

The Socio-emotional Classroom Management and Student Engagement of Tertiary Teachers in Davao City

ABSTRACT

Student engagement is a vital component of effective teaching and learning in tertiary education, hence identifying factors that contribute to this is crucial for tertiary education students. This study employed a quantitative descriptive-correlational research design to examine the relationship between the dependent variable (student engagement) and the independent variable (socio-emotional classroom management). Using purposive sampling the researchers collected data from college students in Davao City. The study found that there is a positive and significant relationship between the socio-emotional classroom management of teachers and student engagement of college students ($r=.34$). Further, the regression analysis revealed that the socio-emotional classroom management of tertiary teachers influenced the engagement of students. In singular capacity, socio-emotional classroom management had a positive standardized beta value of .22 and a p-value of .01.

Keywords: descriptive-correlation, tertiary education, student engagement, socio-emotional classroom management, Davao City, Philippines

Introduction

Student engagement is a vital component of effective teaching and learning in tertiary education (Bowden, 2021; Kahu, 2013). Engaged students are more likely to actively participate in class discussions, demonstrate intrinsic motivation, and achieve higher levels of academic success (Schnitzler et al. 2021). However, achieving and maintaining high levels of student engagement is a significant challenge for teachers (Bryson, 2016). As mentioned, obtaining effective student engagement is a result of efficient classroom management (Spencer, 2018).

Tertiary teachers employ several classroom management in eliciting student engagement. Compared to more traditional forms of classroom management, which prioritizes behavioral control and discipline, there's a need to explore how socio-emotional classroom management emphasizes the importance of creating a supportive and inclusive learning environment that addresses students' emotional needs.

Globally, the prevailing focus of classroom management in many tertiary education settings had been on fast-paced and output producing order (Rahimi & Karkami, 2015). Tertiary education was often focused on academic requirements and learning, which teachers consequently prioritized content delivery over creating a supportive and engaging classroom environment (Solis & Duran, 2022). This was evident in the study in China where the teachers' lack of constructive feedback to students was found to be a specific weakness in the current Chinese teaching practices (Zhao et al., 2021). Findings in Hawaii similarly indicated that communication was the fundamental component in classroom management and was also associated with the teacher's concept of how students learn and their intentions for teaching (Fortes, 2019). Neglecting the students' socio-emotional needs could hinder their engagement, resulting in disengaged, unmotivated, and academically under-performing students (Jones & Khan, 2017). In this regard, Yang and colleagues (2016) stressed that the social and organizational environment of classrooms and schools greatly shaped the extent to which students emotionally and cognitively engaged with their school and learning.

Moreover, the shift towards remote or hybrid learning modalities, as witnessed during the Covid-19 Pandemic, has introduced new challenges to student engagement in tertiary education (Hastomo & Septiyana. 2022; Nagruho, et al. 2021). The physical separation between teachers and students, coupled with increased reliance on digital platforms, has created additional barriers to building meaningful connections and fostering social-emotional well-being in the classroom. As a result, understanding and implementing effective socio-emotional classroom management strategies have become even more critical in the current educational landscape (Tay, et al. 2021).

In the Philippines, classroom management strategies has been found one of the reason for the students active engagement in school and out of school activities, manifested most of the time and practiced daily that yielded high level result (Cinches, et al. 2017). Institutional support and teaching strategy has also been found to sequentially mediate the student engagement of tertiary private institutions in the country (Amora et al. 2016). Affective engagement, as in teacher-student relationships, family support for learning, and peer support for learning has been found to influence the student engagement of Filipino students (Francisco, Gonzales, & Vargas, 2015).

In the Davao Region, established studies revealed that classroom management students become more self-regulated if the teachers manage the classroom very well. Employing rules and regulation in the class would help student improve their self-regulation and become more discipline (Albarico et al. 2020). While there is a considerable body of research on classroom management and student engagement in general, there is a relative scarcity of studies specifically focusing on the socio-emotional aspects within the tertiary education context. Existing research tends to primarily concentrate on primary and secondary education settings, leaving a gap in understanding the unique challenges and dynamics present in tertiary classrooms.

The study of socio-emotional classroom management in student engagement among tertiary teachers held immense significance as it delved into the realm of understanding the distinct advantages and effectiveness of socio-emotional strategies in cultivating and sustaining student engagement. Through a comprehensive exploration of this subject, the study not only shed light on its inherent importance but also provided valuable insights that could shape instructional approaches, foster a positive learning environment, facilitate holistic development, inform teacher training, and influence educational policies. Ultimately, these outcomes contributed to heightened levels of student engagement and improved learning outcomes within the tertiary education landscape.

Statement of the Problem:

This paper aimed to determine the influence of socio-emotional classroom management on student engagement of Tertiary Teachers in Davao City. Specifically, this will have sought the following:

1. What is the level of Socio-emotional management of Tertiary Teachers in terms of:
 - 1.1 Teacher's General Demeanor
 - 1.2 Psychological Safety
 - 1.3 Sense of Identity
 - 1.4 Feeling of Belonging
 - 1.5 Purposeful Behavior
 - 1.6 Sense of Competence
2. What is the level of Student engagement in terms of:
 - 2.1 Emotional Engagement
 - 2.2 Cognitive Engagement
 - 2.3 Behavioral Engagement
3. Is there a significant relationship between Socio-emotional Classroom Management and Student Engagement?

4. Do Socio-emotional Classroom management significantly influence Student Engagement?

METHODOLOGY

Research Design

The study employed a quantitative descriptive-correlational research design to examine the relationship between the dependent variable (student engagement) and the independent variable (socio-emotional classroom management). The use of quantitative methods involved the collection of numerical data from a sample of participants to analyze the strength and direction of the relationship. This approach provided a systematic and objective way to explore the extent to which socio-emotional classroom management influenced student engagement.

Participants/Subjects

The participants of this inquiry were college students in Davao City. A sample of 377 respondents was needed based on Raosoft calculation, tolerating an uncertainty level of 95%. Purposive sampling was devised to draw prospective respondents based on the following criteria:

1. They must have been students from accredited Higher Education Institutions (HEIs) in Davao City.
2. They must have been of legal age.
3. They must have been willing to participate in the study.

Detailed procedures

The following research protocols were carried out as the procedures in this study.

1. The researchers applied for clearance to the Institutional Research Committee through the Research office.
2. After receiving IRC approval, the psychometric qualities of the questionnaire were established by having three experts review its content and administering it to 30 people between the ages of 19-22. Cronbach's alpha and the content validity index were computed and analyzed.
3. The proposal was submitted to the Research Ethics Committee (REC) for assessment upon IRC approval and after verifying the questionnaire's psychometric soundness. The article was revised in accordance with the REC's recommendations.
4. The questionnaire was distributed using Google Forms once REC received the Certificate of Approval (COA) and the limitations imposed by the Covid-19 pandemic.
5. Participants were not given any orientation, but a statement on informed consent was included at the beginning of the Google Link. Questions were used to determine the respondents' eligibility and guarantee their voluntary participation.
6. A Research Assistant (RA) was enlisted to accelerate and facilitate data collection.
7. The questionnaire was sent out or distributed to numerous chat groups on various social media platforms, in addition to the standard means of distribution (email, private message, SMS), including Facebook, Viber, Telegram, Instagram, etc. The inclusion requirements were rigorously followed.
8. With the assistance of the RA and friends, Google Links for the questionnaire were provided via Messenger applications (Viber or Facebook).

9. The only information requested by the Google link was the respondents' age and whether or not they were Davao City permanent residents. Other responses that could have allowed the participant to be identified were not present.
10. Any information that could be used to identify an individual respondent was erased after the replies were downloaded to an excel file and recoding was done.
11. Collected data was temporarily stored in the principal investigator's Google Drive, then deleted after the final output's approval.
12. Software was used to analyze the collected data, and the results were interpreted and discussed to address the research objectives.
13. The final results were given to the IRC, and any necessary revisions were made.
14. Results were presented at various conferences after approval and may also be published in peer-reviewed or Scopus publications.
15. All data was permanently deleted from Google Drive once the IRC's clearance was obtained. Additionally, Google Forms erased any surveys that were distributed through Google Links. Monitoring the development of this study was done at the discretion of the research office.

Data Analysis

The gathered data was analyzed using appropriate statistical tools. The mean and standard deviation were used to determine the level of socio-emotional classroom management and student engagement. The Pearson r was used to determine the significant relationship between socio-emotional classroom management and student engagement of the respondents. Lastly, a linear regression analysis was conducted to determine whether the factors of socio-emotional classroom management influenced the level of student engagement of the respondents. However, this could only be used if a significant relationship between the variables existed.

RESULTS AND DISCUSSION

In this chapter, the focus is on the exploration, examination, and understanding of data. The initial section outlines the various levels of socio-emotional classroom management among tertiary teachers, along with the levels of student engagement. The subsequent part highlights the importance of the connection between the independent variables, namely socio-emotional classroom management, and the dependent variable, which is student engagement. Additionally, it underscores the significance of the impact that the independent variables have on the dependent variable within the context of this study.

Level of Socio-emotional Classroom Management of Tertiary Teachers

Table 1
Level of Socio-emotional Classroom Management of College Teachers

	Mean	SD	Description
Teachers' General Demeanor	4.56	.24	Very High
Psychological Safety	4.42	.28	Very High
Sense of Identity	4.32	.26	Very High
Feeling of Belonging	4.25	.26	Very High
Purposeful Behavior	3.94	.23	High
Sense of Competence	4.04	.26	High
Over-all Mean	4.26	.17	Very High

The Table above shows the level of socio-emotional classroom management of Tertiary teachers. It shows that the overall mean of socio-emotional classroom management is 4.26 which is described as very high. It means that socioemotional management is

always demonstrated. This suggests that college instructors consistently take pleasure in teaching, prioritize their students' well-being, promote a psychologically safe environment for their students, cultivate their students' sense of self-identity, collaborate with parents to determine the most effective teaching methods, and establish a classroom atmosphere that encourages mutual respect and support.

In addition, the overall standard deviation is .17 which is less than one, denoting that the respondents have ratings that are practically almost the same. This suggests that the participants in this study share comparable socioemotional traits, resulting in nearly identical scores. This finding supports the study of Sánchez-Alcaraz et al. (2019), that college teachers have high level of socioemotional management. Also, by effectively demonstrating it, become better equipped to handle challenging behaviors and promote positive relationships with students. Additionally, Ward and Holman (2018) conducted a study which demonstrated that teachers with strong socioemotional management abilities can establish a positive classroom climate that enhances student learning and development. According to the authors, these competencies are especially crucial for college teachers due to the teaching nature, which can lead to more emotionally charged situations than other academic subjects.

Teachers' General Demeanor. Examining the dimension on teachers' general demeanor reveals that its category mean is 4.56 described as very high which means that this dimension of socio-emotional classroom management is oftentimes demonstrated. The table further reveals that the mean rating of the items ranges from 3.75 to 4.89. This implies that college teachers regularly assess and adjust their own conduct, approach, and methods of instructing and guiding their students and classes. Through prioritizing the creation of a favorable classroom atmosphere, teachers place great importance on their own behavior to ensure that diversity, respect, and positive learning outcomes are reflected by their students.

This finding supports the argument of Eckler (2018) who indicated that tertiary teachers deliberately makes an effort to manage their own behavior to limit possible negative impact to students. Hence, they moderate their general demeanor. According to Urazbaeyna (2022) and Broughton et al. (2019), consciously supporting and fostering students by teachers can improve their teaching effectiveness, thereby increasing students' receptiveness to positive learning behavior.

Psychological Safety. The table shows that dimension, psychological safety was assessed by college teachers as very high with a category mean of 4.42, which means it is a socio-emotional classroom management of teachers that is always demonstrated. The mean rating of the different items ranges from 4.11 to 4.79. The results suggest that college instructors consistently place the psychological well-being of their students as their top priority. This means that these teachers ensure that their students have chances to work with others to solve problems, and they also take measures to prevent harmful issues and professionally mediate it.

The outcome of this study aligns with the research done by Baeva and Bordoskaia (2015), which found that teachers demonstrate a high degree of psychological safety. This suggests that schools that prioritize creating a psychologically safe environment for teachers tend to promote positive aspects of student well-being such as emotional comfort, confidence, and greater cognitive activity.

Additionally, Seyda and Tabancali (2020) which also found that teachers have high level of psychological safety. The results indicate that teachers consistently showcased their proficiency in devising and delivering impactful learning experiences for their students. This suggests that the emotional well-being and security of teachers may also be reflected in their ability to apply their knowledge of student behavior and development. As a result, when executing their lesson plans, they are mentally prepared and self-assured in achieving positive results.

Sense of Identity. In the sense of identity of college instructors, it resulted a very high with a category mean of 4.32, which means the sense of identity of the socioemotional classroom management is always demonstrated. The mean rating of the different items ranges from 3.77 to 4.77. This implies that tertiary teachers consistently exhibit their competence in creating and delivering impactful educational experiences for their students. By having a clear sense of their identity and acknowledging their limitations, college teachers can work towards establishing a conducive learning environment that provides equal opportunities for all students, catering to their unique challenges and needs.

This outcome reinforces the discovery made by Yanchick et al. (2018), which suggested that teachers who possess a strong sense of identity and a connection to their job are likely to feel more self-assured in dealing with difficult situations and less prone to feeling overwhelmed or stressed by the demands of their work. This feeling of confidence and self-efficacy can promote a higher level of socioemotional classroom management.

Feeling of Belonging. In terms of feeling of belonging, it shows a very high category mean rating of 4.25 which means that this domain is a socioemotional classroom management that is always demonstrated. The mean rating of the different items ranges from 3.35 to 4.77. The results indicated that college teachers feel a sense of belongingness when they collaborate with parents and caregivers and prioritize student well-being. This highlights the importance of teachers feeling a shared purpose and values within their community, particularly within their classes, as it contributes to their socioemotional classroom management.

This result aligns with the research conducted by Alves et al. (2019), which demonstrated that teachers typically strive for satisfaction and achievement by establishing a connection with their students, peers and the parents. Teachers often seek to connect with their students and cultivate a sense of belonging. Further, Liu et al. (2018) discovered that promoting a sense of belonging among teachers via team-building activities improved collaboration and communication among teachers, ultimately enhancing student outcomes.

Purposeful Behavior. Specifically, examining the dimension on purposeful behavior reveals that its category mean is 3.94 described as high which means that this dimension of socio-emotional classroom management of college teachers is oftentimes demonstrated. The table further reveals that the mean rating of the items ranges from 3.35 to 4.65. This indicates that professors possess a strong sense of purpose, experience psychological safety, and are therefore more likely to be fully engaged in their work. As a result, they can create meaningful learning experiences and establish supportive and inclusive environments that benefit their students.

This finding aligns with the research of Baumeister and Vohs (2016), who discovered that teachers' sense of purpose can contribute to their psychological safety. When teachers feel that their work is purposeful and contributes to a greater goal, they are more likely to be engaged in creating meaningful learning experiences for their students. This emphasizes the importance of fostering a sense of purpose among teachers to promote their socioemotional classroom management and, ultimately, improve student outcomes.

Sense of Competence. The table showed that the dimension, sense of competence was assessed by tertiary teachers as high with a category mean of 4.04, which means it is a socio-emotional classroom management of teachers that is oftentimes demonstrated. The mean rating of the different items ranges from 3.31 to 4.56. This suggests that teachers are creating a psychologically safe learning environment by promoting a sense of competence based on their capability to guide students in appropriate behavior and manage misconduct in a calm and organized manner. Feeling that they are able to provide the necessary means to leading a class, highlighting

teachers' socioemotional classroom management.

The findings of Van Uden et al. (2014) support this study, as they discovered that teachers who offered positive feedback and opportunities for success were more effective in fostering students' feelings of competence and self-efficacy, resulting in enhanced academic performance. Therefore, having a strong sense of competence is crucial for socioemotional classroom management, as it empowers teachers to efficiently handle and encourage students' emotions of confidence and self-efficacy. This, in turn, promotes a favorable and supportive learning atmosphere, ultimately leading to improved academic achievement.

Level of Student Engagement

Table 2
The Level of Student Engagement of College Students.

	Mean	SD	Description
Emotional Engagement	4.60	.44	Very High
Cognitive Engagement	3.20	.27	Moderate
Behavioral Engagement	4.14	.25	High
Over-all Mean	3.98	.58	High

The table above shows the level of student engagement as measured by emotional engagement, cognitive engagement, and behavioral engagement of college students. Its cumulative mean rating was 3.98, which falls within the 3.40 to 4.19 range of means, described as high. This suggests that the student engagement is oftentimes observed among students. Moreover, the implication of a high mean score suggests a strong learning behaviors across different categories, and that students are actively engaged and motivated in their learning process. This also indicates that they are likely to be more attentive, participative, and receptive to instruction during classes. It also suggests that they are eager to acquire new skills, apply knowledge, and demonstrate their abilities in various areas related to their program.

The present study's findings are in line with the research conducted by González-Peño et al. (2021), who also reported high levels of engagement among college students in the classroom. According to González-Peño et al. (2021), tertiary students demonstrate strong cooperative attitudes and eagerness to participate in classroom-related activities. These results indicate that college students may have a greater interest in activity and learning in their chosen domain, which may positively influence their overall learning behavior.

Emotional Engagement. The results presented in Table 2 indicate that the college students had a very high level of emotional engagement in their major subjects, with an overall mean score of 4.60. This suggest that the indicator is always observed. These findings may imply that the students are more likely to engage in discussions and activities with enthusiasm and motivation, which could potentially lead to better performance and outcomes in this subject area.

The study's results supports the findings of Zhang et al. (2017), which revealed that students spend a significant portion of their time at school, emphasizing the importance of providing a learning environment that promotes positive emotions among students. In a similar vein, this study found that students show a keen interest in their studies, likely because they experience positive emotions associated with the subject. Specifically, the high mean scores across all items suggest that students find their classes enjoyable, interesting, and fun, which may inspire them to engage with the subject more actively and perform better in this area.

Cognitive Engagement. In terms of cognitive engagement, the subscale had a category mean of 3.20, which falls within mean range of 2.60 to 3.39, described as moderate. This indicates that college students' engagement in terms of cognitive aspects about their lessons is sometimes observed. Looking at its items, cognitive engagement implied that students oftentimes show interest in their classes as they have a lot of topics to say and share to the class. This also indicates that students sometimes associated their interest in the subject when asked about being able to answer all kinds of questions when asked.

The study's findings underscore the importance of providing students with accurate information about college courses and its application, particularly in classes related to their major and future fields of interest. Educators must ensure that students understand the significance of the lecture and how it can positively impact their overall well-being and professional pursuit of students. By improving students' knowledge and understanding of their major, educators can empower them to make informed decisions about their academic engagement.

This result supports the finding of Khademi Ashkzari et al. (2018) which found that college students are generally cognitively engaged. Hence, they have greater comprehension of educational activity, as they are more likely to understand and comprehend lessons with the guidance and involvement of their teachers. This implies that the moderate level of cognitive engagement observed in college students is likely to lead to greater comprehension and understanding of the subject matter, ultimately leading to better academic performance. However, the review also highlights that low emotional engagement can contribute to low cognitive engagement, indicating the importance of addressing both dimensions of engagement in educational settings.

Behavioral Engagement. The results in Table two indicated that the college students had a high level of behavioral engagement, with an overall mean score of 4.14. It suggests that these students possess the ability to adapt and modify their behavior when faced with new or challenging tasks. Moreover, the high mean score in this aspect indicates that students are highly motivated and open to exploring different approaches to learning, which can positively impact their academic performance and personal growth. Findings in the individualized items suggest that the college students possess strong characteristics related to inventiveness and concentration, which contribute to their overall positive learning behaviors in their chosen field.

Recent theoretical conceptualizations of student engagement have highlighted the need for a nuanced understanding of engagement, including how it varies across schools, within schools, and even within classrooms. Nguyen and colleagues (2018) found that higher levels of behavioral engagement were associated with the interaction with other students and teachers. This highlights the significance of social interactions within the classroom environment and their impact on student engagement.

The findings substantiated the study of Gregory and Korth (2016) which indicated that students' perceptions of their school environment are indeed related to their engagement in school and academic achievement. Specifically, a positive and supportive school environment, characterized by high levels of school safety, teacher support, student support, and academic press, was associated with higher levels of behavioral, emotional, and cognitive engagement among students.

Significance of the Relationship of Socio-emotional Classroom Management, and Student Engagement

The table below shows the relationship between socio-emotional classroom management and student engagement among college students. It shows that the Socio-

emotional classroom management of college professors has a moderate positive relationship ($r=.34$) with student engagement of college students. It shows a p-value of .000, which is less than the alpha set at .05 (two-tailed), which is significant. It means that as the level of socio-emotional classroom management of professors increases, the student engagement of college students also significantly increases.

Table 3
Significance of Relationship of Socioemotional Classroom Management and Student Engagement of college students

Socio-emotional Classroom Management	Student Engagement			Decision on H_0	Interpretation
	r	p-value			
	.34**	.00		Reject	Significant

** Correlation is significant at the 0.05 level (2-tailed)

The findings suggest that the socio-emotional classroom management of tertiary teachers has a positive and significant relationship with the student engagement of college students. These results emphasize the importance of teachers' socio-emotional classroom management in promoting student engagement in their classes.

Moreover, the result supports the view that the socio-emotional classroom management of teachers are crucial in promoting student engagement, as emphasized by previous studies such as Vijayan and Naik (2016), Thompson (2015), and Meador (2016). Teachers who show enthusiasm and commitment to their lessons and create a sense of trust and respect in the classroom can positively impact students' academic progress and foster open communication and exchange of ideas between teachers and students, ultimately leading to sustainable teaching and learning strategies. Kaur (2018) also indicated that teacher's socio-emotional classroom encounters and managing could contribute to the teacher's development of sense of identity displaying a profound classroom environment.

Significance of the Influence of Socioemotional Classroom Management and Student Engagement of College Students

Table 4 shows the results of the regression analysis. In singular capacity, the socio-emotional classroom management of tertiary teachers significantly influenced the student engagement of grade college students with a p-value of .01, which is less than the .05 level of significance (2-tailed) with a positive standardized beta value of .22. It means that for every unit increase in the value of the level of the socio-emotional classroom management of teachers, there is a corresponding increase of .22 in the student engagement of college students.

Table 4
Significance of the Influence of Socioemotional Classroom Management Towards Student Engagement of College Students

Singular Influence of the Predictors	Student Engagement of College Students			Remarks
	Standardized Coefficients	t	p-value	
Socio-emotional Classroom Management	.22	2.71	.01	Significant

Finally, the results of the study support the theories anchored in this study. De

Frondeville's Student Engagement Theory (2009) posits that students' engagement in school activities is crucial to their academic achievement. It suggests that student engagement encompasses cognitive, behavioral, and emotional aspects that are essential for students learning and development. The findings of this study support this theory by showing that socio-emotional classroom management of college teachers significantly influence the engagement of students.

Similarly, the Self-Determination Theory by Deci and Ryan (1985) emphasizes the importance of providing students with autonomy, competence, and relatedness to foster their intrinsic motivation and engagement in learning. The results of this study are consistent with this theory as the socio-emotional classroom management used by college teachers positively influenced the engagement of students. This approach provides students with autonomy and opportunities to discover knowledge on their own, which can enhance their motivation and engagement in learning. Overall, the findings of this study provide empirical support for the theories of student engagement and self-determination in the context of learning their programs.

FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the findings, conclusions, and recommendations of this study.

Findings

1. The overall level of socioemotional management of tertiary teachers is 4.26, which is described as very high. The domains, teacher's general demeanor, psychological safety, sense of identity, feeling of belonging, purposeful behavior, and sense of competence, were rated as 4.56, 4.42, 4.32, 4.25, 3.94, and 4.04, respectively.
2. In the analysis, the student's engagement has an overall mean rating of 3.98, described as high. In its indicator, the emotional engagement has mean rating of 4.60 described as very high. Meanwhile, the cognitive engagement has mean score of 3.20 which has a moderate equivalence. The behavioral engagement has a mean rating of 4.14, described as high. It has an overall standard deviation of .58.
3. The study found that there is a positive and significant relationship between the socio-emotional classroom management of teachers and student engagement of college students ($r=.34$). The results highlight the importance of teachers' socio-emotional classroom management in promoting student engagement in classes, which is consistent with previous studies.
4. The regression analysis in Table 4 revealed that the socio-emotional classroom management of tertiary teachers influenced the engagement of students. In singular capacity, socio-emotional classroom management had a positive standardized beta value of .22 and a p-value of .01.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Teachers' socioemotional classroom management is very high. Hence, this leads to an understanding that tertiary teachers cultivates their emotional intelligence, providing effective feedback, and promoting a positive classroom climate. Thereby promoting student involvement and participation in classroom related activities. Additionally, this also means that teachers are meeting the

academic needs of their students by holding high expectations and providing academic support.

2. As per the results, the study found that the level of student engagement of college students is high, with emotional engagement being very high suggesting that the students actively participate in the class and are motivated to learn. The cognitive engagement scored moderate, indicating they are sometimes engaged in the thinking processes involved in learning. Meanwhile, behavioral engagement was high, implying that students actively demonstrated good record in attendance, participation, and following instructions.

3. The findings show a significant relationship between socioemotional classroom management and student engagement of college students. The findings underscore the importance of teachers' classroom management in enhancing student engagement. These results can inform college teachers' approaches to their teaching practices and ultimately improve the learning outcomes of their students.

4. In conclusion, this study highlights the importance of socioemotional classroom management in promoting student engagement in their classes. The classroom management of teachers has a moderate positive relationship with student engagement. This implied that student engagement encompasses cognitive, behavioral, and emotional aspects that are essential for students learning and development.

Recommendations

Based on the findings, the researcher highly recommends to relevant individuals and organizations the following:

1. Since tertiary teachers have a very high level of socioemotional classroom management. To maintain this, it is recommended for professors to set clear behavior expectations and building positive relationships with students, recognizing positive behavior, and maintaining consistency. Professional development can also enhance their ability to manage the classroom effectively, leading to positive outcomes for both students and teachers.
2. Since the level of cognitive engagement is found to be moderate, it is recommended to address the issue surrounding it by finding ways to keep the students in practice or engaged in thinking processes involving learning, like paying attention, thinking critically, problem-solving, and analyzing information.
3. Since it shows that the socio-emotional classroom management of tertiary teachers has a moderate positive relationship with student engagement. It is encouraged to maintain the development of interpersonal relationships and a sense of respect and trust between teachers and students. Teachers can achieve this by showing empathy, active listening, and understanding students' perspectives.
5. Since the socio-emotional classroom management of tertiary teachers has a moderate positive relationship with student engagement. This study highlights maintaining a high student engagement by providing students with autonomy, competence, and relatedness to foster their intrinsic motivation and engagement in learning. There's also a need for further research to gain a more comprehensive understanding of the factors that influence student engagement in their classes. Therefore, teachers and researchers should continue collaborating to identify other unexplored factors contributing to student engagement.

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