

# To Creating Effective Organizational Classroom Management

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## Abstract

This study aimed to develop effective organizational classroom management strategies for Filipino Biology teachers in the Los Angeles-Orange County areas. A quantitative research design was employed, utilizing purposive sampling to select 32 Filipino Biology teachers who are members of the United Federation of Fil-Am Educators (UNIFFED) and teach in these areas. The findings revealed no significant differences in classroom management practices across the different schools, indicating that these practices were consistently demonstrated. This suggests that efforts to improve classroom management should be broad and inclusive, targeting multiple areas simultaneously rather than focusing on specific differences. The consistency of these practices across schools implies that the factors influencing classroom management are uniform across different aspects of school management. The study highlights the critical role of administrator support and parent involvement in student success and school improvement efforts. Although administrator support was found in this study to be not a significant moderator in the relationship between classroom management practices and organizational management strategies, its importance in enhancing the effectiveness of both classroom-level and school-level management as shown in the extent of demonstrated practices, is undeniable. The extent of the effects of classroom management to organizational classroom management indicate that effective classroom management not only benefits individual classrooms but also contributes to the overall organizational effectiveness of the school. By positively influencing classroom management implementation, administrators can improve the broader organizational classroom management strategies, thereby enhancing the educational environment and promoting student engagement and learning outcomes.

**Keywords:** Diverse Student Needs, Filipino Biology Teachers, Learning Facilitation, Quantitative Research, Student Engagement