

Teacher Preparedness and Classroom Management in Elementary Home Economics

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Abstract. This study examined the relationship between teacher preparedness and classroom management in elementary Home Economics (HE) education within Kiblawan North District, Division of Davao Del Sur. Effective classroom management is essential for fostering a conducive learning environment, enabling active student engagement and academic success. Using a non-experimental quantitative design with a descriptive correlation approach, data were collected from 120 elementary HE teachers aged 30–50, averaging 10–20 years of experience, selected via purposive sampling. Validated and reliable survey questionnaires were analyzed using mean, Pearson R correlation, and Multiple Linear Regression. Results indicated a very high level of teacher preparedness and classroom management, both consistently evident. A strong positive correlation was found between teacher preparedness and classroom management, suggesting that well-prepared teachers exhibit better classroom management skills. Regression analysis revealed that three out of four indicators of teacher preparedness—clear expectations and procedures, proactive behavior management strategies, and effective time management—significantly influence classroom management. The findings highlight the importance of teacher preparedness in enhancing classroom management practices, ultimately improving the quality of elementary HE education.

KEY WORDS

1. Teacher Preparedness 2. Classroom Management 3. Elementary Home Economics (HE) Education

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1. Introduction

Elementary home economics education equips young learners with essential life skills related to nutrition, cooking, household management, and personal finance. This educational domain not only fosters practical knowledge but also promotes critical thinking and decision-making abilities among children. However, effective delivery of home economics instruction hinges significantly on teacher preparedness and their ability to manage classroom dynamics effectively. There were various challenges related to teacher's preparedness that were experienced that affects classroom management such as some teachers lacked sufficient training or experience in home economics concepts and methodologies and struggle to engage learners in meaningful hands-on activities or provide relevant real-world examples. Also, teacher's inadequate preparedness in areas such as safety procedures or equipment usage may compromise learner safety and limit the scope of practical learning experiences. Teacher preparedness

encompasses not only mastery of subject matter but also pedagogical skills tailored to the developmental needs and learning styles of elementary learners. In the ASEAN region, countries face varying challenges regarding teacher preparedness and classroom management in elementary home economics education. In Indonesia, for instance, the curriculum for home economics education may not always align with the latest developments in nutrition, cooking techniques, and household management, leading to gaps in teacher preparedness (UNESCO, 2020). Teachers often lack sufficient training and resources to effectively integrate practical skills into their lessons, impacting classroom management and learner engagement (Fitri Mahendra, 2021). Moreover, large class sizes and diverse learner backgrounds further complicate efforts to manage classrooms effectively, requiring tailored strategies that many teachers may not be adequately equipped to implement (Pribadi, et. al., 2022). In Vietnam, rapid economic growth has influenced shifts in home economics education, yet issues related to teacher preparedness and classroom management remain significant (Hanh Tuan, 2020). Teachers often face challenges in adapting traditional teaching methods to incorporate modern skills and technologies, impacting their effectiveness in managing diverse classroom environments (Nguyen, et. al., 2021). Moreover, socio-economic disparities between urban and rural areas contribute to varying levels of teacher preparedness and access to resources, highlighting the need for targeted interventions to improve educational outcomes in home economics (UNICEF, 2020). In Thailand, while there have been efforts to enhance the quality of home economics education, challenges persist regarding teacher preparedness and classroom management. Teachers often face constraints in accessing professional development opportunities that focus on practical teaching methods and curriculum alignment with current educational standards (UNICEF,

2020). Additionally, limited resources and infrastructure in some regions hinder teachers' ability to implement hands-on activities and practical learning experiences effectively (Srisawasdi, 2019). These factors contribute to disparities in classroom management practices and learner engagement, necessitating targeted interventions to support teachers and improve educational outcomes in home economics. In the Philippines, teacher preparedness for elementary home economics education is often hampered by inadequate pre-service training programs. Many teacher education institutions do not provide specialized courses focused on home economics, leading to a lack of essential skills among teachers (Guzman Reyes, 2019). Additionally, the curriculum for teacher education often emphasizes theoretical knowledge over practical application, leaving teachers unprepared for the hands-on nature of home economics classes (Bautista, 2020). This results in new teachers feeling ill-equipped to handle the specific demands of teaching home economics, affecting their confidence and effectiveness in the classroom. Another, classroom management issues are further compounded by the lack of resources and facilities in many Philippine schools. Home economics requires specific tools, materials, and spaces that are often unavailable in underfunded schools (Pascua Sangil, 2020). Teachers struggle to maintain order and ensure safety during practical activities without these necessary resources (Delos Santos Mendoza, 2019). Moreover, large class sizes common in public schools make it challenging to provide individual attention and manage learner behavior effectively, leading to a chaotic learning environment that hinders educational outcomes. Professional development opportunities for home economics teachers in the Philippines are scarce. Many teachers do not receive ongoing training that addresses the latest teaching strategies and curriculum developments specific to home economics (Villanueva,

2019). The Department of Education's initiatives for continuous professional development often focus on core subjects like mathematics and science, leaving home economics teachers with limited access to relevant training programs (Garcia Fernando, 2021). This lack of professional growth opportunities means that teachers are not able to update their skills and knowledge, which is crucial for effective classroom management and teaching. In Kiblawan North District, Division of Davao Del Sur, one of the primary issues in teacher preparedness for elementary home economics education is the lack of comprehensive training programs that address both content knowledge and pedagogical skills. Many teacher education programs focus heavily on subject matter knowledge, often neglecting the practical teaching strategies necessary for effective classroom management (Torres Rivera, 2018). Additionally, classroom management in elementary home economics in Kiblawan North District, Division of Davao Del Sur presents unique challenges due to the subject's hands-on nature and the need for specialized equipment and materials. Effective classroom management requires teachers to not only maintain order but also ensure safety and engagement during practical activities (Santos, 2021). Many teachers report difficulties in managing these dynamic environments, particularly when they lack access to adequate resources and support (Bautista, 2020). The variability in learner abilities and interests further complicates classroom management, as teachers must adapt their strategies to cater to a wide range of learning needs. Despite the recognized importance of teacher preparedness in effective classroom management, there exists a research gap specifically addressing how preparedness impacts classroom management in the unique context of elementary Home Economics education. This study aims to fill this gap by examining the relationship between teacher preparedness and various aspects of classroom manage-

ment, including learner engagement, learning environment quality, and classroom dynamics to promote effective teaching practices and optimize learner learning outcomes. By exposing this association, this study seeks to offer insights that could inform teacher training and curriculum development in Home Economics education. Moreover, the social relevance of this study lies in its potential to enhance educational practices that are foundational to developing learners' life skills. Effective classroom management in Home Economics not only supports academic achievement but also prepares learners for real-world challenges, such as financial literacy, nutrition, and family management. This holistic development is crucial for fostering responsible, capable individuals who can contribute positively to their communities.

1.1. Theoretical/Conceptual Framework—

This study explores the critical relationship between teacher preparedness and effective classroom management within the context of elementary home economics education. In contemporary educational discourse, various theoretical frameworks offer insights into this dynamic relationship, shedding light on how teacher preparation impacts classroom management practices. The main contemporary theory relevant to this research is the Social Learning Theory (Bandura, 1977), which posits that teachers acquire behavior management strategies through observation, modeling, and reinforcement. Teachers who are well-prepared in this theory understand how to effectively model and reinforce positive behaviors, thereby creating a supportive classroom environment conducive to learning (Wilson Johnson, 2020). This theory emphasizes the importance of teachers' own preparedness in applying effective classroom management techniques that promote learner engagement and academic success. Another pertinent theory is Self-Efficacy Theory (Bandura, 1994), which suggests that teachers' beliefs in their ability to manage classroom activities and learner be-

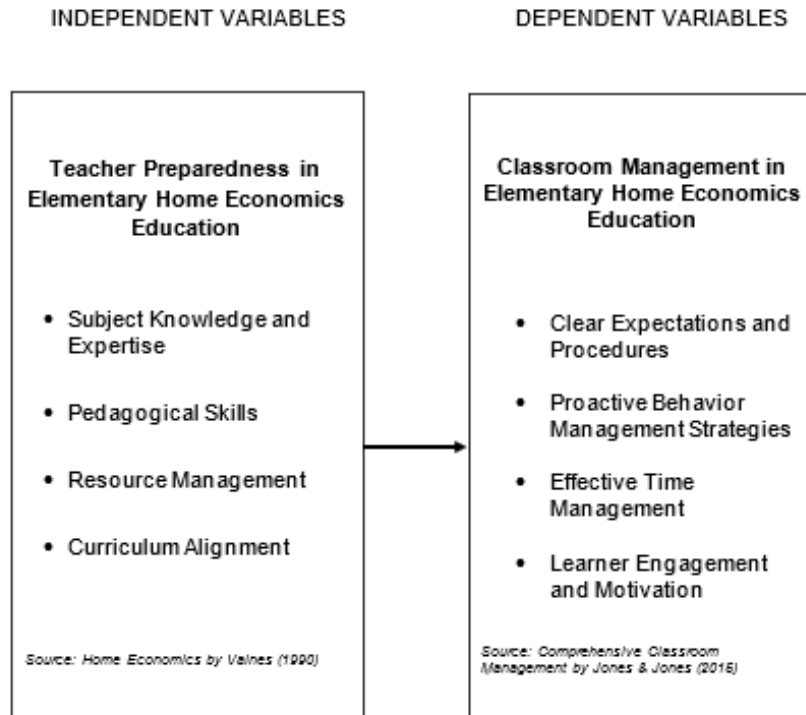


Fig. 1. Conceptual Paradigm Showing the Variables of the Study

haviors significantly impact their instructional practices. Teachers with high self-efficacy in classroom management are more likely to proactively plan and implement strategies that maintain order and promote positive learning experiences (Roberts Davis, 2020). This theory underscores the importance of teacher preparation programs in enhancing teachers' confidence and competence in managing diverse classroom dynamics in Home Economics Education settings. Ecological Systems Theory, proposed by Urie Bronfenbrenner, provides a framework to understand how various factors within and outside the classroom environment influence teacher preparedness and classroom management. According to this theory, teachers' interactions with learners, colleagues, administrators, and parents occur within multiple nested environments that collectively impact

their teaching practices (García Wilson, 2020). Effective teacher preparation programs address these ecological influences by providing opportunities for teachers to develop collaborative relationships, integrate community resources, and navigate systemic supports to enhance classroom management skills. On the other hand, the conceptual framework of the study is shown in Figure 1. The independent variable is the teacher preparedness in elementary home economics education in terms of subject knowledge and expertise, pedagogical skills, resource management, and curriculum alignment. Likewise, the dependent variable is the classroom management in elementary home economics education in terms of clear expectations and procedures, proactive behavior management strategies, effective time management, and learner engagement and motivation.

2. Methodology

This chapter outlines the research methods used in the study, detailing the strategies and techniques employed to collect data for analysis. These methods aim to uncover new information or enhance understanding of the topic. The chapter includes the research design, the study's respondents, the research instrument, and the data gathering procedures. Each section provides a comprehensive overview of the steps taken to conduct the research effectively.

2.1. Research Design—This study utilized a descriptive-correlational research design, which enables researchers to systematically describe the level of teacher preparedness and analyze its relationship with classroom management effectiveness without manipulating any variables. This approach aims to capture a current snapshot of teacher readiness in home economics education and examine how it influences classroom management capabilities (Johnson Davis, 2021). Employing this design is crucial for identifying patterns and establishing relationships between teacher preparedness and management outcomes, providing a quantitative basis for understanding the dynamics involved (Smith Roberts, 2022). This methodology is essential for gaining insights into how teacher readiness impacts classroom management practices. Specifically, the descriptive aspect of this study aims to accurately and objectively outline the phenomena of interest, including various dimensions of teacher preparedness such as subject knowledge and expertise, pedagogical skills, resource management, and curriculum alignment. It also examines classroom management in elementary home economics education in terms of clear expectations and procedures, proactive behavior management strategies, effective time management, and learner engagement and motivation. This approach allows for a comprehensive understanding of how well teachers are equipped to deliver effective home economics education, providing a clear picture of the current conditions without implementing any interventions (Johnson Davis, 2021). This foundational analysis is crucial for identifying areas that may need targeted improvements (Smith Roberts, 2022). Following the descriptive analysis, the correlational component of the research design explores the relationship between teacher preparedness and classroom management. Correlational research aims to identify patterns and associations between variables without implying causality. In this study, statistical analyses were conducted to determine the strength and direction of the relationship between various indicators of teacher preparedness and classroom management in elementary home economics education (Brown Miller, 2021). This phase is critical for understanding how different aspects of teacher preparedness influence classroom dynamics, offering insights into potential leverage points for enhancing classroom management through improved teacher training and development programs (Wilson Garcia, 2022).

2.2. Research Ethics—This study adhered strictly to the established protocols and standard guidelines required for conducting research, particularly in managing respondents' data. The survey questionnaire, along with supporting documentation from authors, will be submitted for thorough evaluation. Following approval from the Ethics Committee, the researcher will proceed with the study. Social Value. The social value of this study, lies in its potential to enhance educational practices and outcomes within the Kiblawan North District, Division of Davao Del Sur community. This study primarily aims to identify strengths and gaps to examine how well-prepared teachers are and how effectively they manage their classrooms.

This research holds significant ethical importance as it seeks to contribute positively to society by offering evidence-based insights that can inform policy decisions, professional development programs, and resource allocation to support Home Economics education. Promoting effective classroom management not only benefits teachers by creating structured, productive learning environments but also directly impacts learners by fostering a space where they can acquire essential life skills, such as cooking, budgeting, and home management. Ultimately, the research supports the broader goal of improving the quality of education and empowering both educators and learners, aligning with the community's developmental objectives.

Informed Consent. Obtaining informed consent is a critical ethical consideration in this study. The researcher will ensure that all participants are fully aware of the study's purpose, procedures, potential risks, and benefits before agreeing to take part. This involves providing detailed information in a clear and understandable manner, typically through a written consent form. Participants should be informed that their participation is voluntary and that they have the right to withdraw from the study at any time without any negative consequences (Resnik, 2018). Informed consent helps to protect the autonomy and dignity of the participants, ensuring that they are not coerced or manipulated into participating.

Vulnerability of Research Participants. Considering the vulnerability of research participants is essential in this study. Teachers, as participants, may feel compelled to participate due to their professional roles or relationships with the researchers. Therefore, special care must be taken to avoid any form of coercion or undue influence. The researcher will create a comfortable and non-threatening environment where participants feel free to express their views honestly and without fear of repercussions. This includes ensuring confidentiality and anonymity, so that responses cannot be traced back to in-

dividual participants, thereby protecting their professional reputations and personal privacy (Farrimond, 2020). Privacy and Confidentiality. Ensuring privacy and confidentiality is a crucial ethical consideration in this study. The researcher will take all necessary steps to protect the personal information of participants, ensuring that their identities remain anonymous and their responses confidential. This involves securely storing data, using coded identifiers instead of names, and limiting access to the data to the research team only (researcher and statistician). Participants should be informed about how their data will be collected, stored, and used, and reassured that their responses will not be linked back to them personally. Additionally, the dissemination of findings should be done in a manner that preserves anonymity, such as by presenting aggregated data rather than individual responses. By upholding stringent privacy and confidentiality measures, the study not only complies with ethical standards but also fosters trust, encouraging honest and open participation from the teachers involved (Johnson Davis, 2021; Smith Roberts, 2022).

The Risk, Benefits Safety. The ethical considerations regarding risk, benefits, and safety are paramount in this study, particularly in data gathering and the conduct of the study. Firstly, it is essential to minimize any potential risks to participants. These risks might include emotional distress or anxiety caused by introspective questions related to their teaching practices and classroom management skills. To mitigate these risks, the survey and interviews must be designed to be as non-invasive and respectful as possible. Participants should be fully informed about the study's nature, their role in it, and any potential discomfort they might experience. Providing access to counseling or support services can also help address any emotional distress that may arise. Ensuring confidentiality and anonymity is crucial to protect participants' personal and professional reputations. Data must

be stored securely, with access limited to the research team, to prevent any unauthorized use or disclosure of personal information (Johnson Davis, 2021). Balancing the potential risks, the benefits of this study are significant. The findings could lead to improved teacher training programs and better classroom management practices, which ultimately enhance educational outcomes for learners. By identifying the key areas where teacher preparedness impacts classroom management, the study can inform the development of targeted interventions and professional development programs. These benefits extend beyond the individual participants to the broader educational community, contributing to a more effective and supportive teaching environment in elementary home economics education. Ensuring participants' safety throughout the research process is vital, not only in physical terms but also regarding their psychological well-being. The researcher must be prepared to respond promptly and appropriately to any issues or concerns raised by participants during the study. Overall, a well-balanced approach that prioritizes the safety and well-being of participants while aiming to achieve meaningful and beneficial outcomes for the education sector is essential for the ethical conduct of this research (Smith Roberts, 2022). Justice. The principle of justice in research ethics emphasizes fairness in the selection of participants and the distribution of benefits and burdens. In this study, it is crucial to ensure that the selection of teachers as participants is equitable and that no group is unfairly burdened or excluded. The researcher must strive to include a diverse sample of teachers from various backgrounds and school settings to ensure that the findings are generalizable and applicable across different contexts. This approach helps to ensure that the benefits of the research are distributed fairly and that the findings can be used to improve education for all learners, not just a select group (Beauchamp Childress, 2019). Transparency.

Transparency is a key ethical consideration in conducting this study. The researcher should maintain open communication with participants and stakeholders throughout the study. This includes being transparent about the research objectives, methodologies, data handling procedures, and potential conflicts of interest. Participants should be informed about how their data will be used, stored, and shared, and researchers should be prepared to answer any questions or concerns participants may have. Transparency fosters trust and credibility, both of which are essential for the ethical conduct of research (Israel Hay, 2019). Qualification of the Researcher. The researcher in this study has the necessary skills, knowledge, and experience to conduct the study effectively and ethically. This includes understanding research methodologies, ethical guidelines, and the specific context of elementary home economics education. The researcher also engages in continuous professional development and seek advice from more experienced colleagues or ethics boards when necessary. Ensuring that the researchers are well-qualified helps to protect participants and enhances the validity and reliability of the study findings (Resnik, 2018). Additionally, the researcher is enrolled in the thesis development course which means all the pre-requisite courses and requirements were already completed. Adequacy of Facilities. The adequacy of facilities is another important ethical consideration in this study. The researcher must ensure that the facilities used for data collection are suitable and safe for both participants and researchers. This includes providing a private and comfortable setting for the data gathering or the conduct of the study, ensuring that if any equipment used is in good working order, and taking measures to protect data security. Adequate facilities help to ensure that the research is conducted in a professional and ethical manner, minimizing any potential risks to participants (Farrimond, 2020). Community Involvement. Community involve-

ment is an ethical imperative, especially in educational research. Engaging with the broader educational community, including teachers, administrators, parents, and learners, can enhance the relevance and impact of the study. The researcher should seek input from these stakeholders during the planning stages and share the findings with them in a meaningful way. This collaborative approach helps to ensure that the research addresses real-world issues and that the findings are used to improve educational practices and policies. Involving the community also fosters a sense of ownership and accountability, which is crucial for the ethical conduct of research (Israel Hay, 2019).

2.3. Research Respondents—The conduct of this study were held on the selected public elementary schools in Kiblawan North District, Division of Davao Del Sur. There will be one hundred and twenty (120) elementary home economics teachers that will serve as the responders in this research. These respondents should have a three years' minimum teaching the H.E. subject. They must be at least five years in service also as teachers. The study employed a purposive sampling method to select respondents, meaning participants will be intentionally chosen based on specific characteristics or criteria that are relevant to the research as presented in the above statements. This approach enables the researcher to gather samples from respondents that align closely with the study's objectives (Johnson Davis, 2021). Utilizing purposive sampling ensures that the chosen respondents are ideally positioned to offer valu-

able insights and detailed information regarding teacher preparedness and classroom management in elementary home economics education (Smith Roberts, 2022).

2.4. Research Instrument—Employing a survey questionnaire as a data collection instrument in this study is crucial for multiple reasons. Firstly, it enables efficient data gathering from a wide sample of teachers, allowing researchers to obtain extensive insights into different facets of teacher preparedness and classroom management in elementary home economics education. Additionally, this method allows for the quantification of complex variables, providing a structured means to evaluate the relationship between teacher preparedness and classroom management outcomes (Johnson Davis, 2021). Specifically, the questionnaire in this study was consisted of two distinct sections, each designed to address one of the variables under study. By utilizing this structured approach, the researcher aims to gather comprehensive data that effectively capture the essence of the research variables. For the first part of the survey instrument, this would provide data on the level of teacher preparedness in terms of subject knowledge and expertise, pedagogical skills, resource management, and curriculum alignment. Questions from this part of the instrument were adopted from the Home Economics by Vaines (1990). In the process of interpreting its data, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest. The scale with description and interpretation is shown below.

For the second part of the questionnaire, this determined the level of classroom management in elementary home economics education in terms of clear expectations and procedures, proactive behavior management strategies, effective time management, and learner engagement and motivation. Questions from this part

of the instrument were adopted from the Comprehensive Classroom Management by Jones Jones (2015). The same with the first part of the survey questionnaire, a five-point Likert Scale of the survey having five (5) as the highest and one (1) as the lowest in interpreting its data. The scale with description and interpretation is

Scale Descriptive Ratings and Interpretation for Teacher Preparedness in Elementary Home Economics Education

Range	Descriptive Equivalent	Interpretation
4.20–5.00	Very High	This means that the teacher preparedness in elementary Home Economics education is always evident.
3.40–4.19	High	This means that the teacher preparedness in elementary Home Economics education is often evident.
2.60–3.39	Moderate	This means that the teacher preparedness in elementary Home Economics education is sometimes evident.
1.80–2.59	Low	This means that the teacher preparedness in elementary Home Economics education is seldom evident.
1.00–1.79	Very Low	This means that the teacher preparedness in elementary Home Economics education is not evident.

shown below. The following five order gradations with their respective range of means and description were considered:

Additionally, survey questionnaires offer a standardized method for collecting data, which ensures consistency in responses and facilitates statistical analysis to uncover trends and correlations within the data. This method not only strengthens the reliability and validity of the research findings but also enhances the overall understanding of how teacher preparedness affects educational practices in home economics. Consequently, it informs targeted professional development programs and policy-making decisions in the field (Johnson Davis, 2021). To ensure the instrument's validity, it was reviewed by research experts and panel committee members. Furthermore, the survey instrument undergone pilot testing to assess its reliability, which will be calculated using the Cronbach's Alpha coefficient (Smith Roberts, 2022).

2.5. Data Gathering Procedure—In the initial phase of the data collection process, the researcher drafted a formal letter seeking authorization from the Dean of the Graduate School to proceed with the proposed research endeavor. Subsequently, another letter was prepared, soliciting permission from the Schools Division Superintendent of the Division of Davao Del Sur, routed through the designated channels of the Office of Public Schools District Supervi-

Scale Descriptive Ratings and Interpretation for Teacher's Classroom Management in Elementary Home Economics Education

Range	Descriptive Level	Interpretation
4.20–5.00	Very High	This means that the teacher's classroom management in elementary home economics education is always evident.
3.40–4.19	High	This means that the teacher's classroom management in elementary home economics education is often evident.
2.60–3.39	Moderate	This means that the teacher's classroom management in elementary home economics education is sometimes evident.
1.80–2.59	Low	This means that the teacher's classroom management in elementary home economics education is seldom evident.
1.00–1.79	Very Low	This means that the teacher's classroom management in elementary home economics education is not evident.

sors (PSDS) affiliated with the selected schools. Following the receipt of the requisite permits, the survey questionnaire was finalized for implementation in the study. Upon commencement of the study, the researcher personally distributed the survey questionnaire to the designated respondents with the permission and guidance of the school principal where the target respondents are teaching. Subsequent to the re-

spondents' completion of the survey questions, the researcher promptly retrieved the questionnaires. Lastly, the amassed data undergone analysis conducted by a professional statistician utilizing various methodologies delineated within the preceding chapters. The findings resulting from the data analysis was interpreted to provide additional insights pertinent to the study's objectives.

2.6. Data Analysis—The study used the respondents' collected data for analysis. The following statistical tools were used in the analysis and interpretation of the responses in this study to uncover meaningful insights from collected data. Mean. The mean, commonly referred to as the average, is a fundamental statistical measure that encapsulates the central tendency of data collected through survey ques-

tionnaires focused on teacher preparedness and classroom management. By calculating the mean scores for various aspects of teacher preparedness—including subject knowledge, pedagogical skills, resource management, and curriculum alignment—researchers can derive insights into general patterns. Similarly, by evaluating mean scores related to classroom management elements such as clear expectations,

proactive behavior management strategies, effective time management, and learner engagement, scholars can effectively highlight trends and identify areas that may warrant additional exploration or targeted interventions. Utilizing the mean allows researchers to distill complex data into comprehensible summaries, thereby facilitating a clearer understanding of how teacher preparedness relates to classroom management outcomes. This statistical approach not only aids in recognizing overarching trends but also helps pinpoint specific dimensions that may need further scrutiny or enhancement. By leveraging the mean in their analyses, researchers can provide actionable insights that inform professional development strategies and improve educational practices in elementary home economics education (Sullivan, 2019). Pearson R Correlation. The Pearson R correlation coefficient is utilized to examine the strength and direction of the relationship between teacher preparedness and classroom management in the realm of elementary home economics education. This statistical measure quantifies the extent to which two variables are interconnected, shedding light on whether increased levels of teacher preparedness correspond to more effective classroom management strategies. Conducting this analysis is crucial for determining the existence of a statistically significant correlation between the variables being studied, thereby laying the groundwork for additional research and hypothesis formulation. By applying the Pearson R correlation coefficient, researchers gain valuable insights that can inform educational practices. Understanding the correlation between teacher preparedness and classroom management not only highlights the significance of these variables but also aids in identifying areas for potential improvement. Such analysis serves as a

vital step in establishing a research framework, guiding subsequent investigations aimed at exploring the implications of teacher preparedness on classroom outcomes (Cohen, et. al., 2018; Schreiber, et. al., 2019). Multiple Linear Regression (MLR). Multiple Linear Regression (MLR) enhances research analysis by enabling scholars to investigate how various independent variable indicators influence a singular dependent variable, specifically classroom management within the context of elementary home economics education. By employing MLR, researchers can pinpoint which specific aspects of teacher preparedness exert the most substantial influence on classroom management, while simultaneously controlling for other factors included in the model. This methodological approach is especially crucial in educational studies, as it facilitates a deeper understanding of how different dimensions of teacher preparedness contribute to classroom management outcomes, thus allowing for the identification of critical areas where professional development efforts can be focused. The significance of MLR in this context lies in its ability to provide insights into the relationship between teacher preparedness and classroom dynamics. By analyzing the interplay between independent indicators and their effects on classroom management, MLR offers a structured way to assess which elements are most impactful. This understanding is vital for teachers and administrators, as it aids in recognizing specific competencies that need enhancement through targeted training programs. Consequently, utilizing MLR not only enriches the academic discourse surrounding educational practices but also serves as a practical tool for informing decisions related to teacher development and improving overall classroom effectiveness (Field, 2018).

3. Results and Discussion

This chapter presents the results and discussions based on the data collected during the study, offering a thorough analysis and interpretation of the findings. It includes an in-depth examination of the data, highlighting the implications and outcomes of the results obtained. The discussions are meticulously aligned with the research questions and the statement of the problem articulated in the preceding chapters. Consequently, the deliberations in this chapter provide a comprehensive understanding of how the findings address the core issues investigated in this study.

3.1. Level of Teacher Preparedness in Elementary Home Economics Education—Summary of the Level of Teacher Preparedness in Elementary Home Economics Education. Shown in Table 1 is the comprehensive summary analysis of the level of teacher preparedness in elementary home economics education in Kiblawan North District, Division of Davao Del Sur. The table also presented the analysis of each indicator such as subject knowledge and expertise, pedagogical skills, resource management, and curriculum alignment. Based on the analysis on the table, the overall mean score of 4.52 in the level of teacher preparedness in elementary home economics education is classified as very high which means that the teacher preparedness in elementary Home Economics education in Kiblawan North District, Division of Davao Del Sur is always evident. This also implies that there is a strong readiness among the said teachers to effectively deliver Home Economics education. This high level of preparedness is important for ensuring quality education, as it encompasses various aspects of teaching, from subject knowledge to resource management and curriculum alignment (Shanahan, 2020). The overall preparedness score further reflects the comprehensive capabilities of elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur, suggesting that they are well-equipped to handle the diverse demands of Home Economics education and contribute positively to learner learning outcomes.

Table 1. Summary of the Level of Teacher Preparedness in Elementary Home Economics Education

Indicators	Mean	Descriptive Level
Subject Knowledge and Expertise	4.70	Very High
Pedagogical Skills	4.61	Very High
Resource Management	4.73	Very High
Curriculum Alignment	4.06	High
Overall	4.52	Very High

Specifically, the highest-rated sub-indicator, Resource Management, with a mean score of 4.73, falls under the a very high category. This means that the teacher preparedness in elementary Home Economics education in Kiblawan North District, Division of Davao Del Sur in terms of resource management is always evident. This score reflects the teachers' ability to efficiently utilize resources, find cost-effective solutions, manage classroom environments, en-

sure equal access to materials, and seek out new resources to enhance instruction. Effective resource management is critical for providing a hands-on learning experience, which is essential in Home Economics where practical skills are a major component of the curriculum. Teachers' proficiency in this area ensures that they can create an engaging and supportive learning environment that maximizes the educational benefits for all learners (Knight, 2020).

3.2. Level of Classroom Management in Elementary Home Economics Education—Summary of the Level of Classroom Management in Elementary Home Economics Education. Table 2 provides a comprehensive summary of the level of classroom management in elementary Home Economics education, reflecting a very high level of effectiveness across various indicators. The overall mean score of 4.51, categorized as "Very High," means that the teacher's classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur is always evident. The implications of these findings are significant, suggesting that high standards of classroom management can lead to improved learner outcomes, greater engagement, and a more orderly and productive classroom atmosphere. This further implies the proficiency of Home Economics teachers in managing their classrooms effectively. This high level of classroom management is indicative of a well-structured and conducive learning envi-

ronment where learners can thrive. Effective classroom management is critical in ensuring that instructional time is used efficiently, learners are engaged, and the learning environment is safe and supportive. The consistently high scores across all indicators highlight the elementary home economics teachers' ability to maintain a high standard of classroom management, which is essential for fostering learner learning and development (Hattie Zierer, 2021). Specifically, the highest-rated indicator is "Clear Expectations and Procedures," with a mean score of 4.76. This means that the teacher's classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur in terms of clear expectations and procedures is always evident. This reflects the said teachers' ability to clearly communicate rules and expectations, which is fundamental for establishing a structured and predictable classroom environment. Clear expectations and procedures help learners understand what is expected of them, reducing ambiguity and promoting a sense of security and order. This high rating suggests that Home Economics teachers are effective in setting and maintaining clear guidelines for behavior and classroom procedures, which can enhance learner compliance and reduce disruptions. The importance of clear expectations is well-documented in educational literature, emphasizing its role in creating a positive and productive learning environment (Marzano, 2019).

The second highest-rated indicator is "Proactive Behavior Management Strategies," with a mean score of 4.62. This means that the teacher's classroom management in elementary home economics education in terms of proactive behavior management strategies in Kiblawan North District, Division of Davao Del Sur is always evident. This high score indicates that the said teachers are proficient in im-

plementing strategies to prevent misbehavior before it occurs. Proactive behavior management involves anticipating potential issues and addressing them through preventive measures, such as positive reinforcement and clear communication. By being proactive, teachers can create a classroom atmosphere that discourages negative behaviors and promotes positive interactions. This approach not only reduces the

Table 2. Summary of the Level of Classroom Management in Elementary Home Economics Education

Indicators	Mean	Descriptive Level
Clear Expectations and Procedures	4.76	Very High
Proactive Behavior Management Strategies	4.62	Very High
Effective Time Management	4.39	Very High
Learner Engagement and Motivation	4.29	Very High
Overall	4.51	Very High

incidence of disruptive behavior but also supports a positive classroom climate where learners feel respected and valued. The high rating in this area highlights the effectiveness of Home Economics teachers in maintaining discipline through proactive measures (Simonsen, et. al., 2021). The third highest-rated indicator, "Effective Time Management," with a mean score of 4.39, which means that the teacher's classroom management in elementary home economics education in terms of effective time management in Kiblawan North District, Division of Davao Del Sur is always evident. This highlights the importance of efficiently managing instructional time. Effective time management is crucial in ensuring that lessons are well-paced, learners are actively engaged, and learning objectives are met. This involves careful planning, smooth transitions between activities, and the use of tools to help learners manage their time. The high score in this area indicates that the said Home Economics teachers are skilled in organizing their lessons to maximize learning opportunities and minimize downtime. Effective time management contributes to a well-ordered classroom where learners can focus on learning and complete tasks within the allocated time (Bender, et. al., 2021). The lowest, yet still very high, rated indicator is "Learner Engagement and Motivation," with a mean score of 4.29. This means that the teacher's classroom management in ele-

mentary home economics education in terms of learner engagement and motivation in Kiblawan North District, Division of Davao Del Sur is always evident. This score further suggests that while the said teachers are effective in engaging and motivating learners, there is slightly more room for improvement compared to the other indicators. Learner engagement and motivation are critical for ensuring that learners are actively involved in the learning process and motivated to succeed. Strategies to enhance engagement and motivation include designing relevant and interesting lessons, using diverse instructional methods, and recognizing learner achievements. The high rating in this area reflects the teachers' efforts to create an engaging and motivating learning environment, although continuous efforts are needed to maintain and further improve learner engagement (Leithwood, et. al., 2020).

3.3. Significant Relationship Between the Teacher Preparedness and Classroom Management in Elementary Home Economics Education—Table 3 presents the results of the analysis examining the significant relationship between teacher preparedness and classroom management in elementary Home Economics education in Kiblawan North District, Division of Davao Del Sur. The correlation coefficients (r-value) and p-values for all indicators show significant positive relationships between teacher preparedness and the four key aspects of classroom man-

agement: Clear Expectations and Procedures, Proactive Behavior Management Strategies, Effective Time Management, and Learner Engagement and Motivation. Hence, the null hypothe-

sis (Ho) of this study that there is no significant relationship between the teacher preparedness and classroom management in elementary home economics education is rejected.

Table 3. Significant Relationship Between the Teacher Preparedness and the Classroom Management of Elementary Home Economics Education

Teachers Preparedness	r	p-value	Decision on H ₀
Clear Expectations and Procedures	0.510	0.000	Reject
Proactive Behavior Management Strategies	0.660	0.000	Reject
Effective Time Management	0.450	0.000	Reject
Learner Engagement and Motivation	0.405	0.000	Reject
Overall	0.714	0.000	Reject

Relatively, the overall relationship between teacher preparedness and classroom management in Kiblawan North District, Division of Davao Del Sur is equivalent to the correlation coefficient (r) of 0.714 and a p-value of 0.000. The analysis is below the 0.05 threshold as basis for statistical significance which indicates a strong positive relationship between teacher preparedness and effective classroom management. This implies that there is a direct relationship between teacher preparedness and classroom management education which means that when the elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are more prepared in their lesson presentations then they also have better classroom management. The decision to reject the null hypothesis (Ho) for all indicators suggests that teacher preparedness plays a significant role in enhancing classroom management across the various dimensions. Consequently, the analysis highlights the importance of comprehensive preparation in ensuring that all aspects of classroom management are effectively addressed. Preparedness encompasses a range of compe-

tencies, including subject knowledge, teaching strategies, behavior management techniques, and the ability to engage and motivate learners. Teachers who are well-prepared are better able to create a structured, organized, and supportive classroom environment where learners can focus on learning. This study contributes to the growing body of research that highlights the critical role of teacher preparation in promoting effective classroom management and improving learner outcomes. The implications for teacher training programs are clear: focusing on comprehensive preparation that includes strategies for managing behavior, time, and learner engagement is essential for developing effective teachers (Hattie Zierer, 2021). Specifically, the highest correlation value is found between teacher preparedness and Proactive Behavior Management Strategies, with a correlation coefficient (r) of 0.660 and a p-value of 0.000. This indicates a strong positive relationship, meaning that as the elementary home economics teachers' preparedness increases, so does their ability to implement proactive strategies to manage behavior. Proactive behavior management

involves anticipating potential disruptions and employing preventive measures, such as establishing clear rules and expectations, using positive reinforcement, and creating a structured learning environment. The significant correlation between preparedness and proactive strategies implies that elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur who are well-prepared are better equipped to prevent misbehavior before it occurs. This finding highlights the importance of thorough preparation in preventing classroom disruptions, ensuring that learning proceeds smoothly and without unnecessary interruptions. Research indicates that proactive classroom management techniques are more effective than reactive approaches in maintaining a positive classroom environment (Simonsen, et. al., 2021). The second strongest relationship is observed between teacher preparedness and Clear Expectations and Procedures, with a correlation coefficient of 0.510 and a p-value of 0.000. This result shows a moderate positive relationship, suggesting that as elementary home economics teachers' preparedness increases, they are more likely to establish and communicate clear expectations and procedures for behavior, safety, and the use of classroom resources. Establishing clear expectations is fundamental to effective classroom management, as it helps learners understand what is required of them and what behaviors are acceptable. Well-prepared elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are likely to have organized and clear plans for setting expectations and communicating these to learners, which can significantly reduce confusion and misbehavior in the classroom. This finding supports research that highlights the importance of clarity in expectations and procedures for promoting a well-managed and efficient classroom (Marzano, 2019). Teacher preparedness also shows a significant positive relationship

with Effective Time Management, with a correlation coefficient of 0.450 and a p-value of 0.000. This moderate correlation suggests that teachers who are well-prepared are more likely to manage their classroom time effectively, ensuring that lessons are well-paced, learners are engaged, and there is adequate time for practice and reflection. Effective time management is a key component of successful classroom management, as it allows for the smooth transition between activities, minimizes downtime, and maximizes instructional time. Prepared elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are better equipped to plan lessons that balance content delivery, learner practice, and reflection, ultimately leading to more productive and engaging classroom experiences. This finding aligns with studies that emphasize the role of time management in creating an organized and efficient learning environment (Bender, et. al., 2021). The lowest, but still significant, correlation is found between teacher preparedness and Learner Engagement and Motivation, with a coefficient of 0.405 and a p-value of 0.000. Although this correlation is somewhat weaker than the others, it still suggests that well-prepared teachers are more likely to design lessons and create an environment that fosters learner engagement and motivation. This relationship indicates that preparedness not only involves classroom management strategies but also includes the ability to engage learners through relevant and interesting content, diverse instructional strategies, and opportunities for learner autonomy. Well-prepared elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are likely to have a deeper understanding of learner needs and learning styles, allowing them to implement strategies that enhance learner motivation and participation. This finding supports the literature that links teacher preparedness with increased learner engagement, as motivated learners are more likely to invest ef-

fort in their learning (Wiggins McTighe, 2020).

3.4. Regression Analysis of the Teacher Preparedness on the Classroom Management in Elementary Home Economics Education — Table 4 presents the results of a regression analysis examining the relationship between teacher preparedness and various aspects of classroom management in elementary Home Economics education. The overall analysis shows a strong fit with an R-value of 0.810 and an R-squared value of 0.657, indicating that 65.70 percent of the variance in classroom management can be explained by teacher preparedness. The F-

value of 54.967, with a p-value of 0.000, further supports the analysis' significance, meaning the relationship between teacher preparedness and classroom management is statistically strong. This implies that teacher preparedness is a critical predictor of classroom management outcomes, and effective preparedness strategies are likely to lead to better management of classroom dynamics. These findings align with the growing body of research that emphasizes the importance of teacher preparedness in ensuring effective classroom management and positive learner outcomes (Hattie Zierer, 2021).

Table 4. Regression Analysis of the Teacher Preparedness on the Classroom Management of Elementary Home Economics Teachers

Teacher Preparedness	B	Std. Error	Beta	t	Sig.	Decision on H ₀
(Constant)	0.243	0.345		0.703	0.483	
Clear Expectations and Procedures	0.313	0.072	0.309	4.342	0.000	Reject
Proactive Behavior Management Strategies	0.482	0.044	0.607	10.959	0.000	Reject
Effective Time Management	0.227	0.080	0.220	2.854	0.005	Reject
Learner Engagement and Motivation	0.002	0.057	0.002	0.028	0.978	Failed to Reject
R = 0.810, R² = 0.657, F-Value = 54.967, p-value = 0.000						

Relatively, based on the said table, it shows that three (3) out of the four (4) indicators of teacher preparedness significantly influence the classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur. Hence, the set null hypothesis is rejected. Particularly, the indicator "Clear Expectations and Procedures," of the teacher preparedness garnered a t-value of

4.342 and a p-value of 0.000, which is less than the 0.05 significance threshold. This means that teacher preparedness in Kiblawan North District, Division of Davao Del Sur has a statistically significant positive impact on the establishment of clear expectations and procedures in the classroom. Elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are considered prepared teachers

which are more likely to set and communicate clear rules and procedures, which are essential for reducing classroom disruptions and ensuring that learners know what is expected of them. The significant impact of preparedness on this aspect of classroom management highlights the importance of providing teachers with the necessary tools, strategies, and training to communicate clear expectations effectively. As research has shown, clear expectations contribute to a structured and predictable environment, which is essential for learner compliance and reducing misbehavior (Jones Jones, 2019). Another relationship is found between teacher preparedness and "Proactive Behavior Management Strategies," garnering a t-value of 10.959 and the p-value of 0.000 indicate a highly significant positive relationship. This suggests that better-prepared teachers are more likely to implement proactive behavior management strategies that prevent misbehavior before it occurs. Proactive behavior management involves strategies such as setting clear expectations, reinforcing positive behaviors, and establishing routines that minimize disruptions. The strong impact of preparedness on this area highlights the importance of equipping teachers with the skills to anticipate potential behavioral issues and manage them effectively. As studies have demonstrated, proactive strategies are critical for creating a positive and orderly classroom, and teachers who are well-prepared are better positioned to reduce misbehavior and maintain a conducive learning environment (Simonsen, et. al., 2021). "Effective Time Management" also shows a significant positive relationship with teacher preparedness garnering a t-value of 2.854 and the

p-value of 0.005 which indicate that this relationship is statistically significant. Elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are well-prepared teachers that are more likely to manage their time effectively, ensuring that instructional activities, transitions, and learner reflections are completed within the allotted time. Time management is crucial in ensuring that lessons are well-paced, learners are actively engaged, and learning objectives are met. The positive impact of teacher preparedness on time management implies that the said teachers who invest time in preparation are better able to organize their lessons and activities, reducing downtime and keeping learners focused. Research consistently highlights the importance of time management in classroom settings, emphasizing that it plays an essential role in enhancing learner engagement and achievement (Bender, et. al., 2021). Finally, the relationship between teacher preparedness and "Learner Engagement and Motivation" shows a t-value of 0.028 and a p-value of 0.978. This result indicates that teacher preparedness does not have a statistically significant impact on learner engagement and motivation, as the p-value is much higher than the 0.05 threshold for significance. While preparedness is important for creating an engaging and motivating learning environment, this analysis implies that other factors may play a more substantial role in fostering learner engagement. Teachers' preparedness alone may not be enough to significantly impact learner engagement, indicating the need for a complex approach that includes understanding learners' interests, needs, and learning preferences.

4. Conclusions and Recommendations

Presented in this chapter are the findings of the study based on the outcome of the gathered data. The conclusions drawn from the findings of the study are likewise outlined in this section. To maximize the significant contribution of this study, the researcher laid down recommendations in this chapter.

4.1. Findings—Elementary education, including home economics, is considered significant in shaping learners' foundational skills and attitudes towards various life domains. Effective classroom management is crucial in creating a conducive learning environment where learners can engage actively and achieve academic success. However, effective delivery of home economics instruction hinges significantly on teacher preparedness and their ability to manage classroom dynamics effectively. In this study, a non-experimental quantitative research methodology using a descriptive correlation approach was applied. Statistical analyses such as the mean, Pearson R correlation, and Multiple Linear Regression were utilized. The participants in the research were the one hundred and twenty (120) elementary Home Economics teachers in Kiblawan North District, Division of Davao Del Sur. The respondents were male and female, aged between 30 to 50 years, with an average teaching experience of 10 to 20 years. Most held bachelor's degrees in education, with a significant number possessing additional certifications in vocational training and HE specializations. These respondents were chosen via a sample process known as purposive sampling. Data were analyzed based on the survey questionnaires that were used by the researcher after they had been modified to conform to the parameters of the study, which had been subjected to validation by experts and had its reliability examined. Descriptive results of the study revealed a very high descriptive level of teacher preparedness which means that the teacher preparedness in elementary Home Economics education in Kiblawan North District, Division of Davao Del Sur is always evident. Likewise, the level of classroom management in elementary home economics education received a very high descriptive level rating which means that the teacher's classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur is always

evident. Consequently, there is a strong relationship between teacher preparedness and classroom management education which means that when the elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur are more prepared in their lesson presentations then they also have better classroom management. Likewise, the regression analysis resulted that three (3) out of the four (4) indicators of teacher preparedness namely the clear expectations and procedures, proactive behavior management strategies, and effective time management significantly influence the classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: There is a very high level of preparedness among elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur across various indicators such as subject knowledge, pedagogical skills, resource management, and curriculum alignment. This suggests these teachers in the said district are well-equipped to deliver effective Home Economics education, showcasing their ability to manage resources, understand subject matter deeply, and employ diverse teaching strategies. The high preparedness level highlights the importance of continuous professional development to maintain and further enhance the quality of education, ensuring that learners receive a comprehensive and engaging learning. Relatively, there is also a very high level of classroom management among elementary home economics teachers in Kiblawan North District, Division of Davao Del Sur across various indicators such as clear expectations and procedures, proactive behavior management strategies, effective time management, and learner engagement and motivation. These findings imply that these teachers are proficient in managing their classrooms, which leads to improved

learner outcomes, greater engagement, and a more orderly and productive classroom atmosphere. The high standards of classroom management demonstrated by these teachers are crucial for fostering a well-structured and conducive learning environment, ensuring that instructional time is used efficiently, and maintaining a positive and supportive classroom climate. Furthermore, there is a strong significant relationship between the teacher preparedness and classroom management in elementary home economics education in Kiblawan North District, Division of Davao Del Sur. This implies that better-prepared teachers are more proficient in managing their classrooms, which enhances learner engagement, motivation, and overall learning outcomes. The findings imply that comprehensive teacher preparation is crucial for effective classroom management to focus on equipping teachers with the necessary skills and knowledge to create structured and supportive learning environments. Moreover, teacher preparedness significantly influences classroom management in elementary Home Economics education. With 65.70 percent of the variance in classroom management explained by teacher preparedness, it is evident that well-prepared teachers are better at setting clear expectations, implementing proactive behavior management strategies, and managing time effectively. These findings highlight the critical role of teacher preparedness in fostering efficient classroom management practices, underscoring its importance in creating conducive learning environments for learners.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The Department of Education Officials should continue to invest and provide policies in comprehensive professional development programs in Kiblawan North District, Division of Davao Del Sur such as advanced home economics content workshops, differentiated instruction training, efficient classroom

resource utilization, curriculum mapping workshops, and many more. These programs should focus on enhancing subject knowledge, pedagogical skills, resource management, and curriculum alignment, which are crucial for maintaining high standards of Home Economics education. Additionally, to further support effective classroom management, it is essential to provide ongoing training that equips teachers with proactive behavior management strategies, time management techniques, and methods for fostering learner engagement and motivation. School administrators should prioritize continuous professional development programs supports in Kiblawan North District, Division of Davao Del Sur to sustain and enhance these competencies. Emphasizing ongoing training in subject knowledge, pedagogical skills, and classroom management will ensure that teachers remain well-equipped to deliver effective and engaging Home Economics education. Additionally, administrators should focus on providing resources and support systems that reinforce the critical relationship between teacher preparedness and classroom management, ultimately fostering a structured and motivating learning environment for learners. Given the high level of preparedness and classroom management demonstrated by elementary Home Economics teachers in Kiblawan North District, it is still recommended that teachers should continue to seek opportunities for professional development to maintain and enhance their skills in subject knowledge, pedagogical strategies, and classroom management. Teachers should also remain proactive in adapting their teaching methods to address the diverse learning needs of learners while promoting learner engagement and motivation through effective time and behavior management. Additionally, fostering collaboration among colleagues to share best practices and resources can help strengthen their collective ability to create a structured, supportive, and efficient learning environment.

Relatively, it is recommended that Home Economics learners must take full advantage of the structured and engaging learning environments created by their well-prepared teachers. Learners should actively participate in class, adhering to classroom expectations and engaging with the diverse teaching strategies employed by their teachers to maximize their learning experience. Additionally, Home Economics learners should recognize the importance of a well-managed classroom in enhancing their motivation and academic success, and strive to maintain positive behaviors and attitudes that contribute to a productive and supportive learning atmosphere. Future researchers should consider expanding the scope of this study to include other districts to determine whether the high levels of teacher preparedness and classroom management found in Kiblawan North District are prevalent across different educational contexts. Additionally, examining the impact of specific professional development programs on teacher preparedness and classroom management would provide deeper insights into the factors that contribute to effective Home Economics education. Finally, future studies could explore how teacher preparedness and classroom management interact with other variables to further understand the complex dynamics of the classroom environment.

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