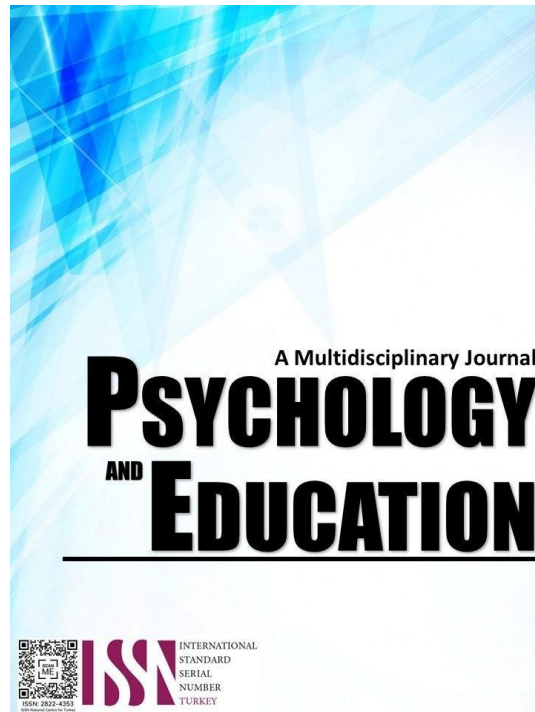


TEACHERS' STRATEGIES IN MANAGING STUDENTS MISBEHAVIOR IN THE CLASSROOM IN DUMANJUG DISTRICT I



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Teachers' Strategies in Managing Students Misbehavior in the Classroom in Dumanjug District I

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Abstract

This study investigated common types of student misbehavior and the strategies teachers use to manage such behaviors in Dumanjug District I. The research was conducted in three public elementary schools using a descriptive-correlational design and involved 33 teacher-respondents. Structured questionnaires collected data on teachers' demographic profiles, perceived causes of misbehavior, frequency of disruptive behaviors, and effectiveness of intervention strategies. The study found that the most frequent misbehaviors were talking out of turn (WM = 4.30), getting out of seat without permission (WM = 4.21), and making unnecessary noise (WM = 4.00). The top contributing factors were: (1) parents who do not instill pro-school values (WM = 3.84), (2) students lacking self-discipline (WM = 3.48), and (3) emotional or behavioral difficulties (WM = 3.30). Teachers employed nine highly rated strategies, with the most effective being: (1) establishing clear classroom rules (WM = 3.96), (2) counseling students after class (WM = 3.93), and (3) issuing firm post-lesson warnings (WM = 3.93). Pearson correlation analysis revealed significant moderate positive correlations between the identified factors and student misbehavior: lack of pro-school values ($r = 0.379$, $p = 0.03$), emotional/behavioral difficulties ($r = 0.435$, $p = 0.01$), and lack of self-discipline ($r = 0.350$, $p = 0.04$). The study concludes that managing student misbehavior requires consistency, empathy, and assertiveness. It recommends strengthening home-school collaboration and providing professional development in behavior management to foster supportive classroom environments.

Keywords: *student misbehavior, classroom management, teacher strategies*

Introduction

Any learning organization's primary purpose is to deliver effective instruction and student learning. Such processes, however, are most often disrupted by classroom student misbehavior (Demirdag, 2015; Ozen & Yildirim, 2020). Teachers are reported to frequently struggle with classroom management and resort to reactive practices, such as discipline referrals, rather than using proactive measures (Hulac and Briesch, 2017). Demirdag (2015) explained that effective classroom managers are more likely to use preventive strategies that address unwanted behaviors before they become problems.

The behavior demonstrated by teachers has a profound effect on students' learning behavior. Sucuoglu et al. (2010) found that some teachers provide direct verbal instructions, while others do not establish rules, ignore misconduct, and provide too many warnings, which negatively influence the learning atmosphere. Poor classroom management typically stems from the lack of expertise knowledge and training, which holds teachers back from effectively responding to students' misconduct (Egeberg et al., 2021; Ozen & Yildirim, 2020). Ideal learning is, therefore, compromised when instructors have no preparation to address disruptive behaviors.

Classroom management is often defined as a critical skill in creating positive learning environments (Ozen & Yildirim, 2020). Discipline control is mostly focused on minimizing disruptions while promoting constructive, prosocial, and interactive student behaviors (Flower et al., 2017). Successful teachers, according to Ogbra et al. (2020), build strong connections with students, identify teachable moments, encourage constructive behavior, and modify classroom strategies to meet the needs of diverse learners. These skills, however, often require specialized preparation and ongoing professional development to take full hold.

This study is underpinned by Bandura's Social Cognitive Theory, which retains its focus on the dynamic interplay among personal, behavioral, and environmental factors (Bandura, 1977, 1986). It proposes that individuals acquire behaviors through observation, imitation, and modeling, and that teacher and student behavior reciprocally impact each other (Denler et al., 2009). Important components—such as outcome expectations, self-efficacy, and self-regulation—are central to effective student behavior management. Instructors without classroom management preparation can feel powerless, especially in challenging classrooms (Hulac & Briesch, 2017). This is consistent with the emphasis of the theory on behavioral outcomes and environmental factors.

Concurrently, Skinner's Positive Reinforcement Theory (1953) claims that desired behaviors can be enhanced by rewarding them. Within the classroom, this involves reinforcing constructive student behavior instead of punitive measures. Teachers implementing recognition and praise can create more effective environments (Polirstok, 2015; Back et al., 2016), serving to decrease behavioral issues and enhance learning outcomes.

A number of empirical studies evidence these theories. For example, Kyriacou et al. (2007) and Ortega (2010) discovered that teachers view certain misbehaviors like talking out of turn as controllable with consistent rules. Lewis et al. (2005) noted that harsher discipline tended to be associated with increased misbehavior, lending support to Bandura's argument that negative modeling promotes aggression. Kokkinos et al. (2004) identified how teacher experience and pupil gender influence perceptions of misbehavior. In the same vein, Rahimi and Hosseini (2012) reported contrasting disciplinary approaches between teachers in public and private schools,

while Aliakbari et al. (2013) highlighted teachers' preference and support from parents in sympathetic interventions.

The findings of these studies are applicable in the current scenario, which discusses how teachers respond to student misbehavior. Although earlier studies have looked into causes and cultural contrasts, the present study is specifically designed to describe the classroom strategies of teachers in managing misbehavior.

Given this context, the present study aims to determine what teachers believe are the most important reasons why students misbehave, how often various forms of misbehavior happen, and what methods were considered most effective in addressing them. The research is particularly significant because it fills a geographical research gap by focusing on one district in Dumanjug District I.

Research Questions

This study aimed to determine the teachers' perceptions of students' misbehavior in Dumanjug District I, S.Y. 2024-2025 as a basis for an action plan.

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 grade level handled;
 - 1.4 teaching position;
 - 1.5 years in service;
 - 1.6 highest degree obtained?
2. What factors do teachers believe contribute to student misbehavior?
3. How frequently do students misbehave inside the classroom?
4. How do teachers perceive the efficiency of the strategies of different types of student misbehavior?
5. Is there a significant relationship between the identified major factors and the students' misbehavior?

Methodology

Research Design

The study employed descriptive-correlational research design based on a quantitative paradigm to systematically sort, tabulate, and interpret data with the aim of generating findings, conclusions, and recommendations. Descriptive research was fitting for addressing the first four research questions because it aids in describing the current state, behaviors, and perceptions without manipulating variables (Sukamolson, 2007; Creswell, 2012). It proves helpful in collecting data that answer questions on what is occurring with teachers' strategies to control students' misbehavior within classrooms.

For the fifth research question that aims to identify the correlation between the listed major factors and the misbehavior of students, correlational design was adopted.

Correlational study is suitable when statistical relations between variables are of interest and without an attempt to influence them (Gay, Mills, & Airasian, 2011). Correlational design helps researchers identify the strength and direction of the association between variables, for instance, the contributing factors and the frequency of misbehavior in this study.

The study was particularly designed to gather data on the conditions and perceptions at a given time point, with additional analysis of the relationships between variables through Pearson's correlation coefficient to determine the presence and magnitude of the relationships.

Respondents

Participants of this study were 33 public elementary teachers from three public elementary schools within a district in Dumanjug District I. The participating teachers were different in terms of age, sex, years of teaching experience, educational attainment, and grade level handled, and teaching positions — giving them a representative sample of professionals. The schools are in a rural area, where classrooms frequently experience common behavior problems characteristic of public schools.

The population of all full-time elementary teachers in the three schools on the data collection date was the total population. A total of 33 teachers took part in the study, 12 from school one, 7 from school two, and 14 from school three. These were enrolled through a convenience sampling technique by which the researcher would gain access to available and willing respondents in the study area.

Inclusion was for licensed teachers teaching at the time of study and who had one or more year of teaching experience. Exclusion was for non-teaching staff and teachers with less than a year of teaching experience, as they might not have enough classroom interaction to help them give valuable information regarding student behavior and discipline measures.

The researcher had a set of survey questionnaires to match the study goals and distributed them personally to every school. The filled-in questionnaires were returned and processed for analysis to answer the research questions.

Instrument

The primary tool used in this study was a structured questionnaire designed to gather data on teachers' perceptions of student misbehavior, including contributing factors, frequency of occurrence, and the effectiveness of various classroom management strategies. The questionnaire was adapted from the instrument originally developed by Kyriacou et al. (2007) and later utilized in related studies by Kyriacou and Ortega (2010) and Aliakbari et al. (2013). The instrument was modified to suit the local context and specific objectives of the current research.

The questionnaire consisted of four parts. Part I gathered demographic data from the respondents, including age, sex, grade level handled, teaching position, years in service, and highest degree obtained. This section included multiple-choice items that allowed teachers to mark the appropriate category that best described their profile. Part II focused on identifying factors contributing to student misbehavior. It contained 12 items rated on a four-point Likert scale: A Major Factor (4), A Moderate Factor (3), A Mild Factor (2), and Not a Factor at All (1). This part explored various internal and external influences such as parenting, teacher behavior, student engagement, and curriculum relevance. Part III included 17 items that described different types of student misbehavior, categorized as minor disruptions, verbal, physical misbehavior, rule violations, destructive behavior, and passive misbehavior. Teachers rated the frequency of each type using a five-point Likert scale: Almost Every Lesson (5), Once or Twice a Day (4), Once or Twice a Week (3), Once or Twice a Month (2), and Less Than Once a Month (1). Finally, Part IV assessed the perceived effectiveness of 15 disciplinary strategies used by teachers to manage classroom behavior. These strategies were rated using a four-point Likert scale: Definitely a Good Strategy (4), Probably a Good Strategy (3), Possibly a Good Strategy (2), and Not a Good Strategy (1).

To establish content validity, the adapted questionnaire was reviewed by three experts in the fields of educational psychology and classroom management. Their feedback was used to revise and refine item phrasing and ensure alignment with the research questions. Additionally, a pilot test was conducted with five public elementary teachers who were not part of the final sample. This test aimed to determine the internal consistency of the instrument. The results of the pilot test yielded the following Cronbach's alpha values: 0.81 for Part II, 0.86 for Part III, and 0.84 for Part IV, indicating high reliability for all sections of the questionnaire.

The administration of the questionnaire was conducted face-to-face. The researcher personally distributed printed copies of the survey to the respondents across three public elementary schools in a district located in Dumanjug, Cebu. The participants were given verbal instructions and clarifications before completing the instrument. They were allotted 20 to 30 minutes to respond to the questions in a quiet setting, in the faculty room during break hours. The target population for this study included full-time public elementary school teachers actively teaching during the school year 2024–2025. Participation was voluntary, and confidentiality of responses was strictly maintained throughout the data collection process.

Procedure

The data gathering process was conducted systematically in the various stages to maintain clarity, transparency, and ethical compliance. The researcher first obtained written permission through a formal transmittal letter addressed to the principals of three public elementary schools in a rural district in Dumanjug, Cebu. After careful approval, the researcher went on to set up coordination with school heads and personally made visits to the schools to orientate the target participants. Throughout this orientation, the reason and significance of the study were discussed, and clarifications were provided to inform the respondents well about the terms used in the instrument.

After the orientation was done, hard copies of questionnaires were given to the teacher-respondents. The participants were given around 20 to 30 minutes to accomplish the forms in a quiet space, during their spare time in the faculty room. Upon collection, the questionnaires were thoroughly examined for completeness. The answers were encoded, counted, and sorted for computational processing. Descriptive statistics that include simple percentage and weighted mean were employed to analyze the demographic profile and other survey items. Additionally, Pearson's correlation coefficient (r) was employed to test whether there was a significant relationship between the major contributing factors and student misbehavior frequency. This systematic approach guaranteed the integrity, transparency, and replicability of the data collection process.

Data Analysis

The data collected from the survey were analyzed using three specific statistical tools: simple percentage, weighted mean, and Pearson's correlation coefficient (r), each corresponding to a particular research question outlined in the statement of the problem. Simple percentage was used to address Research Question 1, which described the demographic profile of the respondents based on age, sex, grade level handled, teaching position, years in service, and highest degree obtained.

To answer Research Questions 2, 3, and 4, the weighted mean was employed. For Part II of the questionnaire, which focused on the factors contributing to students' misbehavior, responses were measured using a four-point Likert-type scale: "Major Factor" (4), "Moderate Factor" (3), "Mild Factor" (2), and "Not a Factor" (1). Part III examined the frequency of student misbehavior using a five-point scale: "Almost Every Lesson" (5), "Once or Twice a Day" (4), "Once or Twice a Week" (3), "Once or Twice a Month" (2), and "Less Than Once a Month" (1). Part IV assessed teachers' perceptions of the effectiveness of classroom strategies using a four-point scale: "Definitely a Good Strategy" (4), "Probably a Good Strategy" (3), "Possibly a Good Strategy" (2), and "Not a Good Strategy" (1). The weighted mean for each item was computed to determine the overall perception and frequency levels across these three parts.

To answer Research Question 5, which sought to determine whether there was a significant relationship between major contributing factors and the frequency of student misbehavior, the researcher used Pearson's correlation coefficient (r). This statistical test assessed the strength and direction of the linear relationship between the two variables. A moderate positive correlation would indicate that as one variable increases, the other also tends to increase.

Ethical Considerations

This study on classroom management by teachers of student misbehavior in Dumanjug District I will be guided by strict ethical principles to safeguard participants' rights and welfare. Informed consent will be achieved, with participants being thoroughly informed of the purpose of the study, procedures, and right to withdraw at any time. Anonymity will be attained by anonymizing responses and storing data securely. Participation is voluntary with no consequences for refusal. The questionnaires shall be crafted in a way that evades distress, and the researcher will be ready to respond to any worries. Findings shall be reported in an honest and unbiased manner to ensure the integrity of the study.

Results and Discussion

This section presents the findings of the data gathered, which are organized and displayed in tables. The discussion is divided into five parts. The first part addresses the demographic profile of the respondents. The second part examines the factors contributing to students' misbehavior in class. The third part focuses on the frequency of diverse types of misbehavior. The fourth part presents the effectiveness of the strategies used to manage student misbehavior. Finally, the fifth part presents the correlation between the identified major factors and students misbehavior.

Table 1. *Frequency and Percentage Distribution of Teachers' Profile by Age*

<i>Age Range</i>	<i>Frequency</i>	<i>Percentage</i>
20 - 30 years old	6	18.18%
31 – 40 years old	12	36.36%
41 – 50 years old	11	33.33%
51 and over	4	12.12%
TOTAL	33	100%

The frequency and percentage distribution of the age profiles of the teacher-respondents are shown in Table 1. Of the 33 teachers surveyed from Dumanjug District I, the most prevalent age group is between 31–40 years old with 36.36% of the respondents included. This is closely trailed by the 41–50 years old category with 33.33%. The 20–30 years old category is at 18.18%, while the oldest in age who are 51 years old and above have the least with 12.12%. The information indicates that Dumanjug District I's teaching workforce is made up of mid-career teachers, which include those aged between 30 and 40.

This age group is consistent with recent study by Mendoza and Diaz (2023) in their paper, "Demographic Profile and Professional Growth of Public School Teachers in Central Visayas," and discovered that most of the region's public elementary school teachers fall in the range of 30 to 45 years old. The study highlighted that teachers in this age category are more professionally engaged, more apt to seek continuing education, and more responsive to policy changes and technology in instruction.

Table 2. *Frequency and Percentage Distribution of Teachers' Profile by Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>
Male	2	6.06%
Female	31	93.93%
TOTAL	33	100%

The statistics in Table 2 reveal that the teaching population of Dumanjug District I is female since 93.93% of the respondents were women while a mere 6.06% was male. This is reflective of trends at the national level, as Philippine elementary education is dominated by women. DepEd (2023) reports that the majority of public-school teachers are women, particularly at the elementary school level. Ramirez and Santos (2023) observe that although this supports a supportive learning environment, increasing male presence would give students varied role models and assist in gender balance in schools.

Table 3. *Frequency and Percentage Distribution of Teachers' Profile by Grade Level Handled*

<i>Grade Level</i>	<i>Frequency</i>	<i>Percentage</i>
Kindergarten	3	9.09%
Grade 1	5	15.15%
Grade 2	5	15.15%
Grade 3	5	15.15%
Grade 4	5	15.15%
Grade 5	6	18.18%
Grade 6	4	12.12%
TOTAL	33	100%

The information in table 3 shows that out of the 33 teachers, the greatest number is allocated to Grade 5 (18.18%), then Grade 1, Grade 2, Grade 3, and Grade 4, each with 15.15% of the respondents. The smallest category consists of Kindergarten teachers at 9.09%, while 12.12% are Grade 6 teachers. This distribution reflects a relatively balanced spread across the majority of grade levels, suggesting that the teaching personnel are widely distributed to cater to the different needs of students at different levels of their primary education. The proportionately higher number of teachers for Grade 5 might be to account for the higher academic requirements of upper-grade levels, which might necessitate more advanced teaching methods.

Table 4. Frequency and Percentage Distribution of Teachers' Profile by Position

<i>Position</i>	<i>Frequency</i>	<i>Percentage</i>
Teacher 1	8	24.24%
Teacher 2	5	15.15%
Teacher 3	16	48.48%
Master Teacher 1	0	0.00%
Master Teacher 2	4	12.12%
TOTAL	33	100%

The statistics in Table 4 show that the highest number of respondents is Teacher 3 with 48.48% of the teachers. Teacher 1 then has 24.24% and Teacher 2 has 15.15%. The lowest group is Master Teacher 2 with 12.12% only. The distribution shows that the majority of Dumanjug District I teachers hold entry to mid-level positions. The proportionately small numbers of Master Teachers imply fewer have moved into advanced career stages, either because of limited promotion opportunities or unfulfilled qualifications. This result is similar to that of Lopez and Garcia (2023) in their study entitled "Career Progression of Public School Teachers in the Philippines: Challenges and Opportunities" in which it was discovered that numerous teachers stay in lower ranks for several years because of the rigid RPMS requirements, insufficient number of available Plantilla items for promotion, and unavailability of professional development programs in remote areas.

Table 5. Frequency and Percentage Distribution of Teachers' Profile by Years in Service

<i>Years in Service</i>	<i>Frequency</i>	<i>Percentage</i>
0 – 3 years	5	15.15%
4 – 10 years	12	36.36%
11 years above	16	48.48%
TOTAL	33	100%

The data in Table 5 reveals that most teachers in Dumanjug District I have substantial teaching experience. 48.48% of the respondents have been in service for more than 11 years, while 36.36% have 4 to 10 years of experience, and only 15.15% have 0 to 3 years. This indicates that the instructional staff consists mainly of experienced teachers who are most likely to have established effective ways of dealing with student misbehavior within the class. In support of this, Alvarez and Bautista (2023) in their study "Teacher Experience and Instructional Quality in Philippine Elementary Schools" stressed that teachers with experience are better at managing classroom discipline as they have developed more sophisticated management skills, greater confidence, and understanding of student behavior patterns over time.

Table 6. Frequency and Percentage Distribution of Teachers' Profile by Highest Degree Obtained

<i>Highest Degree Obtained</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor's Degree	21	63.63%
Master's Degree	12	36.36%
Doctor's Degree	0	0.00%
TOTAL	33	100%

The statistics in Table 6 reveal that the majority of teachers in Dumanjug District I possess a bachelor's degree (63.63%), whereas 36.36% possess a master's degree. No respondents have achieved a Doctorate degree. This reveals that though a large percentage of teachers have taken or completed graduate courses, the majority are at the undergraduate level qualification. This is consistent with the study of Reyes and Domingo (2023), which pointed out that despite the dream of numerous public-school teachers in the Philippines to pursue higher degrees, circumstances of economic limitation and workload prevent them from undertaking doctoral studies. Enhanced educational levels have been associated with better classroom control and instructional practices, which are essentials in dealing with student misbehavior efficaciously.

Table 7 data identify three top factors highly associated with students' misbehavior in class as perceived by the teachers of Dumanjug District I. The factor given the highest rating is parents who fail to inculcate pro-school attitudes among their children (WM = 3.84). This underlines the importance of parental influence in forming students' attitudes towards school. One study by Santiago and Ramirez (2023) revealed that students with poor parental support tend to be disengaged and disruptive because they lack stable values and discipline at home. Another determining factor is students with poor self-discipline (WM = 3.48), highlighting that behavioral self-regulation is crucial in sustaining classroom order.

Table 7. *Factors Contributing for Students Misbehavior Happening in Class*

Indicators	Weighted Mean	Interpretation
Parents who do not instill pro-school values in their children	3.84	Major Factor
Students who lack self-discipline	3.48	Major Factor
Students who have emotional and/or behavioral difficulties	3.30	Major Factor
Students who have low self-esteem caused by low attainment	3.06	Moderate Factor
Teachers who are not skillful at keeping students engaged in the work	2.93	Moderate Factor
The use of teaching methods that students find too passive	2.90	Moderate Factor
Teachers who are not skillful at dealing with misbehavior swiftly	2.81	Moderate Factor
Students who get bored from time to time	2.78	Moderate Factor
Teachers whom students find too harsh	2.75	Moderate Factor
Teachers whom students find too lenient	2.72	Moderate Factor
Teachers who do not project an authoritative presence	2.69	Moderate Factor
The school curriculum is not interesting or relevant enough	2.51	Moderate Factor

Legend: 3.25-4.00 – Major Factor; 2.50-3.24 – Moderate Factor; 1.75-2.49 – Mild Factor; 1.00-1.74 – Not a Factor

This resonates with the study of Dela Cruz (2022), where students with poor impulse control can more easily interrupt classes, defy authority, or become detached during learning tasks. Finally, students who have emotional and/or behavioral challenges (WM = 3.30) were also determined as a pressing concern. For Lopez and Bautista (2023), students who have underlying emotional or behavioral disorders tend to be challenged with frustration tolerance as well as social interaction, such that they are likely to misbehave if left unsupported. This indicates the need for both home and psychological factors to be addressed through collaborative approaches with parents, teachers, and guidance professionals.

Table 8 findings indicate that most common classroom misbehaviors are largely minor disruptions, and some behaviors were reported to occur either nearly every lesson or once or twice a day. Most highly rated misbehavior is talking out of turn (WM = 4.30), classified as occurring nearly every lesson. This indicates that students typically interrupt or talk out of turn, which can disrupt instructional flow and decrease learning time.

Table 8. *Frequency of the Misbehavior Types Occurrence in Class*

Indicators	Weighted Mean	Interpretation
Minor Disruptions		
Talking out of turn (e.g. calling out, interrupting)	4.30	Almost Every Lesson
Getting out of seat without permission	4.21	Once or Twice a Day
Making unnecessary noise (e.g. by scraping the chair)	4.00	Once or Twice a Day
Interrupting other students (e.g. by distracting them from work)	3.87	Once or Twice a Day
General rowdiness	3.66	Once or Twice a Day
Horseplay or mucking about	3.33	Once or Twice a Week
Resting head on desk during the lesson	3.18	Once or Twice a Week
Arriving late for the lesson	2.72	Once or Twice a Month
Verbal Misbehavior		
Verbal abuse towards other students (e.g. insulting remarks)	2.90	Once or Twice a Week
Cheeky or rude remarks or replies to the teacher	2.15	Once or Twice a Month
Racist remarks	1.72	Less Than Once a Month
Physical Misbehavior		
Physical aggression towards other students (e.g. by striking)	3.06	Once or Twice a Week
Physical aggression towards the teacher	1.90	Less Than Once a Month
Rule Violations		
Bullying other students	2.84	Once or Twice a Week
Persistent breaking of class or school rules	2.81	Once or Twice a Week
Destructive Behavior		
Vandalism (e.g. damaging things belonging to other students)	2.39	Once or Twice a Month
Passive Misbehavior		
Calculated work avoidance (e.g. delaying starting work)	2.66	Once or Twice a Month

Legend: 4.25-5.00 – Almost Every Lesson; 3.50-4.24 – Once or Twice a Day; 2.75-3.49 – Once or Twice a Week; 2.00-2.74 – Once or Twice a Month; 1.00-1.99 – Less Than Once a Month

Lopez and Garcia (2023) discovered that this level of low-level disruption is the most prevalent and frequently the most exasperating for teachers, as it disrupts instructional continuity and adds to teacher stress. Another commonly occurring behavior is getting out of seat without permission (WM = 4.21), followed by unnecessary noise (WM = 4.00) and interrupting other students (WM = 3.87). Such behavior happens once or twice a day and shows students' restlessness or inattention. According to Fernandez and Santos (2022), these behaviors are usually attributed to unsatisfied movement, attention, or stimulation needs in students, particularly in overpopulated or under-stimulating classrooms. Finally, general rowdiness (WM = 3.66) also ranks in this frequency category, which means that controlling classroom order is an ongoing problem. These habitual interruptions, although not problematic, cumulatively detract from classroom control and reinforce the need for preventive interaction strategies and established routines of behavior.

Table 9 indicates that teachers in Dumanjug District I employ a set of strategies to address classroom misbehavior, with nine being "Definitely a Good Strategy." The best of these, according to the weighted mean, is the formulation of clear and consistent school and classroom rules regarding what are acceptable and what are unacceptable behaviors (Weighted Mean = 3.96).

Table 9. *Efficiency of the Strategies in Dealing with Students Misbehavior*

Indicators	Weighted Mean	Interpretation
Establish clear and consistent school and classroom rules about the behaviors that are acceptable and that are unacceptable	3.96	Definitely a Good Strategy
Have a conversation with the student after the lesson which you try to counsel the students towards understanding why doing the work and not misbehaving in their best interest	3.93	Definitely a Good Strategy
Have a conversation with the student after the lesson in which you issue a firm warning to the student not to misbehave again	3.93	Definitely a Good Strategy
Investigate the misbehavior in a sympathetic and non-threatening manner	3.84	Definitely a Good Strategy
Make sure all students are given work to do as soon as possible that will keep them occupied	3.84	Definitely a Good Strategy
Speak to the student in a firm and assertive manner	3.60	Definitely a Good Strategy
Give students easier work to ensure that they are kept occupied	3.45	Definitely a Good Strategy
Use your authoritative presence to guide students towards re-engaging in the work	3.39	Definitely a Good Strategy
Summoning the student's parents to school	3.33	Definitely a Good Strategy
Issue a quite reprimand about the misbehavior that other students do not overhear	3.00	Probably a Good Strategy
Threaten to involve a more senior member of staff if the misbehavior persists	2.39	Possibly a Good Strategy
Issue the student with a sanction (e.g. a detention)	2.27	Possibly a Good Strategy
Pretending to issue the student with a sanction (e.g. a detention)	2.27	Possibly a Good Strategy
Threaten to punish the student if the misbehaviour persists	2.18	Possibly a Good Strategy
Issue a loud and public reprimand to the student about the misbehavior	2.06	Possibly a Good Strategy

Legend: 3.25-4.00 – Definitely a Good Strategy; 2.50-3.24 – Probably a Good Strategy; 1.75-2.49 – Possibly a Good Strategy; 1.00-1.74 – Not a Good Strategy

This approach focuses on the significance of structure and clarity, which aids in student understanding of expectations and minimizes ambiguity. De Vera and Santos (2021) assert that well-defined rules are a preventive measure that fosters a safe and well-organized classroom environment. The next most well-rated strategies are tied: "Have a conversation with the student after the lesson in which you attempt to counsel the students to see that it is in their best interest to do the work and not misbehave" (WM = 3.93) and "Have a conversation with the student after the lesson in which you sternly warn the student not to misbehave again" (WM = 3.93).

These are indicative of the fact that teachers are appreciative of post-lesson discussions, both as a reflection exercise and as a behavioral correction. As indicated by Martinez and Ramos (2023), counseling and clear and firm direction enable students to see more clearly the outcomes of their behavior in a non-threatening environment, enhancing long-term behavioral outcomes. The strategy "Investigate the misbehavior in a sympathetic and non-threatening manner" (WM = 3.84) is also highly appreciated.

This emphasizes the need to consider student behavior in context, rather than jumping to judgment or punishment. A study by Wang and Xu (2022) confirms this, with a focus on how empathy reinforces teacher-student relationships and facilitates cooperation. Linked to the above is "Make sure all students are given work to do as soon as possible that will keep them occupied" (WM = 3.84), an intervention that aims at engagement.

Maintaining students meaningfully engaged reduces chances for distraction or disruption. Brown & Lee (2022) concluded that students are less likely to behave problematically when instruction is engaging and tasks are readily available. "Tell the student firmly in an assertive tone" (WM = 3.60) is another well-rated approach. This indicates that having a strong teacher presence, when conveyed respectfully, is seen as effective. Gonzales (2022) mentions that assertiveness supports maintaining authority without infringing on the dignity of students.

In addition, "Give students simpler work to keep them busy" (WM = 3.45) and "Utilize your authority presence to nudge students towards re-engagement on the work" (WM = 3.39) were also deemed to be good strategies. These indicate the requirement of modifying instruction based on students' immediate behavioral and academic abilities. A study by Lopez and Santiago (2023) affirms differentiated instruction as a viable classroom management strategy.

Finally, "Summoning the student's parents to school" (WM = 3.33), though lowest rated among the "definitely good" strategies, is also crucial. It emphasizes the importance of enlisting the co-operation of parents in the treatment of persistent or severe misbehavior. Delos Reyes (2022) explains that parental involvement enhances the home-school relationship and reinforces expectations for behavior.

The analysis of correlation shows that there are statistically significant correlations between the factors identified as major ones—parental influence, emotional and behavioral problems, and absence of self-discipline—and students' misbehavior. All three factors produced positive correlations with students' misbehavior, which means that with an increase in these negative influences, cases of misbehavior also increase.

Table 10. *Correlation between the Identified Major Factors and Students Misbehavior*

Major Factors	Correlation Coefficient	Significance Level	Interpretation
Parents who do not instill pro-school values in their children	0.379	0.03	Moderate Positive Correlation
Students who have emotional and/or behavioral difficulties	0.435	0.01	Moderate Positive Correlation
Students who lack self-discipline	0.350	0.04	Moderate Positive Correlation

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

The statistics indicate a moderate level of positive correlation for parents who don't reinforce pro-school values and for students' misbehavior, at Pearson $r = 0.379$ and significance level $p = 0.03$. Because the p -value is below 0.05, the finding is statistically significant. This suggests that when parents do not reinforce school values, education, and appropriate behavior at home, their children will be more likely to engage in misbehavior in the classroom.

This was corroborated by Espina, Labado, and Mendoza (2024), who underlined that even though parental presence may not necessarily have a direct influence on the behavior of students, the quality of parental involvement—like the development of discipline, autonomy, and pro-school orientation—strongly affects the diminishment of student misbehaviors. Their research emphasizes that effective parental participation is a better indicator of student behavior than mere attendance or homework support.

The finding is also a moderate positive correlation with a Pearson $r = 0.435$ and significance level of $p = 0.01$. The implication is that students with emotional and/or behavioral difficulties are considerably more likely to misbehave in school. These difficulties could be anxiety, aggression, depression, or withdrawal, all of which can be detrimental to classroom behavior and peer relationships.

This result is also supported by Huang, Lu, and Liu (2023), who carried out a national study in China on over 95,000 children of school age. The study determined that students with emotional and behavioral problems, including depression or social isolation, were significantly more vulnerable to disruptive behavior and bullying. The writers highlighted that schools should have emotional support systems to minimize these behavioral problems.

The study also found that there was a moderate, positive relationship between students without self-discipline and misbehavior, with Pearson $r = 0.350$ and p -value of 0.04, resulting in a statistically significant outcome. This shows that students without the ability to control their behavior, obey rules, or wait for gratification have more misbehavior in class.

Zhang and Wang (2022) confirmed this in their study, which showed that higher self-discipline students were less likely to engage in undesirable behaviors like bullying and rule breaking. The authors concluded that self-control serves as a protective factor, particularly during adolescence, and reduces misbehavior and school adjustment.

Conclusions

The results of this study shown considerable insights into what elementary teachers in Dumanjug District I think about student misbehavior. There is a majority of the teachers who are at their mid-career stage, female, and possess bachelor's degrees with considerable years of teaching background. These factors contribute to their sound perceptions about classroom behavior. Teachers found that parents who fail to promote pro-school values, students who are not self-disciplined, and students with emotional or behavioral challenges are the most significant causes of student misbehavior. These results highlight home life and individual student characteristics as key factors in contributing to behavioral problems in the classroom. The most common misbehaviors that were witnessed are talking out of turn, leaving the seat without permission, and unnecessary noise—misbehaviors that infringe on teaching and learning. These kinds of misbehavior were experienced almost every day, suggesting the necessity of ongoing and proactive classroom management. Teachers ranked strategies like having clear rules, holding post-lesson discussions, and having an authoritative but empathetic demeanor as most effective in sustaining classroom order. This indicates that teachers appreciate firm structure, communication, and student participation in preserving order. In addition, Pearson's correlation test established strong positive correlations between the primary contributing elements and students' misconduct. This implies that as such detrimental impacts rise, so does the rate of misconduct.

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