

## Classroom Management Practices of Hotel, Restaurant, and Institution Management Instructors

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**Abstract :** Classroom management is a critical skill but the styles are constantly evolving. It is constantly under pressure particularly in the college education level due to diversity in student profiles, modes of delivery, and marketization of higher education. This study sought to analyze the extent of implementation of classroom management practices (CMPs) of the college instructors of the Hotel, Restaurant, and Institution Management of a premier university in the Philippines. It was also determined if their length of teaching affects their classroom management style. A questionnaire with sixteen 'evidenced-based' CMPs grouped into five critical features of classroom management, adopted from the literature search of Simonsen et al. (2008), was administered to 4 instructor-respondents and to their 88 students. Weighted mean scores of each of the CMPs revealed that there were differences between the instructors' self-scores and their students' ratings on their implementation of CMPs. The critical feature of classroom management 'actively engage students in observable ways' got the highest mean score, corresponding to 'always' from the instructors' self-rating and 'frequently' from their students' ratings. However, 'use a continuum of strategies to respond to inappropriate behaviors' got the lowest scores from both the instructors and their students corresponding only to 'occasionally'. Analysis of variance showed that the only CMP affected by the length of teaching is the practice of 'prompting students to respond'. Based on the findings, some recommendations for the instructors to improve on the critical feature where they scored low are discussed and suggestions are included for future research.

**Keywords :** classroom management, CMPs, critical features, evidence-based classroom management practices

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