the surveys and go over each item in detail to ensure accurate and trustworthy results.

After all the questions have been answered by the participants, the researcher finally collected the survey questionnaires. All the information obtained from the respondents are totaled by the researcher. With the help of statistician, analysis and interpretation of the results were scientifically interpreted. Using the data, conclusions and suggestions were developed based on the study's findings.

Statistical Tools

The following statistical tools were used for data analysis and interpretations of the study.

Mean. This statistical tool were applied to the respondents based on their frequency application of teacher classroom management strategies.

Pearson Product Moment Correlation of Coefficient. This statistical tool was used to assessed the significant relationship between the school culture triage and the teacher classroom management strategies.

Regression. This tool was used to examined to determine which of the school culture triage domains had a significant impact on their classroom management techniques.

RESULTS

This chapter provides the presentation of statistical data relative to the problem of the study. The results of the level of aspects of culture triage and classroom management strategies of teachers. The correlation between measures and the regression analysis of culture triage on classroom management strategies of teachers.

Culture Triage

The first objective of the study was to assess the level of the aspects of school culture of the three public high schools in Panabo City. The level of the aspects of the school culture classroom in terms of professional collaboration, affiliative collegiality, self-determination and efficacy.

The level of culture triage was revealed in Table 1. The results revealed that the overall mean was 4.21 with a descriptive level of *very high*. The result further means that the school culture triage is always manifested. The very high level could be attributed to the high rating given by the respondents in all the indicators. This meant that the respondents' response to the culture triage was frequently demonstrated.

The result further revealed that the *affiliative collegiality* got the lowest mean of 4.13. This was followed by professional collaboration with a mean of 4.19. Lastly, *self-determination and efficacy* attained the highest

mean of 4.30.

Table 1. Level of aspects of school culture

Indicator	SD	Mean	Descriptive Level
Professional Collaboration	0.94	4.19	High
Affiliative Collegiality	0.95	4.13	High
Self-determination and Efficacy	0.78	4.30	Very High
Overall	0.89	4.21	Very High

As shown in the table above, *self-determination and efficacy* was the indicator with the highest mean, with two of the highest items being at *people work here because they enjoy and choose to be here* with mean of 4.46 *staff is empowered to make instructional decisions rather than waiting for supervisors to tell them what to do* with mean of 4.36. This was followed by *professional collaboration*, with the highest item *teachers and staff work together to develop the school schedule* with mean of 4.47.

Classroom Management Strategies of Teachers

The second objective was to describe the public high school teachers' classroom management strategies which was measured through a survey questionnaire with the following indicators: *managing classroom behavior, specific teaching techniques, working with parents*. It is shown that this variable has an overall mean of 4.30 with a descriptive of equivalent of very high. This means that the classroom management strategies of the respondents are manifested to be sometimes true.

Table 2. Level of teachers' general classroom management strategies

Indicators	SD	Mean	Descriptive Level
Managing Classroom Behavior	0.63	4.48	Very High
Specific Teaching Techniques	0.87	4.24	Very High
Working with Parents	0.94	4.18	High
Overall	0.89	4.30	Very High

The result further revealed that Managing Classroom Behavior obtained the highest mean of 4.48 described as very high. This was followed by Specific Teaching Technique with mean of 4.24 described as very high. And Working with Parents with mean of 4.18 with a descriptive level as high.

As shown in the Appended Table 2.1 under *managing classroom behavior* respondents are highly demonstrated *confident in managing current behavior problems in your classroom* with a mean of 4.59, and they had claimed to have average demonstration in *confident in their ability to promote students emotional, social, and problem-solving skills*.

In the Appended Table 2.2 under *specific teaching techniques*, it showed that respondents are highly demonstrated *praise positive behavior* with a mean of 4.70, and claimed to have low demonstration in *ignore misbehavior that is non-disruptive to class* with a mean of 3.57.

As shown in Appended Table 2.3 under *working with parents*, respondents are highly demonstrated *collaborate with other teachers for solutions and support* with a mean of 4.55, and they claimed to have low demonstration in *make home visits* with a mean of 3.74.

Significance of the Relationship between Culture Triage and Classroom Management Strategies of Teachers

The main purpose of this study was to assess the significant relation between *culture triage* and *classroom management strategies as shown in Table 3*.

The table shows that the overall *R*-value is 0.709 and *p*-value of 0.001. Since the *p*-value is less than 0.001 was less than the 0.05 level of significance, this means that the null hypothesis of no significant relationship between culture triage and classroom management strategies of public high school teachers was rejected.

Moreover, the significant relationship between the indicators of the independent variable *culture triage* when correlated with indicators of the dependent variable *classroom management strategies of public high school teachers*, were all significantly related with each other since their *p*-value is less than 0.001, namely *professional collaboration* and *managing classroom behavior* with an *R*-value of .562 and a *p*-value of less than 0.001; *professional collaboration* and *specific teaching techniques* with an *R*-value of .578 and a *p*-value of less than 0.001; *professional collaboration* and *working with parents* with an *R*-value of .611 and a *p*-value of less than 0.001, all had significant relationship to *professional collaboration*.

Table 3. To determine the significant of the relationship between culture triage and classroom management strategies of public high school teachers.

CULTURE TRIAGE				Overall
	Managing Classroom Behavior	Specific Teaching Techniques	Working with Parents	
Professional Collaboration	.562**	.578**	.611**	.642**
	(0.000)	(0.000)	(0.000)	(0.000)
Affiliative Collegiality	.545**	.679**	.667**	.717**
	(0.000)	(0.000)	(0.000)	(0.000)
Self-determination and Efficacy	.560**	.592**	.487**	.580**
	(0.000)	(0.000)	(0.000)	(0.000)
Overall	.606**	.677**	.645**	.709**
	(0.000)	(0.000)	(0.000)	(0.000)

Furthermore, the *affiliative collegiality* and *managing classroom behavior* with an *R*-value of .545 and a *p*-value of less than 0.001; *affiliative collegiality* and *specific teaching techniques* with an *R*-value of .679 and a *p*-value of less than 0.001; *affiliative collegiality* and *working with parents* with an *R*-value of .717 and with a *p*-value of less than 0.001, all had significant relationship to *affiliative collegiality*.

The next indicator is *self-determination and efficacy* and *managing classroom behavior* with an *R*-value of .560 and a *p*-value of less than 0.001; *self-determination* and *specific teaching techniques* with an *R*-value of .592 and a *p*-value of less than 0.001; *self-determination* and *working with parents* with an *R*-value of .487 and with a *p*-value of less than 0.001, all had significant relationship to *affiliative collegiality*.

Domain of Culture Triage that Significantly Influences Classroom Management Strategies of Teachers

As shown in Table 4, the value of *F* was 78.155 with *p*<0.01. Therefore, there is a significant influence of the *culture triage* particularly the *Affiliative Collegiality* indicator is always evident on the *classroom management strategies*

of public high school teachers.

The result also showed an *R*-value of 0.730 with *R*² value of 0.532 which meant that 53.2 percent of the variability of the dependent variable is caused by the variability of the independent variable.

Finally, the *t* values of each indicator of the *culture triage* are presented and it revealed that *professional collaboration* and *affiliative collegiality* best influence classroom management strategies since their *p*-values are 0.009 and 0.000 respectively.

Table 4. Domain of the Culture Triage that Significantly Influences Classroom Management Strategies of Teachers

Culture Triage (Indicators)	Classroom Management Strategies of Teachers				
	<i>B</i>	<i>B</i>	Std. error	<i>t</i>	<i>Sig</i>
(constant)		1.760	.185	9.524	.000
Professional Collaboration	.211	.166	.063	2.643	.009
Affiliative Collegiality	.550	.426	.067	6.347	.000
Self-determination and Efficacy	.004	.004	.068	0.053	.958
<i>R</i>	0.730				
<i>R</i> ²	0.532				
<i>F</i>	78.155				
<i>P</i>	0.000				

School Culture Enhancement

An institutional faculty development plan has also been included to enhance the school culture. The interactions between and among staff, students, and the community make up the school culture. To improve student achievement, leaders must be aware of their part in fostering a positive school culture (Littlejohn, 2021) *p* (5).

Since the school's culture is a crucial component of its reputation. Mikusova, M., et. al. (2023). It has many different components, such as instructional and didactic activities, organizational tasks, school presentations, or school routing (Petlak, 2019 as cited by Mikusova, M., et. al. 2023) *p*(4). In order to generate innovations, it is essential to improve school culture so that all management and academic staff can collaborate and take fresh ideas into consideration (Nesbit & Leacock, 2006 as cited by Caliskan, A. & Zhu, C. in 2019) *p*(140).

Educational leaders are under constant pressure to raise student achievement and foster an innovative school culture. A robust and supportive school culture must be established at the outset by the school leader (Valickis, K.P., et.al (2022). School administrators play a crucial role in fostering a pleasant school climate by forging a shared vision, emphasizing cooperation and shared administration participation, and maintaining open lines of communication with the staff (Köker & Yeniçeri, 2013 as cited by Bayar, A. & Karaduman, H. A. in 2021).

Researchers have long focused on creating a collaborative school culture that improves the teaching and learning process. A culture like this is crucial to the effectiveness and success of the school improvement process because it fosters a climate where things change quickly, issues are resolved collaboratively, and teachers encourage one another. (Valickis, K.P., et.al (2022).

It is not feasible to state that one culture is better than another because culture itself is formed and

manifested in various ways in various organizations; the only thing that can be said is that each culture is unique. Only relevant or suitable cultures exist; there is no such thing as a perfect culture as mentioned by Mikusova, M., et. al. (2023).

The high sense of unity and camaraderie of an institution lies in the understanding of the highly-diverse culture of the school. Hence, the following school culture enhancement program design aimed at determining the school culture in terms of the core values of institution along Accountability and transparency, Credibility and integrity, Competence and commitment to achieve, Excellence in service delivery, Social and environmental responsiveness and Spirituality (ACCESS). This study also determined the profile of the faculty members in terms of their sex, length of service, highest educational attainment, academic rank and employment status as well as the significant difference between the extent of practice of the school culture across their profile variables as mentioned in the study of Estrella (2020).

The following table shows the suggested enhancement program aligned with ACCESS design scheme that is said to be centrally important in maintaining and enhancing the quality of school culture.

Table 5. Suggested School Culture Enhancement Program

Leader's key activities	Description of activities
1. Building a shared vision and setting goals	<ul style="list-style-type: none"> – Formulating a broad, long-term agenda (vision) and explaining it to the entire staff. – Planning actions based on the vision. – Constantly communicating the vision. – Fostering the ownership and acceptance of shared goals. – Clarifying roles and objectives.
2. Sharing responsibility and creating an environment for collaborative learning	<ul style="list-style-type: none"> – Joint decision-making and shared responsibility. – Sharing expertise. – Team building. – Creating opportunities for working together (working groups, formal and informal meetings, professional networks, etc.). – Creating conditions for learning and sharing experiences (time and space).
3. Improving the quality of teaching and learning	<ul style="list-style-type: none"> – Systematically supporting teachers' professional development. – Monitoring the learning process and collecting evidence (observing lessons, monitoring student achievement, research, measuring impact, etc.). – Providing feedback to teachers. – Mentoring.

<p>4. Modelling and building trusting relationships</p>	<ul style="list-style-type: none"> – Being a role model (motivating, inspiring). – Open and positive communication. – Recognizing and acknowledging progress. – Creating a safe environment for learning and risk-taking.
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DISCUSSION

Presented in this chapter are the discussions of data of school culture triage and classroom management strategies of public high school teachers. Also contained in this section is the discussion of the correlation between measures and the regression analysis of culture triage and classroom management strategies.

Culture Triage

Educational institutions need to provide quality education to prepare the students for the future generation. The school culture can provide the best environment for the teaching and learning programs and connect the staff with the school. The school culture is one of the factors which can impact school effectiveness (Ismail, M., Khatibi, A.A. & Azam, S. M. F., 2022).

The study reveals that the overall level of aspects of culture triage is very high, which indicates that the ideal school culture triage is always manifested.

The findings also suggest that among the culture triage indicators, self-determination and efficacy had the highest mean, which manifest that teachers work here because they enjoy their jobs and therefore, choose to work in the settings in which they do because they are empowered to make decisions about instruction rather than waiting for direction from a supervisor and that they are interdependent and value one another. Thus, it is a demonstrable evidence as a teaching strategy that teachers are inclined to praise positive behavior. Positive school cultures are connected with improved student achievement, enhanced teacher collaboration, and higher teacher self-determination (Ismail, M., Khatibi, A.A. & Azam, S. M. F., 2022). This supports the findings of Kanadli's (2016) study, which found that a teacher's self-efficacy is related to the efforts they make to educate, the goals they establish, and the persistence and resilience they display when faced with challenges. He continued by saying that teachers who have high levels of self-efficacy exhibit higher levels of preparation, organization, and tenacity: they are more likely to try out novel techniques and are more willing to help create a supportive learning environment (Kanadli, 2016). Existing research on teacher self-efficacy demonstrates that there is a connection between self-efficacy, motivation, and behavior within the classroom (Akkuzu, 2014 as cited in the study of Rios, R, et.al, 2019). Additionally, research shows that teacher self-effectiveness, confidence, retention and thus the students' academic achievement, (Rios, et.al, 2019).

Moreover, Kipman & Martinek (2016) quote Ryan and Deci (2013) who state that having the ability to act with self-determination is conducive to academic performance, effective classroom functioning, and students' psychological wellbeing (Deci and Ryan 2000; Jang et al. 2009 cited by Kipman & Martinek, 2016).

Professional development programs within the school allow teachers to learn with their colleagues and this collaborative learning influences their beliefs, attitudes, and practices, shaping the school culture as stated in the study of Ismail, M., et, al. (2022). Professional cooperation, the embodiment of how teachers and staff collaborate to create the school timetable and talk about teaching methods and curricular difficulties, is the

second highest mean indicator. the time given for planning and organizing is used by instructors and staff to plan as groups or teams rather than as individual members. According to the study by Wagner (2006), schools ought to be safe spaces for both faculty and students.

Ultimately, when there is a strong positive culture, the students are benefitted since staff enjoy working collaboratively to improve the quality of education as mentioned in the study of Ismail, M., et. al. (2022). Also, according to the Rennie Center for Education Research Policy study from 2014, which supports this claim, teacher collaboration is a crucial factor in advancing school improvement. It fosters an environment in which teachers can advance their practices while facilitating action to meet the varied needs of students.

Finally, instructors support and value the exchange of novel ideas among peers at their school, according to the affiliative collegiality measure. Also, teachers demonstrated a genuine “feeling” of community as seen by the regular opportunities for staff and teacher interaction. In line with the findings of the study by Ohlson (2009), collegial support may have a good impact on school culture and student accomplishment when it is present, stakeholders respect one another, and it is everyone’s responsibility to address the needs of the children. One of the key elements in assessing a school’s quality is affiliated collegiality (Shah, 2012b).

Classroom Management Strategies

The study reveals that the overall level of classroom management strategies is very high, indicating that public high school teachers frequently use these techniques. This is consistent with a 2014 study by the Illinois Department of Human Services that found classroom management techniques can assist foster pleasant connections and cooperative learning while also maintaining a lesson’s seamless operation in the face of any disruptive student behavior.

Also, the data demonstrate that regulating classroom conduct has the highest mean and an overall descriptive equivalent of very high, indicating that public high school teachers feel confident in their ability to control present behavioral issues in their classrooms. The daily upkeep of the classroom, which includes classroom regulations for student participation during instructional time and the sorts of reward systems used, is referred to as classroom behavioral management (Sowell, 2013). Also, inefficient classroom management prevents effective teaching and learning from occurring (Korpershoek, et al., 2014).

Also, the particular teaching strategies received the second-highest descriptive mean equivalent of extremely high. According to this indication, teachers believe that rewarding good behavior has an impact. Based on the findings, a teacher’s competence in the classroom is measured by his capacity to employ a variety of classroom management strategies to steer pupils toward meaningful and effective learning during lessons, as per Asiyai (2011).

They (the parents and the community) are expected not only to ply the school’s financial affairs, but the school committee is also expected to play a role in the application of character education in schools through the establishment of school culture as mentioned in the study of Afandi, R. (2018). Also, working with parents had a high mean descriptive level, indicating that instructors at public high schools cooperate with one another to find answers and provide support for this task. In order to promote children’s health and learning, it is critical for school personnel, parents, and community partners to understand the benefits of collaboration (U.S. Department of Health and Human Services, 2012). The study also noted a strong relationship between improved student behavior and parental involvement in schools (U.S. Department of Health and Human Services, 2012).

In recent years, the maximum role of stakeholders (parents and community) in the implementation of character education in schools, involvement of parents and community in the establishment of school culture is very important according to Afandi, R. (2018). According to Technical Help ALLIANCE for Parent

Center, a research of this kind of parent-faculty cooperation program found that it offered several advantages for the pupils (2008).

Significance of the Relationship between Culture Triage and Classroom Management Strategies

The result of the study reveals that there is a significant relationship between culture triage and classroom management strategies. Therefore, the null hypothesis is rejected, and the two variables are significantly related to each other.

This is anchored with the theory of model of culture (Goodenough, 1963 as cited in Henstrand, 2006, p. 9) that culture “consists of standards for choosing what can be, standards for deciding how one feels about it, standards for deciding what to do about it, and standards for deciding how to go about doing it”. Hence, culture refers to the beliefs and practices that are shared by all members of a society. As (Bandura, 1997 as cited in the study of Rios, et.al, 2019)(p.8) asserts a teacher’s sense of self-efficacy revolves around their judgment in their ability to bring about desired student outcomes, and thus greatly influences the learning environment they create to manage students’ behavior. Teachers who have less confidence in classroom management are more likely to feel ineffective managing classroom behavior and to give up when faced with challenging disruptive behaviors as stated in the study of Rios, et.al, (2019).

The staff members are highly professional and have many opportunities for teamwork, problem-solving, and community development (Deal, 1998). Deal (1998) emphasized that the culture supports teachers’ dedication to ongoing instructional improvement and design as well as student involvement in volunteer work.

Together, administrators and educators promoted a climate of fruitful cooperation, ongoing school improvement, and participation in activities that enhanced learning opportunities for students, according to the Rennie Center for Education Research Policy (2014). According to the study’s findings, teachers and leaders have connected cooperative activities to a number of advantageous school and student outcomes (Rennie Center for Education Research Policy, 2014).

Hence, learning about a school’s culture is crucial to designing classroom management tactics and raising student performance levels (Lewis, Asberry, DeJarnett & King, n.d.)

Hence, when a school has a positive culture, teacher performance will rise, which in turn will raise student performance (Jones, 2009 as cited in Yeboah, 2015 p. 28). As a result, students will continue their study rather than drop out (Yeboah, 2015).

Most importantly, the head teacher or principal has a challenging job in making sure that a school has a positive culture. This means that if a school wants to improve teaching and learning, its culture should lead to motivated teachers who are committed to their work (Yeboah, 2015).

CONCLUSION

Based on the results of the study, the following conclusions were drawn:

The culture triage of school is very high, and all of its indicators, such as self-determination and efficacy is very high and the professional collaboration, and affiliative collegiality have a high descriptive equivalent. Also, the study revealed that classroom management strategies of public high school teachers is very high, which means it is frequently manifested.

Furthermore, the culture triage of the schools was significantly related to their classroom management

strategies. This proves the study of Wagner (2006), that schools should be nurturing places for staff members and students alike. How people treat and value one another, share their teaching strategies, and support one another is important in today's schools. Relational vitality with students, parents, the community, and especially with one another is the foundation for a healthy school culture and maximizing student learning.

Lastly, the indicators professional and collaboration, and affiliative collegiality have significant influence on classroom management strategies of teachers.

RECOMMENDATIONS

Based on the conclusion of the study, the following are highly recommended:

It is suggested that schools have to provide and establish engaging daily routines where teachers interact on classroom experiences, content of a lesson, or effective teacher practice management and strategies to enhance school-wide collaboration. The extent to which school administrators and teachers work together to identify issues and possibilities. The culture builds up over time as teachers, pupils and parents face and deal with new challenges of the kind of culture the school would like to build.

Lastly, since education is a life-long learning, teachers have to be given trainings about the classroom management strategies that they may apply to their respective classes for efficiency.

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