



## **Influence of teaching methods on the social behavior of selected sixth-grade students in Victoria, Laguna, Philippines**

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Received: 21.09.2022

Revised version received: 10.11.2022

Accepted: 14.11.2022

### **Abstract**

This study is about the Influence of teachers' managerial styles to the social behavior of Grade VI pupils. It involved ten (10) schools, eighteen (18) teachers and 392 pupils in Victoria District who provided the information needed to answer the basic questions in this study, namely: find out the level of teachers managerial styles in terms of affiliative; authoritative; democratic; guided practice; indifferent; indulgent; and permissive?, 2. the level of pupils social behavior in terms of; self-awareness; social awareness; self-regulation; self-efficacy; and social skills? and to find out the significant effect between teacher managerial styles towards to the social behavior of selected Grade VI pupils in Victoria district. This study also investigated on the teacher management styles as to affiliative, authoritative, democratic, guided practice, indifferent, indulgent, and permissive influence the social behaviors of the pupils in terms of self-awareness, self-efficacy, self-regulation, social awareness, and social skills. Based on the findings it revealed that the overall level of teacher managerial styles was interpreted as high, and it shows that the guided practice style is the most visible among the respondents and it was remarked as very high. The level of social behavior of the pupils such as self-awareness, self-efficacy, self-regulation, social awareness, and social skills have the same level as indicated by the mean and with almost the same standard deviation and were influenced by teachers' managerial styles. The teacher management styles as to affiliative, authoritative, democratic, guided practice, indifferent, indulgent, and permissive influence the social behavior of the pupils as to self-awareness, self-efficacy, self-regulation, social awareness, and social skills. The overall level of the Teacher managerial styles of the respondents has a weighted mean of 1.84 with standard deviation of 0.83, interpreted as High. It shows that the guided practice managerial style is the most visible among the respondent teachers of Victoria District. While the overall level of social behavior has a weighted mean of 3.79 with standard deviation of 0.78, interpreted as High. It shows that the pupils have almost the same level of social behavior as indicated by the mean, which is equal to 3.8, with almost the same standard deviation.

**Keywords:** managerial styles; social behavior; guided practice; authoritative; DepEd

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## 1. Introduction

Classroom management entails structure, procedures, and routines that are learned, practiced, and reinforced ritualistically to maximize efficiency of instruction. Every teacher preparation program stresses the importance of classroom management and the need to maintain an effective classroom environment. It is the means by which teachers promote knowledge and skills necessary to succeed in purposeful and well-thought-out activities and actions. It is essentially everything a teacher does to enable students to learn. Not only do classroom management styles affect academic learning, they can also jeopardize the social behavior and development of students. Teachers who are more supportive of students' social and emotional needs enable children to cope better with social and academic challenges in their early school years (Howes, Matheson, & Hamilton, 1994).

According to Darling-Hammond (2006), the teacher's ability and skill play an integral role in determining the successful change that takes place at the school level. One of the many roles teachers have is creating a classroom that is conducive to students' social and emotional needs. The classroom management style of teachers embodies the teacher-student relationship reflected in daily interactions. Children who experience positive relationships with their teachers and peers are expected to gain confidence in their abilities, be more motivated, and participate in classroom activities. As a result of increased engagement and practice, students have a greater opportunity to master skills taught in the class.

Campbell (2001) mentioned that teacher plays a vital role in the society, the mold of the youth, a mold of the confidence of the individual, a mentor in the development of knowledge, habits and skills, a builder of future, a leader, a creator of quality citizen, and a pro-active individual who assist the youth to become worthy members of the community and the nation as a whole.

However, Malmgren, Trezek, and Paul (2005) discussed another classroom management strategy which addresses the students' social needs. This approach was proposed by Rudolf Dreikurs (2000) based on the work of psychiatrist Alfred Adler. This approach to discipline and classroom management is what Wolfgang and Glickman (2001) would call interactionist due to the focus on creating discipline outcomes that are beneficial to both students and teachers.

As discussed by (Chambers et al., 2001; Martin, 1995; Ritter & Hancock, 2007). The basic tenet behind Dreikurs' (2000) strategy was that students act out because their social needs are not met, and if the situation continues in the classroom, the students will escalate their misbehavior (Jones & Jones, 1986; Malmgren et al., 2005). Also, Chamber (2001), pupils show misbehavior because their social needs are not met. So, teacher management styles in handling class can be one factor affecting the behavior of the pupils.

In response, Malmgren et al. (2005) said teachers need to develop consequences which logically connect to the misbehavior and have been discussed and agreed upon by the teacher and student. In addition, Etheridge (2010), assertive discipline tends to be reactive to problem behavior instead of dealing with the source of that behavior. Teachers often use class time to soothe hurt feelings and resolve conflicts. Teachers are not always present to prevent or stop the negative behaviors, but they can structure classroom management to promote self-guidance, empathy, and useful strategies to handle peer conflicts. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role.

Self-awareness has long been seen by practitioners and researchers as both a primary means of alleviating psychological distress and the path of self-development for psychologically healthy individuals. Four decades ago, Fenigstein et al. wrote that "increased awareness of the self is both a tool and a goal while more recently an extensive review has demonstrated that different aspects of self-

awareness, including mindfulness and rumination, mediate the impact of mindfulness based interventions on mental health outcomes. The importance of self-awareness goes beyond well-being and mental health to include substantial impacts on day-to-day functioning. It has important effects on performance, with reflection and mindfulness encouraging persistence with tasks despite performance-related stress and rumination related to interpersonal difficulties (Brinker, Chin, & Wilkinson, 2014).

In addition, self-awareness can be broadly defined as the extent to which people are consciously aware of the internal states and the interactions or relationships with. Viewed as an overarching theoretical construct, self-awareness is operationalized in different ways depending on the focus of the research. A distinction is often drawn, for example, between situational and dispositional self-awareness (Brown & Ryan, 2003), reflecting the different approaches of social psychologists and personality psychologists respectively.

The effects of public self-awareness, often induced by the presence of an audience or video camera, on preference-behavior consistency have recently received attention by consumer behavior researchers, most notably by Ariely and Levav (2000) and Ratner and Kahn (2002). They found that public pressure to appear interesting induces people to switch away from favorite items when their behavior is public. More specifically, when their decisions are subject to public scrutiny, people often incorporated non favorite items in their choice set as they expected this to be evaluated as more interesting. The concept of private self-awareness theory on the other hand, although it has stimulated a lot of research in social psychology, received little attention in consumer behavior literature. In this research we examined to what extent private self-awareness can play a role in consumer decision making.

Self-efficacy is the belief of one's own ability to complete a task or specific behavior (Bandura, 2000). These beliefs influence the types of challenges one is willing to undertake, the amount of effort spent, and the length of perseverance in the face of difficulties (Bandura, 2000). Individuals high in efficacy are more confident in their success of a specific task. Increased self-regulation leads to increased self-efficacy, thus yielding optimal performance. It is important to mention self-efficacy is not the same as self-awareness (Marsh & Shavelson, 1985). Self-awareness is an overall perception of one's self across domains. For example, "I am smart" relates to a person's self-concept, whereas "I am confident that I am going to get on A on my math exam" refers to one's self-efficacy.

Self-regulation is also affected by one's ability to be productive. In a study conducted by Zimmerman, Bandura, and Pons (2000), data evidenced a correlation between students' perceived efficacy for self-regulated learning and behavior. The students' perceived efficacy for social behavior predicted both their social behavior and their personal goals. Self-regulation in turn predicts academic achievement better than Intelligent Quotient test (Duckworth & Seligman, 2005). Duckworth and Seligman (2005) also found that self-regulation also predicted final grades, school attendance, and pupil behavior.

As emphasized by Walker (2009), "The best teachers don't simply teach content, they teach people". Marzano, Pickering, and Pollack (2001) stated that to effectively teach their students, teachers need to use effective classroom management strategies, implement appropriate instructional strategies, and design a strong curriculum. When teachers implement an organized strategy for classroom management, they can positively impact student behavior and decrease aggressiveness between students (Bonner, 2010).

Social awareness is defined by Goleman (2006) as being aware of what others feel and think. It is crucial to speak up against social injustice, consciousness-raising about the other being social activities, develop the ability to manage the negative emotions that the conflict can create (Greene & Kamimura, 2003), and the development of critical thinking skills, become aware of important

relationships and the significance of social interaction (Tsui, 2000). Social interaction with others develops individuals' social and cognitive skills. When interacting with various people, individuals are able to engage in controversy and actively cope with the differences between their own perspective and that of others (Piaget, 1975 cited in Greene & Kamimura, 2003).

Schussler (2009) studied how classroom management can be used by teachers to engage student behavior. He found that when the teachers know different managerial style he can probably provide right and challenging knowledge to the learners. Conversely, Schussler (2009) and Jones and Jones (2002) argued teachers should not lower their academic standards in exchange for the students agreeing to behave. Jones and Jones (2002) described teachers often choose to utilize a lecture strategy and seatwork because it allows for students to be more easily controlled. Schussler (2009) suggested that the teachers need to have different managerial style in order for the student to become successful.

Chaudhry and Javed (2012), defined indifferent leadership as a leader who avoid or absence during the occasion where decision need to be made. This style usually take place when the decision maker provide very little or no guidance and empower the employees to decide the goals, made decisions and resolve problem by themselves. Also, this types of leaders have very little participation in decisions making. On the other hand, one of the famous leadership pioneer Kurt Lewin (1939, as cited in Cherry, n.d), mentioned that indifferent style were the least productive compare with the other two leadership style. Delegate leader offer little or almost no guidance to group members. Chaudhry and Javed (2012) said this style the leaders normally will pull themselves out and zero interference in decision any making process. Most of the time, this type of leadership endorsed their employees that they have authority to get their call for any decisions about the assignment. Employees are free to do work in their own way with no restriction. However, they are also responsible for their decision they made in work. This is considered the most passive component and the least form of leader behavior.

Also, Fall (2004) conducted a study entitled "Emotional Competencies as a factor in the Leadership of Elementary School Principals". The study results indicated the agreement of both teachers and the principals to the fact that principals who were rated higher in emotional competence are likely to lead schools with characteristics of effectiveness. In addition, self-awareness is generally associated with positive psychological wellbeing, these different conceptualizations are also each associated with a range of unique outcomes. This two part, mixed methods study aimed to advance understanding of dispositional self-awareness by developing a questionnaire to measure its outcomes. In Study 1, expert focus groups categorized and extended an initial pool of potential items from previous research. In Study 2, these items were reduced to a 38 item self-report questionnaire with four factors representing three beneficial outcomes (reflective self-development, acceptance and proactivity) and one negative outcome (costs). Regression of these outcomes against self-awareness measures revealed that self-reflection and insight predicted beneficial outcomes, rumination predicted reduced benefits and increased costs, and mindfulness predicted both increased proactivity and costs. These studies help to refine the self-awareness concept by identifying the unique outcomes associated with the concepts of self-reflection, insight, reflection, rumination and mindfulness. It can be used in future studies to evaluate and develop awareness-raising techniques to maximize self-awareness benefits while minimizing related costs.

Suttonetal (2015) reported on a longitudinal study of the effects of workshops designed to enhance self-awareness and identify four main themes and twelve contingent themes in the outcomes that participants report. Two of these twelve contingent themes were excluded from this study as not relevant: 'no changes' was excluded as the SAOQ is designed to measure only reported effects of self-awareness and future development because the theme involved hopes or plans about future development which was not yet in evidence. Analysis to self-awareness outcomes was developed based

on the data from that study and these items were used as the basis for focus group discussions as follows.

The study of Pascarella and Terenzini (2005) indicated that leadership skills developed during the higher education level increases and enhances self-efficacy, civic sense, character development, academic performance and personal development of students. Corroborative studies were conducted by the following researchers prior to and after Pascarella and Terenzini (2005). The studies of Sipe, Ma and Gambone (1998), VanLinden and Fertman (1998), Scales and Leffort (1999), Fertman and VanLinden (1999), Benson and Saito (2001) and Komives and others (2005) are worth mentioning in this context. This evidence has established the outcomes of leadership development at the secondary school level. However, reviews have reported scarcity of empirical studies in this area of school education. The relationship between the teacher and students can have big factors in building their academic interest and social behavior. If the student feels that their teacher care about their welfare that is the time they will interest in their studies and exhibit a good behavior. (Hamre & Pianta, 2001). Freiberg and others (2009) made use of a program which emphasized preventing classroom indiscipline prior to developing and improving student behavior. From their study they concluded that it is most important to have consistency in classroom management styles and cooperative discipline with an understanding of teacher- student participation in the class.

The research questions of the study have been formulated as follows:

1. What is the mean level of teachers managerial styles?
2. What is the mena level of pupils social behavior?
3. Is there any significance influence between teachers managerial styles to the social behavior of the pupils?

## **2. Method**

The researcher used the descriptive method to answer the problem and obtain objectives put forward on this paper. Descriptive research describes and interpret what is concerned with the condition of relationship that exist, practices that prevail, beliefs process that are going on, effects that are being felt or tend that are developing (Villena 2008)

This process of descriptive method research goes beyond more than gathering and tabulating data, it involves an element for interpretation of meaning and significance of what is describe. Thus description are often combined for comparison and contrast involving measurement, classification, interpretation, and evaluation it used to describe characteristic of a population or phenomenon being studied and generally precedes explanatory. Thus, in the present study, the researcher attempted to assess the influence of teacher managerial styles to the social behavior of pupils. A questionnaire checklist was used to supplement the gathering of data.

### *2.1. Research design*

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relationship that exist, practices that prevail, beliefs process that are going on, effects that are being felt or tend that are developing (Villena 2008)

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## *2.2. Participants*

The respondents of the study were composed of randomly selected 18 teachers and 392 pupils from ten (10) different schools in the District of Victoria.

## *2.3. Data collection tools*

Before the questionnaire was distributed to the respondents, permission from the District Supervisor of Victoria Laguna and the school head will be secured.

The questionnaire was validated by asking group of teachers and pupils to answer. Data on the level of teacher managerial styles in terms of affiliative, authoritative, democratic, guided practice, indifferent, indulgent, permissive and the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social awareness and social skills.

The data gathering instrument used was the questionnaire checklist. The questionnaire is composed of two parts.

Part I of the questionnaires is for the teachers, it deals with the mean level of their management styles in terms of being affiliative, authoritative, democratic, guided practice, indifferent, indulgent, and permissive.

Part II of the questionnaire is for the pupils, it deals with how their social behavior in terms of self-awareness, self-efficacy, self-regulation, social awareness and social skills are influenced by the teacher managerial styles.

The questionnaire checklist were composed of questions relation to the problems areas of this study about the teachers managerial styles toward to social behavior of the pupils. It contains a Likert type of a scale with alternative answers such as 5 strongly agree – 1 Strongly disagree.

## *2.4. Data analysis*

The responses of the respondents to the items in the questionnaire was tabulated. Mean and standard deviation were used to determine the mean level of the teacher managerial styles such as authoritative, democratic, guided practice, indulgent and permissive and also the mean level of social behavior of the pupils such as self-awareness, self-efficacy, self-regulation, social awareness and social skills.

Analysis of variances was used to determine the influence of teacher managerial styles to the social behavior of the pupils. In statistic, analysis of variance is a statistical technique for estimating the influences among variables. It includes many techniques for modeling and analyzing several variables when the focus is on the influence between a dependent variable and one or more independent variables. In this study, this statistical tool the analysis of variance and mean, median and mode was used to identify the influence teacher management styles to the social behavior the of selected Grade VI pupils at selected school in the District of Victoria.

### 3. Results

1. What is the mean level of teachers' managerial styles in terms of:

#### Level of Teachers Managerial Styles

**Table 1: Level of Teachers managerial styles in terms of Affiliative**

AFFLIATIVE STYLE			
As a teacher, I ...	Mean	SD	Remark
1. Always try to include one or more pupils in determining what to do and how to do it. However, teachers maintain the final decision making authority.	3.83	0.50	Agree
2. Ask my pupils ideas and input into upcoming plans and projects in the classroom.	3.56	0.76	Agree
3. Call a meeting to get my pupil's advice when things go wrong and need to create a strategy to keep a plans or process running on schedule.	3.72	0.73	Agree
4. Create an environment where my pupils take ownership of the plan. I allow them to participate in the decision making process.	3.72	0.73	Agree
5. Ask my pupils for their vision of where they see their responsibilities going and then use their vision where appropriate.	4.00	0.67	Agree
Weighted Mean	3.77		HIGH
Standard Deviation	0.70		

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The teachers show high level of affiliative style. They agreed that they always include one or more pupils in determining what to do and how and how to do it ( $M=3.83$ ,  $SD=0.50$ ) and they ask pupils ideas for upcoming plans in the classroom ( $M=3.56$ ,  $SD=0.76$ ), they call meeting to get the pupils advice when things go wrong and need to create strategy ( $M=3.72$ ,  $SD=0.73$ ) also they create

where pupils takes ownership of the plan ( $M=3.72$ ,  $SD=0.73$ ) and last they agreed to ask pupils vision of where they see their responsibilities ( $M=4.00$ ,  $SD=0.67$ )

This means that the teachers were highly affiliative and has a weighted mean of 3.77 and standard deviation of 0.70.

Jaggi B.L (2009) the study of 120 teachers concluded that prevailing leadership styles appeared to be between benevolent autocracy and affiliative type. The study further indicated that the leadership style was associated with various factors such as age of the executives, their positions and functions and the size of the organizations. Thus, younger managers and managers in bigger sized companies were less authoritarian whereas the managers in production and technical areas were more affiliative.

**Table 2: Level of teachers managerial styles in terms of Authoritative**

AUTHORITATIVE STYLE			
As a teacher, I ...	Mean	SD	Remark
1. Always retain the final decision-making authority within my class.	3.72	0.45	Agree
2. Do not consider suggestions made by the pupils.	3.56	1.26	Agree
3. Tell my pupils what has to be done and how to do it.	3.78	0.63	Agree
4. Tell my pupils when they commit mistakes not to ever do that again and make a note of it.	3.72	0.56	Agree
5. Do not allow my pupils to make any decisions unless it is approved by me.	3.56	1.07	Agree
	Weighted Mean	3.67	HIGH
	Standard Deviation	0.86	

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The teacher displayed high level of authoritative managerial styles. They all agreed that the final decision making always retain within the class, ( $M=3.72$ ,  $SD=0.45$ ) they do not consider suggestions made by the pupils ( $M=3.56$ ,  $SD=1.26$ ) and they tell pupils what has to be done and how to do it ( $M=3.78$ ,  $SD=0.63$ ). Being authoritative, however teachers do not allow pupils to make their own decision ( $M=3.56$ ,  $SD=0.76$ ) and they tell pupils when they commit mistakes to not do it again and make a note of it ( $M=3.72$ ,  $SD=0.56$ ).

This means that the teacher were highly authoritative and has a weighted mean of 3.67 with standard deviation of 0.86.

Walker (2009) noted from his study found that authoritative style of management in the class allows teachers teaching excellence in influencing the students' academic and social dimensions. He found that the students in an authoritative classroom were mostly high in their achievement. They also indicated that such teachers can even reduce the percentage of dropouts.

**Table 3: Level of teachers managerial styles in terms of Democratic**



<b>DEMOCRATIC STYLE</b>			
<b>As a teacher, I ...</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1. Always try to include one or more pupils in determining what to do and how to do it. However, teachers maintain the final decision making authority.	3.89	0.81	Agree
2. Ask my pupils ideas and input into upcoming plans and projects in the classroom.	3.72	0.73	Agree
3. Call a meeting to get my pupil's advice when things go wrong and need to create a strategy to keep a plans or process running on schedule.	3.78	0.79	Agree
4. Create an environment where my pupils take ownership of the plan. I allow them to participate in the decision making process.	3.89	0.87	Agree
5. Ask my pupils for their vision of where they see their responsibilities going and then use their vision where appropriate.	8.89	0.81	Agree
Weighted Mean	3.83		HIGH
Standard Deviation	0.81		

**Legend:**

<i>Range</i>	<i>Remark</i>	<i>Verbal Interpretation</i>
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The teachers displayed high level of democratic managerial style. They agreed that they included pupils in determining what to do and how to do it but the final decision retain to them ( $M=3.89$ ,  $SD=0.81$ ) also they ask pupil's ideas for upcoming plans in the classroom ( $M=3.72$ ,  $SD=0.73$ ) they calls meeting to get pupil's advice when things go wrong and need to create strategy ( $M=3.78$ ,  $SD=0.79$ ). Also being a democratic teacher they create environment where pupils takes ownership of their plan ( $M=3.89$ ,  $SD=0.87$ ) and lastly, they ask pupils for their vision of where they see their responsibilities ( $M=3.89$ ,  $SD=0.81$ )

This means that the teachers were highly democratic and has a weighted mean of 3.83 and standard deviation of 0.81.

Downer et. al., (2005) from their studies on classroom behavior of students concluded that teachers who produce high quality students invariably use pro-active approaches to discipline.

They also inferred that there are three important issues in classrooms, classroom will have to engage the students with active participation teachers who are capable of making the students comply with their instructions are successful in controlling problem behaviors and graded as high quality academic performers.

They also indicated that this will be enabled only when the teacher has a structured administrative capacity.

Narang C.S (2008) in his research report concluded that leaders in private and public sector had only one basic style of leadership and the most prevalent style was High task and high relationship. The study also found that democratic managers mainly believed in high relations and the concern for the task may be high or low.

**Table 4: Level of teachers managerial styles in terms of Guided Practice**

<b>GUIDED PRACTICE STYLE</b>			
<b>As a teacher, I ...</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1. Tell my pupils what has to be done and how to do it.	4.00	0.67	Agree
2. Allow my pupils to set priorities with my guidance.	4.22	0.71	Strongly Agree
3. Like to use my leadership to help my pupils to grow.	4.17	0.69	Agree
4. Delegate task in order to implement new rules in the class.	4.28	0.73	Strongly Agree
5. Closely monitor my pupils to ensure that they are performing correctly.	4.44	0.68	Strongly Agree
Weighted Mean	4.22		VERY HIGH
Standard Deviation	0.71		

**Legend:**

<i>Range</i>	<i>Remark</i>	<i>Verbal Interpretation</i>
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The teachers showed very high level of guided practice managerial styles. They agreed to tell pupils what has to be done and how to do it ( $M=4.00$ ,  $SD=0.67$ ), also they like to use their leadership to help pupils to grow ( $M=4.17$ ,  $SD=0.69$ ), and they all strongly agreed on allowing pupils to set their priorities with their guidance ( $M=4.22$ ,  $SD=0.71$ ), delegate task in order to implement new rules in the class ( $M=4.28$ ,  $SD=0.73$ ) and lastly to monitor pupils to ensure that they perform correctly ( $M=4.44$ ,  $SD=0.68$ ).

This indicate that the teacher were very high in guided practice style and has a weighted mean of 4.22 with standard deviation of 0.71. Johnson (2001) from his study about guided practice, he found that a flexible teacher providing them with fun during lesson dissemination and enabling them with unlimited choice are able to develop student growth and control the classrooms.

Froyen and Iverson (2001) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner.

**Table 5: Level of teachers managerial styles in terms of Indifferent**

<b>INDIFFERENT STYLE</b>			
<b>As a teacher, I ...</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1. Want to create an environment where my pupils take ownership of the project.	4.06	0.70	Agree
2. Allow my pupils to determine what needs to be done and how to do it.	4.00	0.88	Agree
3. Prepare my class but my pupils didn't pay attention.	3.56	0.96	Agree

4. Allow my pupils to set priorities without my guidance.	3.33	0.75	Moderately Agree
5. Don't want to impose any rules on my pupils.	3.61	1.16	Agree
Weighted Mean	3.71		HIGH
Standard Deviation	0.95		

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The teachers exhibited high level of indifferent managerial style. They agreed that they want to create an environment where pupils take ownership of the project ( $M=4.06$ ,  $SD=0.70$ ), allow pupils to determine what needs to be done and how to do it ( $M=4.00$ ,  $SD=0.88$ ) also prepare class but pupils did not pay attention ( $M=3.56$ ,  $SD=0.96$ ). Being indifferent, however, teachers don't want to impose any rules ( $M=3.61$ ,  $SD=1.16$ ) and lastly they moderately agree that they allow pupils to set priorities without guidance ( $M=3.33$ ,  $SD=0.75$ ).

This means that the teachers were highly indifferent and has a weighted mean of 3.71 and standard deviation of 0.95.

Schussler (2009) studied how classroom management can be used by teachers to engage student behavior. He found that when the teachers know different managerial style he can probably provide right and challenging knowledge to the learners. Conversely, (Schussler, 2009; Jones and Jones, 2002) argued teachers should not lower their academic standards in exchange for the students agreeing to behave. Jones and Jones (2002) described teachers often choose to utilize a lecture strategy and seatwork because it allows for students to be more easily controlled.

**Table 6: Level of teachers managerial styles in terms of Indulgent**

INDULGENT STYLE			
As a teacher, I ...	Mean	SD	Remark
1. Delegate tasks in order to implement a new procedure or process.	4.11	0.81	Agree
2. Make sure that each individual is responsible for defining each responsibility.	3.72	0.73	Agree
3. Like to share my leadership power with the pupils.	3.89	0.81	Agree
4. Allow my pupils to have the right to determine their own skills and talents.	4.11	0.66	Agree
5. Allow my pupils to lead themselves just as well as I can.	4.11	0.74	Agree
Weighted Mean	3.99		HIGH
Standard Deviation	0.77		

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low

1.00 – 1.80                      *Strongly Disagree*                      *Very Low*

The teacher showed a high level of indulgent managerial styles. They all agreed that they delegate tasks in order to implement new procedure and process ( $M=4.11$ ,  $SD=0.81$ ), they make sure that each individual is responsible for defining each responsibility ( $M=3.72$ ,  $SD=0.73$ ) also they like to share their leadership power with their pupils ( $M=3.89$ ,  $SD=0.81$ ) they allow their pupils to have the right to determine their own skills and talents ( $M=4.11$ ,  $SD=0.66$ ) and lastly they allow their pupils to lead themselves just well as they can ( $M=4.11$ ,  $SD=0.74$ ). This means that the teachers were highly indulgent when it comes to their managerial styles with a weighted mean of 3.99 and standard deviation of 0.77.

Dowley (2005) conducted a study about teacher managerial style and he found out that the manager indicates what needs to be done and when it must be accomplished but let employees decide how to accomplish it as they wished.

**Table 7: Level of teachers managerial styles in terms of Permissive**

<b>PERMISSIVE STYLE</b>			
<b>As a teacher, I ...</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
1. Allow my pupils for a violation whenever a major decision has to be made.	3.89	0.66	Agree
2. Request participation for a major decision to be approved in my class, it must have the approval of each individual or the majority.	3.78	0.79	Agree
3. Provide information by sending email, memos, or voice mail; very rarely is a meeting called. My pupils are then expected to act upon the information.	3.72	0.87	Agree
4. Allow my pupils to determine what needs to be done and how to do it.	3.78	0.85	Agree
5. Allow my pupils to know more about their responsibility than me, so I allow them to carry out the decisions to do their work.	3.28	0.99	Moderately Agree
Weighted Mean		3.69	HIGH
Standard Deviation		0.86	

**Legend:**

<i>Range</i>	<i>Remark</i>	<i>Verbal Interpretation</i>
4.21 – 5.0	<i>Strongly Agree</i>	<i>Very High</i>
3.41 – 4.20	<i>Agree</i>	<i>High</i>
2.61 – 3.40	<i>Moderately Agree</i>	<i>Moderately High</i>
1.81 – 2.60	<i>Disagree</i>	<i>Low</i>
1.00 – 1.80	<i>Strongly Disagree</i>	<i>Very Low</i>

The teachers displayed a high level of permissive managerial styles. They all agreed that they allow their pupils for a violation whenever a major decision has to be made ( $M=3.89$ ,  $SD=0.66$ ), request participation for a major decision to be approved in my class, it must have the approval of each individual or the majority ( $M=3.78$ ,  $SD=0.79$ ) also they agreed to provide information by sending emails and the pupils are then expected to act upon the information ( $M=3.72$ ,  $SD=0.87$ ) and lastly they agreed that they allow pupils to determine what needs to be done and how to do it. ( $M=3.78$ ,  $SD=0.85$ ). Also teachers moderately agreed that they allow their pupils to know more about their responsibility than teacher, so they allow them to carry out the decision making ( $M=3.28$ ,  $SD=0.99$ ).

This means that the teachers were highly permissive and it has a weighted mean of 3.69 and standard deviation of 0.86.

Walker (2009) on his study noted that the teacher using a more authoritarian style required the students to comply without allowing them to work on their own, and the permissive style of classroom management led to the least amount of academic gain despite students being engaged in the lessons.

The overall level of the teachers' managerial styles of the respondents has a weighted mean of 1.84 with standard deviation of 0.83, interpreted as high. It shows that the guided practice managerial style is the most visible among the respondent teachers of Victoria district.

2. What is the mean level of social behavior of pupils in terms of:

### Level of Social Behavior of Pupils

**Table 8: The level of social behavior of pupils in terms Self Awareness**

Self-Awareness			
As a student, I ...	Mean	SD	Remark
1. Always focused my classroom behavior to become self-centered to the kind of personality as possessed.	3.83	0.72	Agree
2. Want everybody to focus at me to see my individual identity.	3.77	0.82	Agree
3. Want myself to become a center of attraction.	3.74	0.80	Agree
4. Want to become noticeable as a person.	3.71	0.73	Agree
5. Want my classroom behavior becomes attention-getting.	3.80	0.82	Agree
Weighted Mean	3.77		HIGH
Standard Deviation	0.78		

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The pupils showed a high level of self-awareness. They all agreed that they always focused their classroom behavior to become self-centered to kind of personality they possessed ( $M=3.83$ ,  $SD=0.72$ ) they want everybody to focus at them to see their individual identity ( $M=3.77$ ,  $SD=0.82$ ), and also pupils wanted to become the center of attraction ( $M=3.74$ ,  $SD=0.80$ ) they wanted to be noticeable as a person ( $M=3.71$ ,  $SD=0.73$ ) and lastly they agreed that they wanted to become attention-getting inside the classroom ( $M=3.80$ ,  $SD=0.82$ ).

This means that the pupil social behavior when it comes to self-awareness is high with a weighted mean of 3.77 and standard deviation of 0.78.

Hormuth (2008) on his study postulated that self-awareness attention is an important consideration because people's self-concepts are destabilized, which ultimately engenders self-awareness, when they find themselves in novel physical and psychological environments. However, it is a variable that is rarely studied.

**Table 9: The level of social behavior of pupils in terms Self Efficacy**

Self-efficacy			
As a student, I ...	Mean	SD	Remark
1. Always act in striving toward effectiveness in my academic subject.	3.81	0.77	Agree
2. Want my personal conduct to seek for excellence in all my circular activities.	3.82	0.74	Agree
3. Always focused my classroom behavior in orienting towards scholarly performance in my extracurricular activities.	3.79	0.84	Agree
4. Create my classroom behavior to be on top in class whatever happens.	3.75	0.77	Agree
5. Always seek for perfection in both curricular and extracurricular activities.	3.83	0.84	Agree
	Weighted Mean	3.80	HIGH
	Standard Deviation	0.79	

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The pupils revealed a high level of self-efficacy. They all agreed that they always act in striving toward effectiveness in academic subject ( $M=3.81$ ,  $SD=0.77$ ) also they want their personal conduct to seek for excellence in all their circular activities ( $M=3.82$ ,  $SD=0.74$ ) they always focused their classroom behavior in orienting towards scholarly performance in any extracurricular activities ( $M=3.79$ ,  $SD=0.84$ ) also pupils agreed in creating their classroom behavior to be on top in class whatever happens ( $M=3.75$ ,  $SD=0.77$ ) and lastly they agreed on seeking for perfection in both curricular and extracurricular activities ( $M=3.83$ ,  $SD=0.84$ )

This means that the pupils were high in self-efficacy and has a weighted mean of 3.80 and standard deviation of 0.79.

In one investigation, Chase (2001) reported that self-efficacy is important because as it increases, one tends to have a stronger belief in one's ability to exercise personal control over outcomes that are meaningful. It is a judgement about one's capability to successfully perform a task at certain given levels. Chase's, 2001 study on 289 children between the ages of 8 and 14 years who were randomly grouped into high or low efficacy groups, shows that although the children's responses supported the researchers prediction that those with higher self-efficacy would have higher levels of persistence and effort, the results were not statistically significant.

**Table 10: The level of social behavior of pupils in terms Self-Regulation**

Self-Regulation			
As a student, I ...	Mean	SD	Remark
1. Make my classroom behavior the center of control about myself.	3.85	0.70	Agree
2. Always have full of behavioral spirit to control myself.	3.78	0.89	Agree
3. Want my classroom behavior to become self-	3.79	0.74	Agree

regulatory in the absences of the teacher or school authorities.			
4. Always control my behavior to self-regulate myself in the classroom.	3.78	0.75	Agree
5. Always want my classroom behavior to define the rule of order governing myself.	3.79	0.82	Agree
Weighted Mean	3.80		HIGH
Standard Deviation	0.78		

**Legend:**

<i>Range</i>	<i>Remark</i>	<i>Verbal Interpretation</i>
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The pupils displayed a high level of self-regulation. They all agreed that they make their classroom behavior the center of control ( $M=3.85$ ,  $SD=0.70$ ), they always have full of behavioral spirit to control their selves ( $M=3.78$ ,  $SD=0.89$ ) and also they want their classroom behavior to become self-regulatory in the absences of the teacher ( $M=3.79$ ,  $SD=0.74$ ) the pupils also agreed that they always control their behavior to self-regulate inside the classroom ( $M=3.78$ ,  $SD=0.75$ ) and lastly they always want their classroom behavior to define the rule of order governing their selves ( $M=3.79$ ,  $SD=0.82$ )

This means that the pupils were high in self-regulation with a weighted mean of 3.80 and standard deviation of 0.78.

Rudolf Dreikurs' (2009) study discusses the importance of students having self-regulation. Self-regulation is a responsibility of the learner. His idea focuses on the fact that students who are self-regulated are able to take initiative, assume responsibility, and make decisions that are reasonable. These actions benefit both themselves and others. When students have a social interest, they make an effort to contribute to a classroom that is productive as well as comfortable. Self-regulation is also affected by one's ability to be productive.

In a study conducted by Zimmerman and Pons (2000), data evidenced a correlation between students' perceived efficacy for self-regulated learning and behavior and also Subsequent to exposure to the different doors of social behavior, elementary pupils can now define rules of order governing themselves in refinement of their classroom behavior.

**Table 11: The level of social behavior of pupils in terms Social Awareness**

Social Awareness			
As a student, I ...	Mean	SD	Remark
1. Always focused my behavior in developing companionship with my classmate in the classroom.	3.84	0.69	Agree
2. Always center my behavior in moving forward by enhancing friendly intimacy with my schoolmates inside the campus.	3.83	0.85	Agree
3. Always focused my full energy to move on with close association with peers.	3.75	0.80	Agree
4. Excited due to social companionship with my associates.	3.71	0.74	Agree
5. Create my classroom behavior full of enthusiasm due	3.73	0.78	Agree

to company of true friends in and outside the school.			
	Weighted Mean	3.77	HIGH
	Standard Deviation	0.78	

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The pupils showed a high level of social awareness. They all agreed that they always focused their behavior in developing companionship with their classmate ( $M=3.84$ ,  $SD=0.69$ ) always center their behavior in moving forward by enhancing friendly intimacy with schoolmates ( $M=3.83$ ,  $SD=0.85$ ) also they always focused their full energy to move on with close association of peers ( $M=3.75$ ,  $SD=0.80$ ) also pupils agreed that they are excited due to social companionship with their associates ( $M=3.71$ ,  $SD=0.74$ ) and lastly they agreed to create their classroom behavior full of enthusiasm due to company of true friends in and outside of the school ( $M=3.73$ ,  $SD=0.78$ )

This means that pupils were high in social awareness with a weighted mean of 3.77 and standard deviation of 0.78.

Mercendetti (2010) investigated how social awareness contribute to successful cooperative learning within the classroom. Six students participated in this study. They were selected from a suburban school district in western New York. The rating scale was adapted for the questionnaire used to assess the perception of social interaction critical to sixth graders in a cooperative group setting. The results reveal that there was ten percent decrease with the social awareness of listening. The study showed the social awareness of problem solving did not have a significant change from the pre to post questionnaire.

**Table 12: The level of social behavior of pupils in terms Social Skills**

Social Skills			
As a student, I ...	Mean	SD	Remark
1. Allow the foregoing influence make me humble in my words to develop calmness with my classmate inside the classroom.	3.77	0.75	Agree
2. Allow the managerial style of the teacher to make me humane in all my actions so to develop calmness with my schoolmate.	3.80	0.82	Agree
3. Make apology all the time in order that calmness emerges among my peers.	3.80	0.77	Agree
4. Ask forgiveness of all my wrong deeds in order that calmness will prevail all the time in any cost.	3.80	0.76	Agree
5. Make repentance of all the sins I committed in the past and even at the present in order that calmness enhanced.	3.83	0.80	Agree
	Weighted Mean	3.80	HIGH
	Standard Deviation	0.78	

**Legend:**

Range	Remark	Verbal Interpretation
4.21 – 5.0	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Moderately Agree	Moderately High



1.81 – 2.60                      *Disagree*                      *Low*  
 1.00 – 1.80                      *Strongly Disagree*                      *Very Low*

The pupils displayed a high level of social skills. They all agreed that they allow the foregoing influence make them humble in words to develop calmness with their classmates inside the room ( $M=3.77$ ,  $SD=0.75$ ), allow the managerial styles of the teachers to make them humane in all their actions so to develop calmness ( $M=3.80$ ,  $SD=0.85$ ), and also make apology all the time in order that calmness emerges among their peers ( $M=3.80$ ,  $SD=0.77$ ) also pupils agreed that they ask forgiveness of all their wrong deeds in order that calmness will prevail all the time ( $M=3.80$ ,  $SD=0.76$ ) and lastly they make repentance of all the sins they committed in the past in order that calmness enhanced ( $M=3.83$ ,  $SD=0.80$ )

This means that pupils were high in social skills weighted mean of 3.80 and standard deviation of 0.78.

Parke, et al. (2008) found that there is a link between social skills and academic performance. Social skills and academic competence influenced each other consistently over-time, a pattern where academic competence casually influenced social competence, which in turn casually influenced academic competence.

The overall level of social behavior has a weighted mean of 3.79 with standard deviation of 0.78, interpreted as High. It shows that the pupils almost have the same level of social behavior as indicated by the mean which is equal to 3.8, with almost the same standard deviation.

3. *Is there any significant influence between teacher managerial styles and the social behavior of pupils?*

### Effects of Teachers Managerial Styles to the Social Behavior of the Pupils

**Table 13: Effects of Affiliative Style to the Social Behavior of the Pupils**

<b>AFFLIATIVE</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	0.00	0.97	5.32	Not Significant
Self – Efficacy	0.40	0.54	5.32	Not Significant
Self – Regulation	0.17	0.69	5.32	Not Significant
Social Awareness	0.01	0.94	5.32	Not Significant
Social Skills	0.19	0.67	5.32	Not Significant

Presented in Table 15 is the result of analysis of variance was used to draw conclusion on the influence of teacher managerial styles in terms of affiliative to social behavior of the pupils.

It was found out that teachers managerial styles in terms of affiliative has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social awareness and social skills as indicated by the F values of 0.00, 0.40, 0.17, 0.01 and 0.19 which is lower than the F critical value of 5.32 and also by their p values of 0.97, 0.54, 0.69, 0.94 and 0.67 respectively which is greater than 0.05 level of significance.

Freiburg and Lamb (2009) mentioned on their study that when students are given opportunities to exhibit responsibility, they become connected to the classroom environment. This connection also allows students to become invested in making the teaching and learning relationship work.

**Table 14: Effects of Authoritative Style to the Social Behavior of the Pupils**

<b>AUTHORITATIVE</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	4.09	0.08	5.32	Not Significant
Self – Efficacy	7.40	0.03	5.32	Significant
Self – Regulation	7.37	0.03	5.32	Significant
Social Awareness	3.88	0.08	5.32	Not Significant
Social Skills	7.79	0.02	5.32	Significant

Presented in Table 16 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of authoritative to social behavior of the pupils. It was found out that teachers managerial styles in terms of Authoritative has no significant effect to the social behavior of the pupils in terms of Self-awareness and Social awareness of the pupils as indicated by the F values 4.09 and 3.88 which is lower than the F critical value of 5.32 and also by their p values of 0.08 and 0.08 respectively which is greater than 0.05 level of significance. But in terms of Self efficacy, Self-regulation and Social skills there is a significant effect as indicated by their F values of 7.40, 7.37 and 7.79 respectively where all higher than the F critical value of 5.32, and also by their p values of 0.03, 0.03 and 0.02 respectively which are all less than 0.05 level of significance.

Smith K.G et al. (2000) in his research paper on Chief executive leadership style. The study found that authoritative leadership was the only leadership style that was significant and positively related to reported team effectiveness. Groups working under high authoritative leadership reported higher levels of perceived performance, extra effort, and satisfaction with the leader.

**Table 15: Effects of Democratic Style to the Social Behavior of the Pupils**

<b>DEMOCRATIC</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	2.48	0.15	5.32	Not Significant
Self – Efficacy	0.81	0.40	5.32	Not Significant
Self – Regulation	0.92	0.36	5.32	Not Significant
Social Awareness	1.98	0.21	5.32	Not Significant
Social Skills	0.89	0.37	5.32	Not Significant

Presented in Table 17 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of democratic to social behavior of the pupils.

It was found out that teachers managerial styles in terms of Democratic has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 2.48, 0.81, 0.92, 1.98 and 0.89 which are lower than the F critical value of 5.32 and also by their p values of 0.15, 0.40, 0.36, 0.21 and 0.37 respectively which are greater than 0.05 level of significance.

According to Dreikurs (2009), on his study students have an increased sense of belonging when they are included in the process of decision making in various aspects of their day. This should include not only the making of rules but consequences as well. He believes that when students aren't involved in the decision making process, they will more than likely search for attention and power in less desirable ways.

**Table 16: Effects of Guided Practice to the Social Behavior of the Pupils**

<b>GUIDED PRACTICE</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	36.21	0.00	5.32	Significant
Self – Efficacy	32.78	0.00	5.32	Significant
Self – Regulation	33.38	0.00	5.32	Significant
Social Awareness	33.87	0.00	5.32	Significant
Social Skills	33.58	0.00	5.32	Significant

Presented in Table 18 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of guided practice to social behavior of the pupils. It was found out that teachers managerial styles in terms of guided practice has a significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social awareness and social skills of the pupils as indicated by the F values of 36.21, 32.78, 33.38, 33.87 and 33.58 which is greater than the F critical value of 5.32 and also by their p values of 0.00, 0.00, 0.00, 0.00 and 0.00 respectively which are less than 0.05 level of significance.

Froyen and Iverson (2001) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner.

The teacher, who is unable to control the disciplinary problem, neglect the lessons and failed to prompt students with proper learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis.

In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement.

Chaudhry and Javed (2012) said this style the leaders normally will pull themselves out and zero interference in decision any making process.

**Table 17: Effects of Indifferent to the Social Behavior of the Pupils**

<b>INDIFFERENT</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	0.18	0.69	5.32	Not Significant
Self – Efficacy	0.40	0.54	5.32	Not Significant
Self – Regulation	0.39	0.55	5.32	Not Significant
Social Awareness	0.19	0.67	5.32	Not Significant
Social Skills	0.41	0.54	5.32	Not Significant

Presented in Table 19 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of indifferent to social behavior of the pupils.

It was found out that teachers managerial styles in terms of Indifferent has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 0.18, 0.40, 0.39, 0.19 and 0.41 which are lower than the F critical value of 5.32 and also by their p values of 0.69, 0.54, 0.55 0.67 and 0.54 respectively which are greater than 0.05 level of significance. Malmgren et al. (2005) on his research said teachers need to develop consequences which logically connect to the misbehavior and have been discussed and agreed upon by the teacher and student. Dreikur's model, according to Jones and Jones (2001), also gave teachers help in identifying the sources of their students' misbehavior and addressed one of the problems of assertive discipline.

**Table 18: Effects of Indulgent to the Social Behavior of the Pupils**

<b>INDULGENT</b>	<b>F</b>	<b>P-value</b>	<b>F-crit</b>	<b>Analysis</b>
Self- Awareness	7.18	0.03	5.32	Significant
Self – Efficacy	5.53	0.05	5.32	Significant
Self – Regulation	5.68	0.04	5.32	Significant
Social Awareness	6.67	0.03	5.32	Significant
Social Skills	5.65	0.04	5.32	Significant

Presented in Table 20 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of indulgent to social behavior of the pupils. It was found out that teachers managerial styles in terms of Indulgent has a significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 7.18, 5.53, 5.68, 6.67 and 5.65 which are greater than the F critical value of 5.32 and also by their p values of 0.03, 0.05, 0.04, 0.03 and 0.04 respectively which are less than 0.05 level of significance.

Goleman D (2000) in his research on indulgent leadership found that this style was used when leader want quick results from a highly motivated and competent team. The overall impact of this style was negative. The last one was indulgent style.

**Table 19: Effects of Permissive to the Social Behavior of the Pupils**

PERMISSIVE	<i>F</i>	<i>P-value</i>	<i>F-crit</i>	Analysis
Self- Awareness	0.55	0.48	5.32	Not Significant
Self – Efficacy	1.06	0.33	5.32	Not Significant
Self – Regulation	1.03	0.34	5.32	Not Significant
Social Awareness	0.58	0.47	5.32	Not Significant
Social Skills	1.06	0.33	5.32	Not Significant

Presented in Table 21 is the result of analysis of variance used to draw conclusion on the influence of teacher managerial styles in terms of permissive to social behavior of the pupils. It was found out that teachers managerial styles in terms of Indifferent has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, self-awareness and social skills of the pupils as indicated by the F values of 0.55, 1.06, 1.03, 0.58 and 1.06 which are lower than the F critical value of 5.32 and also by their p values of 0.48, 0.33, 0.34, 0.47 and 0.33 respectively which are greater than 0.05 level of significance.

Babkie (2006) on his study suggests that teachers should evaluate how the misbehavior is benefitting the students. Perhaps the students are looking to get out of doing a particular task. Maybe they are seeking attention from their peers. If the teacher is aware of why the behaviors may be occurring, he or she can better decide how to manage the situation.

Babkie (2006) also recommends that when redirecting a student toward appropriate choices there are specific dos and don'ts. For instance, the teacher should get within close proximity to the student to prevent or diffuse a potential problem. The teacher should not embarrass or call attention to the student's misbehavior as this may cause resentment or worsen the situation.

#### 4. Discussion and Conclusions

This study on the Influence of teacher managerial styles towards to the social behavior of the pupils is described in methodological research. The respondents were eighteen (18) teachers, ten (10) schools and 392 pupils of Victoria District, Victoria Laguna. The data and information needed to answer the basic questions involved in this study namely, were the level of teachers managerial styles in terms of 1.1 affiliative; 1.2 authoritative; 1.3 democratic; 1.4 guided practice; 1.5 indifferent; 1.6 indulgent; and 1.7 permissive; level of pupils social behavior in terms of; 2.1 self-awareness; 2.2 self-efficacy; 2.3 self-regulation; 2.4 social awareness; and 2.5 social skills; significant effect between teacher styles towards to the social behavior of selected Grade VI pupils in Victoria District, were obtained only from one set of questionnaire for teachers and one set of questionnaire for pupils checklist of the likert scale and was used to elicit answers to the above basic questions.

Level of teacher managerial styles in terms of affiliative has a weighted mean of 3.77 with standard deviation of 0.70 and interpreted as high, another teacher managerial styles in terms of Authoritative, has a weighted mean of 3.67 with standard deviation of 0.86, and interpreted as High. One more of teacher managerial styles is Democratic style and it has a weighted mean of 3.83 with standard deviation of 0.81, and interpreted as High. Guided practice was additional teachers managerial styles has a weighted mean of 4.22 with standard deviation of 0.71, and interpreted as Very High. Also indifferent styles, has weighted mean of 3.71 with standard deviation of 0.95, and interpreted as High. One more teacher managerial styles was Indulgent and it has a weighted mean of 3.99 with standard deviation of 0.77, and interpreted as High. Lastly Permissive style, has a weighted mean of 3.69 with standard deviation of 0.86, and interpreted as High.

Level of social behavior of pupils in terms of Self-awareness, has a weighted mean of 3.77 with standard deviation of 0.78, and interpreted as High. Another social behavior of pupils was self-efficacy, has a weighted mean of 3.80 with standard deviation of 0.79, and interpreted as High.

One more social behavior of pupils was self-regulation, has a weighted mean of 3.80 with standard deviation of 0.78, and interpreted as High. Social Awareness is another social behavior of the pupil and it has a weighted mean of 3.77 with standard deviation of 0.78, and interpreted as High. Lastly, social skills, has weighted mean of 3.80 with standard deviation of 0.78, and interpreted as high.

The overall level of the Teacher managerial styles of the respondents has a weighted mean of 1.84 with standard deviation of 0.83, interpreted as High. It shows that the guided practice managerial style is the most visible among the respondent teachers of Victoria District.

Teacher managerial styles in terms of affiliative has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social awareness and social skills as indicated by the F values of 0.00, 0.40, 0.17, 0.01 and 0.19 which is lower than the F critical value of 5.32 and also by their p values of 0.97, 0.54, 0.69, 0.94 and 0.67 respectively which is greater than 0.05 level of significance. Another was authoritative styles and it has no significant effect to the social behavior of the pupils in terms of self-awareness and social awareness of the pupils as indicated by the F values 4.09 and 3.88 which is lower than the F critical value of 5.32 and also by their p values of 0.08 and 0.08 respectively which is greater than 0.05 level of significance. But in terms of self efficacy, self-regulation and social skills there is a significant effect as indicated by their F values of 7.40, 7.37 and 7.79 respectively where all higher than the F critical value of 5.32, and also by their p values of 0.03, 0.03 and 0.02 respectively which are all less than 0.05 level of significance.

Also democratic styles has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 2.48, 0.81, 0.92, 1.98 and 0.89 which are lower than the F critical value of

5.32 and also by their p values of 0.15, 0.40, 0.36, 0.21 and 0.37 respectively which are greater than 0.05 level of significance. Guided Practice was also a teacher managerial style and it has a significant effect to the social behavior of the pupils in terms of Self-awareness, self-efficacy, self-regulation, social awareness and social skills of the pupils as indicated by the F values of 36.21, 32.78, 33.38, 33.87 and 33.58 which is greater than the F critical value of 5.32 and also by their p values of 0.00, 0.00, 0.00, 0.00 and 0.00 respectively which are less than 0.05 level of significance. Indifferent styles has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, self-awareness and social skills of the pupils as indicated by the F values of 0.18, 0.40, 0.39, 0.19 and 0.41 which are lower than the F critical value of 5.32 and also by their p values of 0.69, 0.54, 0.55 0.67 and 0.54 respectively which are greater than 0.05 level of significance.

Another teachers managerial styles in terms of Indulgent has a significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 7.18, 5.53, 5.68, 6.67 and 5.65 which are greater than the F critical value of 5.32 and also by their p values of 0.03, 0.05, 0.04, 0.03 and 0.04 respectively which are less than 0.05 level of significance.

Lastly, permissive style has no significant effect to the social behavior of the pupils in terms of self-awareness, self-efficacy, self-regulation, social-awareness and social skills of the pupils as indicated by the F values of 0.55, 1.06, 1.03, 0.58 and 1.06 which are lower than the F critical value of 5.32 and also by their p values of 0.48, 0.33, 0.34, 0.47 and 0.33 respectively which are greater than 0.05 level of significance. The overall level of social behavior has a weighted mean of 3.79 with standard deviation of 0.78, interpreted as High. It shows that the pupils almost have the same level of social behavior as indicated by the mean which is equal to 3.8, with almost the same standard deviation. Based on the foregoing findings, the following conclusion were reached: The overall level of teacher managerial styles were interpreted as high and it shows that the guided practice style is the most visible among the respondent and it was remarked as very high. The level of social behavior of the pupils such as self-awareness, self-efficacy, self-regulation, social awareness and social skills have the same level as indicated by the mean and with almost the same standard deviation and it was influenced by teachers managerial styles. The teacher management styles as to affiliative, authoritative, democratic, guided practice, indifferent, indulgent and permissive influence the social behavior of the pupils as to self-awareness, self-efficacy, self-regulation, social awareness and social skills. The hypothesis were rejected and it revealed that the teacher managerial styles has an influence to the social behavior of selected Grade VI pupils in the district of Victoria, Laguna. Also it is recommend that the school may provide workshop and seminars for teachers to train and self-discipline pertaining to both personal and professional life, to develop social behavior, emotional intelligence, creative thinking, and problem solving of the pupils and to improve the strategies and styles in teaching. Teachers may do remedial class as well as remedial instruction and with the use of different management styles in teaching and lastly, Department of Education may provide workshop, seminars and trainings for teachers in their management styles such as being affiliative, authoritative, democratic, guided practice, indifferent, indulgent and permissive teacher.

## **5. Acknowledgements**

This piece of work is whole heartedly dedicated to the following who served as the researcher's inspiration in making this study possible: First of all, to God Almighty who gave him strength and guidance, his parent, Ms. Jovita F. Candelaria, his brothers, Nasser and Joric, his

sister, Monica Beatrice; his grandparents, Mr. Rogelio and Zerapia Candelaria, his cousins and relatives.



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