

Strategies for Elementary Educators: Effectively Addressing Student Challenges

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Abstract:

This study investigated the classroom management styles of elementary school teachers in addressing pupils with behavioral problems in the Sapad District during the school year 2021–2022. It focused on describing the pupils' profiles in terms of age, sex, and academic performance in English, Filipino, Mathematics, Araling Panlipunan, and Technology and Livelihood Education (TLE), identifying the undesirable behaviors exhibited, and examining the teachers' strategies in addressing these behaviors. Using a descriptive survey method, data were gathered from 220 randomly selected pupils exhibiting undesirable behaviors and 34 intermediate school teachers through a questionnaire checklist, with analysis done using frequency count, mean, and t-test. Results showed that most pupils were female, aged 12–13, and had below-average academic performance in all subjects except Filipino, where they performed at an average level. Teachers generally applied effective strategies in managing undesirable behaviors, and no significant difference was found between the styles used by central and barangay school teachers. However, it was concluded that while central school teachers' styles were effective, those of barangay school teachers were less so. The study recommends equipping teachers with guidance and counseling skills and strengthening collaboration with school administrators and parents to effectively manage pupils' undesirable behaviors and create a more supportive learning environment.

Keywords: Teacher Styles, Pupils' Undesirable Behaviors, Behavioral Management, Teacher Effectiveness

INTRODUCTION

One of the concerns of teachers is managing classroom issues with student behavior. Teachers in elementary schools have a significant impact on children's early education. Early years are all about learning academically and solving a broad range of student problems, such as behavioral, emotional, and social problems. Managing these issues efficiently will support a pleasant learning environment that enhances student happiness and academic achievement. Teachers' strategies to manage student problems may have a real impact on their general development and potential for success in school. Problems may sabotage the learning process, maintain efficient strategies, and have a positive effect on the classroom atmosphere.

A good classroom environment promotes desired behavior and attitudes among learners, which has a positive effect on their performance. The environment allows for positive teacher-student and student-student interactions, which are necessary for learning and growth (Adhikari, 2021). As French, Imms, and Mahat (2020) clearly presented, effective classroom management enables enhanced questioning and inquiry by students when the learning environment is favorable. On the other hand, unwanted behaviors like talking during class, distractions, inappropriate dressing, fighting, and quarreling impede learning and test classroom management (Okafor, 2022). Such behaviors become more challenging with increasing class sizes, as it becomes difficult for teachers to reach individual students. Hence, effective management of such behaviors continues to be an issue of concern in education.

Even though there has been a lot of research on successful teaching strategies, there still must be a knowledge gap regarding the specific strategies elementary school teachers find most effective to handle student problems in multicultural classroom environments. Most literature used has been concentrated in middle and high school settings with little attention to the particular types of problems faced by elementary school teachers. More extensive investigations are also required to discuss how these strategies can be adapted to suit students from different backgrounds with different problems. There is also little research regarding how teachers' individual experiences and school resources affect their strategies. Closing such gaps is important for creating more targeted and useful interventions. This research seeks to bridge this gap by concentrating in elementary school settings.

The main aim of this research is to determine and assess the practical strategies employed by elementary school teachers in addressing student problems. Through the analysis of the most effective strategies employed by teachers, this study hopes to contribute insights that can be used to inform teacher training programs and assist in the formulation of best practices in classroom management. The research also hopes to fill the research gap by concentrating on elementary school environments and examining how teachers can modify their strategies to suit the varied needs of their students. Another aim is to determine how contextual variables like class size, resources, and school policies affect the effectiveness of these strategies. Finally, this research hopes to improve teaching practices, enhance student performance, and develop a more supportive and inclusive learning environment. Through this research, researchers hope to empower teachers with effective tools and strategies for addressing student problems.

Theoretical Framework

This study is grounded in Albert Bandura's Social Learning Theory (SLT), which emphasizes that learning occurs through observing and imitating the behavior of others within a social context. According to SLT, behavior change represents learning, which may not be immediate but becomes apparent over time through repeated practice and experience. Such learning leads to the acquisition of enduring skills that influence both physical actions and psychological aspects of personality (Mujahidah & Yusdian, 2023).

Bandura's theory has significant implications for classroom management, cooperative learning, and feedback mechanisms. Effective teachers leverage SLT by incorporating the four critical components of the modeling process: attention, retention, reproduction, and motivation. Teachers capture students' attention through verbal and non-verbal cues, such as call-and-response techniques, gestures, and visual aids, which cater to diverse learning styles and promote retention. By encouraging students to engage in cooperative activities and practice newly learned skills, teachers help strengthen learning through reproduction. Moreover, teachers use reinforcement and rewards, such as verbal praise, to motivate students, fostering confidence, independence, and a positive learning environment.

Teachers play a pivotal role in guiding student behavior and preventing disruptive conduct. Their attitudes and behaviors serve as models that students observe and emulate (Bowyer et al., 2023; Stickl Haugen et al., 2022). SLT posits that most learning arises from observing others' actions and the consequences that follow (Bandura, 1976). When teachers exemplify responsible, inclusive, and non-discriminatory behavior, students are more likely to imitate such positive role models, contributing to a respectful and productive classroom atmosphere (Bandura, 1977). Emily (2024) highlights that through this observational learning, students adopt behaviors that help them achieve their goals by mirroring their peers and teachers. Similarly, Manik (2022) stresses that people are more likely to adopt behaviors that are positively reinforced or associated with rewarding experiences.

Generally, Social Learning Theory provides a robust framework for understanding how teachers' behavior management strategies can foster a positive classroom environment. It supports the development of approaches that promote desirable behaviors and effectively address and modify undesirable ones.

Review of Related Literature and Studies

Related Literature

Classroom management is a complex and dynamic process that requires teachers to skillfully respond to unexpected situations while fostering an environment conducive to learning. Effective classroom management not only enhances student achievement and discipline but also improves the overall quality of education by integrating inputs, processes, and outcomes to meet student and parent expectations (Mola & Kelkay, 2020). Teachers must possess the competencies to manage diverse classroom situations, encourage active student participation, and address behavioral issues through collaborative relationships and a positive classroom climate (Glock & Kleen, 2019; Hofman, 2022). Essential components include discipline, lesson planning, classroom organization, providing constructive feedback, and creating an atmosphere that supports motivation and engagement (van Driel et al., 2022; Ahmed & Indurkha, 2020). Through effective management of instruction, monitoring, and support, teachers ensure that the classroom becomes a natural arena for learning and education development, thereby contributing to enduring school improvement (Seufert et al., 2022; Ekere, 2019).

Globally, managing classroom behavior remains one of teachers' greatest challenges, and their communication skills are central to success in this domain (Kwok, 2020; Fogelgarn et al., 2020). The choice of classroom management approach—from traditional, teacher-centered methods to humanistic, student-centered styles—significantly affects how student behaviors are perceived and addressed (Alcruz & Blair, 2022). Teachers' educational styles and professional knowledge influence the classification of behaviors as undesirable, with authoritarian approaches often exacerbating minor infractions (Mardliyah, 2019). Since unwanted behaviors are natural in learning environments, teachers need to implement both preventive and responsive strategies to minimize disruptions and foster a supportive atmosphere for learning (Johnson et al., 2019). Engaging students through interactive teaching and awareness of behavioral expectations further helps reduce misconduct and improve educational outcomes (Ghasemi et al., 2019).

To maintain effective classroom management throughout the academic year, teachers must actively monitor and respond to student behavior while consistently applying rules and consequences (Evertson & Emmer, 2009, as cited in Stevenson et al., 2020). Establishing a positive classroom environment by reinforcing desired behaviors and addressing inappropriate actions promptly is essential. Disruptive behaviors not only threaten the learning process but also cause significant time loss and inefficiency, making classroom management a critical skill for educators (Küçükakın & Göloğlu Demir, 2021). Therefore, teachers need to develop comprehensive management systems that encourage student cooperation, reduce misbehavior, and ensure the smooth delivery of academic activities, ultimately maximizing student engagement and academic success.

Related Studies

Students' undesired behaviors significantly disrupt the teaching and learning process, often stemming from factors such as low motivation, attention-seeking, teacher attitudes, and students' backgrounds (Shamnadh & Anzari, 2019). These behaviors negatively impact both teachers' motivation and instructional effectiveness, as well as students' satisfaction with their schooling experience (Temiz, 2020; Granero-Gallegos et al., 2020). Common undesirable actions include disrespect, off-task activities, and verbal aggression (Menikdiwela, 2020). Teachers employ various strategies to manage such behaviors, ranging from soft reminders and maintaining eye contact to issuing warnings and restating rules, which are adapted depending on the situation (Halimah et al., 2019). While serious disciplinary issues may require stern interventions such as suspension, expulsion, or parental engagement, alternative approaches like guidance counseling and collaborative student involvement are also emphasized to maintain students' connection to the school community (Castor, 2021; Parker, 2019).

Several studies highlight the impact of classroom management practices on student engagement and academic performance. Collier Meek et al. (2019) found that positive routines and behavior-specific praise foster higher academic engagement, whereas frequent error corrections diminish it. Similarly, Kazak and Koyuncu (2021) reported that classroom disruptions, lack of preparedness, and disrespect undermine teaching effectiveness and academic outcomes, with teachers mainly relying on warnings and family involvement to address these

challenges. Students' perspectives further reveal that inappropriate teacher behaviors and poor communication adversely affect willingness to participate and overall learning experiences (Dulay & Karadağ, 2020). Research by Forsberg et al. (2021) emphasizes that disruptive behaviors correlate closely with school climate and teacher-student relationships, indicating the need for holistic, school-wide approaches to behavior management. These findings align with Hallworth's (2022) exploration of how differing conceptions of challenging behavior influence educational policies and practices.

Recent studies also underscore the importance of student-centered and proactive classroom management strategies in enhancing motivation, engagement, and personal growth. Karasova and Nehyba (2023) advocate for communication approaches that foster positive classroom climate and student motivation, while Adhikari (2021) stresses culturally responsive teaching and cooperative discipline. Post-pandemic research by Wilkins et al. (2023) highlights the significance of teacher support and student autonomy in restoring school connectedness. Furthermore, Mitevska Petrusheva and Popeska (2023) demonstrate that balanced use of praise and punishment positively influences student attitudes and behaviors. Systematic behavior management plans and involving students in establishing expectations have also been shown to reduce anxiety and increase engagement (McKillop, 2020; Banks, 2020). Locally, Gabriz and Mackie (2023) found that teachers with diverse profiles still implement highly effective management strategies, though they recommend continued professional development and further research into additional influencing factors.

METHODS

Research Design

This study employed a descriptive research design to gather comprehensive data on the methods elementary school teachers use to address student issues. A formal questionnaire was utilized to systematically collect information from a broad range of respondents regarding their experiences, strategies, and perceptions of classroom management. The approach enabled the identification of patterns, trends, and relationships that provide clear insights into the effectiveness of various management practices in elementary school settings.

Research Environment

This study was conducted at Sapad District in Lanao del Norte, a primarily agricultural area with limited transportation access, especially in remote regions. The district comprises 15 schools—10 complete elementary and 5 primary schools—with 34 Grade Five and Six teachers serving 1,073 students during the school year 2021–2022.

Respondents of the Study

The study's respondents were all Grade Five and Six teachers in both barrio and central schools of Sapad District, Division of Lanao del Norte. Additionally, 110 students from Grades V and VI were purposively selected, including 40 from the central school (20 per grade) and 70 from barangay schools (10 per grade per school).

Research Instrument

The instrument used in this study was a teacher-made questionnaire based on the materials of Evan and Nelson et al. (1974), consisting of three parts: Part I gathered the profile of intermediate pupils with problems; Part II focused on the styles teachers used in addressing these problems; and Part III explored the effects of these strategies on pupils' learning outcomes through open-ended responses.

Data Gathering Procedure

The data gathering procedure began with securing the grades of intermediate pupils from their permanent records. A permission letter was prepared and sent to the Schools Division Superintendent, who approved and endorsed it to the Sapad District. The Northeast District Supervisor granted approval to conduct the study, after which school administrators from selected elementary schools also gave their consent. The research instrument was then administered to teacher-respondents, who completed the questionnaires. These were collected, and the responses were tabulated and analyzed using frequencies and percentages to address sub-problems one, two, and three. The findings guided the formulation of the final research output.

Ethical Considerations

The researcher ensured that participants were fully informed about the purpose of the study. A cover page on the questionnaire explained the researcher's intent and invited participants to take part in the data collection process. Informed consent was sought regarding the use of their information, and the researcher guaranteed that all collected data would be used solely for the purposes of the research.

Data Analysis

Data analysis in this study involved the use of simple percentage and t-test statistics. Simple percentage was used to express parts of the data as proportions of the whole, providing a clear measure of how much a particular category represented out of 100. The t-test was employed to determine whether significant differences existed between the means of two groups or between a sample mean and a known mean, helping to identify if observed differences were due to chance or reflected true differences in the population.

RESULTS AND DISCUSSION

Table 1 - Sex Profile of Intermediate Pupils

Sex	Grade V		Grade VI		Total	P
	F	P	F	P		
Male	47	42.73	59	53	106	48.18
Female	63	57.27	51	51	114	51.82
Total	110	100.00	110	110	220	100.00

Table 1 presents the sex profile of intermediate pupils in Grades V and VI, with a total of 220 students equally divided between the two grades. In Grade V, females comprise a higher percentage of 57.27 compared to males at 42.73, whereas in Grade VI, males slightly outnumber females with 53 percent versus 47 percent. Overall, female students make up 51.82 percent of the total population, indicating a fairly balanced sex distribution with a slight female majority. These findings provide important context for understanding the demographic makeup of the participants, which may influence the subsequent analysis of behavior and learning outcomes discussed in the following sections.

Table 2 - Age Profile of the Intermediate Pupils

Age	Grade V		Grade VI		Total	P
	F	P	F	P		
16 and above		-		-		
14-15	17	14.45	25	23.73	42	19.18
12-13	72	65.45	70	63.64	142	64.55
10-11	21	19.09	15	13.64	36	16.36
Total	110	100	110	100	220	100

Table 2 shows the age distribution of intermediate pupils in Grades V and VI, with a total of 220 students evenly split between the two grades. The majority of students in both grades fall within the 12 to 13 years age group, comprising 65.45 percent in Grade V and 63.64 percent in Grade VI. Fewer students are in the younger 10 to 11 years category, while a notable portion of Grade VI students, 23.73 percent, are aged 14 to 15 years, indicating a higher number of overage students compared to Grade V. Overall, most pupils are age-appropriate for their grade, but the presence of older students, particularly in Grade VI, suggests possible delayed enrollment, grade repetition, or learning challenges affecting progression. This age profile provides context for analyzing student behavior and academic performance in subsequent discussions.

Table 3 - Performance of the Intermediate Pupils in English

Categories	F	P	Mean	Description
Above Average	25	11.36	1.58	Below average
Average	78	35.45		
Below Average	117	33.18		
Total	220	100.00		

Legend: 2.61 – 3.00 – Above Average; 1.81 – 2.60 – Average; 1.00 – 1.80 – Below Average

Table 3 presents the English performance of 220 intermediate pupils, showing a total mean score of 1.58, which falls into the Below Average category. The majority of students, 117 or 53.18 percent, performed below average, followed by 78 students or 35.45 percent who scored at the average level, and only 25 students or 11.36 percent achieved above average. These results highlight significant challenges in English proficiency among the pupils, indicating a clear need for targeted interventions such as remedial programs and improved teaching strategies to help enhance their language skills.

Table 4 - Performance of the Intermediate Filipino

Categories	F	P	Mean	Description
Above Average	35	15.91	1.83	average
Average	113	51.36		
Below Average	72	32.72		
Total	220	100.00		

Legend: 2.61 - 3.00 - Above Average; 1.81 - 2.60 – Average; 1.00 - 1.80 - Below Average

Table 4 shows the Filipino performance of 220 intermediate pupils, with an overall mean score of 1.83, placing their proficiency at the Average level. Most students, 113 or 51.36 percent, fall within the Average category, indicating moderate understanding, while 72 students or 32.72 percent scored Below Average and require additional support. Meanwhile, 35 students or 15.91 percent achieved Above Average performance, demonstrating high competency. These findings suggest that although many students perform satisfactorily in Filipino, a significant portion struggles, highlighting the need for improved teaching strategies and targeted interventions to raise overall proficiency and academic success.

Table 5 - Performance of the Intermediate Pupils in Mathematics

Categories	F	P	Mean	Description
Above Average	34	15.45	1.57	Below average
Average	58	26.36		
Below Average	128	58.00		
Total	220	100.00		

Legend: 2.61 - 3.00 - Above Average; 1.81 - 2.60 – Average; 1.00 1.80 - Below Average

Table 5 presents the Mathematics performance of 220 intermediate pupils, with an overall mean score of 1.57, placing their proficiency in the Below Average category. The majority of students, 128 or 58 percent, fall under the Below Average level, indicating that many learners face challenges in Mathematics that may affect their numerical and problem-solving skills. Meanwhile, 58 students or 26.36 percent achieved an Average performance, showing some learners meet the expected standards, while only 34 students or 15.45 percent attained Above Average proficiency, reflecting strong mathematical ability. These results highlight the urgent need for targeted interventions such as remedial programs and improved instructional strategies to support students struggling with Mathematics and to promote overall academic improvement in this critical subject.

Table 6 - Performance of the Intermediate Pupils in TLE/EPP

Categories	F	P	Mean	Description
Above Average	38	17.27	1.63	Below average
Average	62	28.17		
Below Average	120	54.55		
Total	220	100.00		

Legend: 2.61 - 3.00 - Above Average; 1.81 - 2.60 – Average; 1.00 1.80 - Below Average

Table 6 presents the performance of intermediate pupils in Technology and Livelihood Education (TLE)/Edukasyong Pantahanan at Pangkabuhayan (EPP), showing an overall mean score of 1.63, which falls within the Below Average category. The data reveal that the majority of students, 120 or 54.55 percent, performed below average, indicating significant challenges in mastering technical and practical skills essential for this subject. Meanwhile, 62 students or 28.17 percent demonstrated average proficiency, and only 38 students or 17.27 percent achieved above-average performance, reflecting a solid understanding of TLE/EPP

concepts. These findings highlight the need for targeted interventions such as experiential learning, hands-on demonstrations, and differentiated instruction to better support students' diverse learning needs and improve their technical competencies. Overall, the results underscore the importance of enhancing the TLE/EPP curriculum and providing supplementary programs to help students overcome difficulties and build skills necessary for their future academic and livelihood pursuits.

Table 7 - Performance of the Intermediate Pupils in Araling Panlipunan

Categories	F	P	Mean	Description
Above Average	33	15.00	1.65	Below average
Average	78	35.45		
Below Average	109	49.55		
Total	220	100.00		

Table 7 shows the performance of intermediate pupils in Araling Panlipunan, with an overall mean score of 1.65, indicating Below Average proficiency. Nearly half of the students, 109 or 49.55 percent, fall into the Below Average category, signaling widespread difficulty in grasping historical, cultural, and social concepts. Meanwhile, 78 students or 35.45 percent achieved Average performance, and 33 students or 15 percent performed Above Average, reflecting a smaller group with strong comprehension. These results suggest a pressing need for more engaging and contextualized teaching methods, as well as reinforcement programs that promote critical thinking and sustained interest in the subject. Collectively, the data emphasize that many students struggle with Araling Panlipunan, underscoring the importance of curriculum improvements and student-centered instructional strategies to elevate understanding and academic success in social studies.

Table 8 - Undesirable Behavior of Intermediate Pupils

Indicators	A	O	S	R	N	Mean	D
1. Forgetting textbooks, notebooks & other classroom materials.	22	31	114	51	2	3.09	S
2. Sleeping in class.	9	13	41	142	15	2.36	R
3. Writing on the desk top.	5	15	112	63	25	2.60	R
4. Laughing at another pupils' mistake.	68	78	30	34	10	3.73	O
5. Throwing erasers, paper airplanes, etc. in the class.	35	56	66	52	11	3.24	O
6. Absenteeism	42	75	59	39	5	3.50	S
7. Bad language.	16	20	38	65	81	2.20	R
8. Writing on walls.	21	39	34	57	69	2.48	R
9. Transferring to other seats.	33	20	94	49	24	2.95	R
10. Talking to seatmates while class is going on.	42	33	120	18	7	3.39	S
11. Failing to complete homework.	18	47	52	98	5	2.89	S
12. Cheating on class assignments.	38	71	60	41	10	3.39	S
13. Cutting classes or skipping school.	12	29	123	40	16	2.91	S
14. Coming to class tardy.	15	82	70	48	5	3.25	S
15. Failing to follow directions for assignments.	18	91	42	58	11	3.21	S
Average	3.01						S

Legend: 4.21 - 5.00 – always; 3.41 - 4.20 – Often; 2.61 - 3.40 – Sometimes; 1.81 - 2.60 – Rarely; 1.00 - 1.80 – Never

Table 8 displays the prevalence of undesirable behaviors among intermediate pupils, with an overall average mean score of 3.01, indicating these behaviors occur "Sometimes." This suggests that moderate levels of inappropriate conduct are present in the classroom, warranting attention to maintain a positive learning environment. Specifically, among the behaviors, "Laughing at another pupil's mistake" scored the highest mean of 3.73, classified as happening "Often," signaling a notable concern regarding respect and empathy among students. Additionally, other behaviors occurring "Sometimes" include "Absenteeism" (3.50), "Talking to seatmates while class is going on" (3.39), "Cheating on class assignments" (3.39), "Throwing erasers, paper airplanes, etc." (3.24), and "Coming to class tardy" (3.25). These behaviors may indicate challenges in classroom management and student discipline. Conversely, in contrast, behaviors such as

"Sleeping in class" (2.36), "Writing on walls" (2.48), and "Bad language" (2.20) were rated as "Rarely" occurring, indicating these are less frequent but should still be monitored to prevent escalation. Moreover, these findings highlight that some disruptive behaviors, including forgetting classroom materials (3.09), failing to complete homework (2.89), and tardiness (3.25), are moderately common and can negatively affect academic progress and classroom order. Therefore, the data underscores the need for targeted interventions such as positive reinforcement, consistent enforcement of classroom rules, counseling services, and active parental involvement. In summary, undesirable behaviors among intermediate pupils occur at moderate levels, with specific issues requiring focused attention to foster a more conducive and respectful learning atmosphere. Implementing effective behavioral management strategies will likely reduce these behaviors and promote improved student conduct.

Table 9 - Central Teachers Styles in Meeting Undesirable Behaviors of Pupils
(n = 16)

Styles	VE	E	IE	Mean	D
1. Behavioral Counseling.	15	1	-	2.94	D
2. Punishment	2	4	10	1.38	IE
3. Verbal scolding and embarrassing.	-	2	14	1.03	IE
4. Giving extra work/assignment.	3	4	9	1.44	IE
5. Hard labor the whole day.	-	-	16	1.0	IE
6. Expulsion from the school.	-	2	14	1.13	IE
7. Suspension from classes in a period of time.	5	2	9	1.75	IE
8. Reinforcement.	14	2		2.88	VE
9. Self-imposed punishments.	3	11	2	2.0	E
10. Grounding from/denial of work privilege.	-	4	12	1.25	IE
11. Psychotherapy.	7	5	4	2.19	E
12. Deducting points from the class standing.	4	7	5	1.94	E
13. Giving failing grades.	4	8	4	2.0	E
14. Subjecting under self-control.	9	6	1	2.5	E
15. Labeling problem pupils as trouble maker/as bad.	-	4	12	1.17	IE
16. Isolation from seatmates/classmates	10	5	1	2.56	E
17. Pairing off with the opposite sex	7	9		2.44	E
18. Exclusion from class activities participation	1	8	7	1.63	IE
19. Calling parent's attention.	16			3.0	VE
Weighted Mean				1.91	E

Legend: 2.61 - 3.00 -Very Effective; 1.81 - 2.60 – Effective; 1.00 -1.80 –Ineffective

Table 9 summarizes the disciplinary styles used by teachers to address undesirable behaviors among pupils, with an overall weighted mean of 1.91, indicating that these approaches are generally "Effective." Notably, the most effective strategies identified were "Calling parent's attention" (mean = 3.00) and "Behavioral counseling" (mean = 2.94), both classified as "Very Effective." This highlights the importance teachers place on parental involvement and counseling in managing student behavior. Similarly, "Reinforcement" (mean = 2.88) was also rated as "Very Effective," emphasizing the value of positive reinforcement. Meanwhile, several strategies such as "Self-imposed punishments" (mean = 2.00), "Psychotherapy" (mean = 2.19), and "Isolation from seatmates/classmates" (mean = 2.56) were deemed "Effective," suggesting they have some merit but may benefit from refinement. In contrast, punitive measures like "Punishment" (mean = 1.38), "Verbal scolding and embarrassing" (mean = 1.03), and "Hard labor the whole day" (mean = 1.00) were rated "Ineffective," indicating these approaches are largely unhelpful and may harm student motivation and well-being. Overall, the findings underscore the need for positive, supportive disciplinary methods that encourage collaboration with parents and provide psychological support rather than relying on punitive tactics.

Table 10 - Barangay Teachers Styles in Meeting Undesirable Behaviors of Pupils
(n = 18)

Styles	VE	E	IE	Mean	D
1. Behavioral Counseling.	6	8	4	2.11	E
2. Punishment	2	8	8	1.67	IE
3. Verbal scolding and embarrassing.	4	5	9	1.72	IE
4. Giving extra work/assignment.	3	5	8	1.50	IE
5. Hard labor the whole day.	-	-	16	.89	IE
6. Expulsion from the school.	2	4	12	1.44	IE
7. Suspension from classes in a period of time.	3	4	11	1.56	IE
8. Reinforcement.	14	4		2.78	VE
9. Self-imposed punishments.	2	12	4	1.89	E
10. Grounding from/denial of work privilege.	1	3	14	1.28	IE
11. Psychotherapy.	13	4	1	2.67	VE
12. Deducting points from the class standing.	3	8	7	1.78	IE
13. Giving failing grades.	2	10	6	1.78	IE
14. Subjecting under self-control.	3	3	12	1.50	IE
15. Labeling problem pupils as trouble maker/as bad.	-	4	14	1.22	IE
16. Isolation from seatmates/classmates	10	6	2	2.44	E
17. Pairing off with others.	8	8	2	2.33	E
18. Prohibition from class participation	-	2	16	1.11	IE
19. Calling parent's attention	14	4		2.78	VE
Weighted Mean				1.80	IE

Legend: 2.61 - 3.00 -Very Effective; 1.81 - 2.60- Effective; 1.00 - 1.80 –Ineffective

Table 10 presents the disciplinary styles employed by barangay teachers in addressing undesirable pupil behaviors, with an overall weighted mean of 1.80, indicating that these methods are generally rated as "Ineffective." However, the most effective strategies identified were "Reinforcement" (mean = 2.78), "Psychotherapy" (mean = 2.67), and "Calling parent's attention" (mean = 2.78), all classified as "Very Effective." This emphasizes the value barangay teachers place on positive reinforcement, counseling support, and parental involvement in managing student behavior. Other approaches such as "Behavioral counseling" (mean = 2.11), "Self-imposed punishments" (mean = 1.89), "Isolation from seatmates/classmates" (mean = 2.44), and "Pairing off with others" (mean = 2.33) were rated as "Effective," showing moderate usefulness in addressing behavioral concerns. In contrast, most punitive and exclusionary methods—including "Hard labor the whole day" (mean = 0.89), "Prohibition from class participation" (mean = 1.11), "Labeling problem pupils as troublemakers" (mean = 1.22), "Punishment" (mean = 1.67), and "Verbal scolding and embarrassing" (mean = 1.72)—were deemed "Ineffective," reflecting their limited impact and potential harm to students' development. Overall, these findings highlight the need for barangay teachers to prioritize supportive, counseling-based, and parent-involved strategies over punitive measures to effectively manage pupil behavior.

Table 11 - Difference between Central and Barangay School Teachers Styles in Meeting Pupils with Problems

Styles	Group	N	Mean	SD	DM	Computed t
Behavioral Counseling	Central	16	2.94	4.12	1.83	-21342.9 ^{ns}
	Barangay	18	2.11	4.37		
Punishment	Central	16	1.38	3.12	-0.29	-2.45036 ^{ns}
	Barangay	18	1.67	2.97		
Verbal scolding and embarrassing	Central	16	1.03	5.21	0.69	-2.12809 ^{ns}
	Barangay	18	1.72	4.97		
Giving extra work/ assignments	Central	16	1.44	3.42	-0.06	-0.38709 ^{ns}
	Barangay	18	1.50	3.22		

Hard labor the whole day	Central	16	1.00	5.29	0.11	0.065907 ^{ns}
	Barangay	18	0.89	1.20		
Expulsion from the School.	Central	16	1.13	5.31	-0.31	-0.27866 ^{ns}
	Barangay	18	1.44	3.42		
Suspension from classes in a period of time.	Central	16	1.75	3.09	0.19	14.01568 [*]
	Barangay	18	1.56	3.24		
Reinforcements	Central	16	2.88	4.03	0.1	0.655162 ^{ns}
	Barangay	18	2.78	3.94		
Self-imposed punishments	Central	16	2.00	4.01	0.11	0.244308 ^{ns}
	Barangay	18	1.89	3.16		
Grounding from/ denial of usual privilege	Central	16	1.25	2.72	-0.03	0.7328 ^{ns}
	Barangay	18	1.28	3.01		
Psychotherapy	Central	16	2.19	4.41	-0.48	-0.90386 ^{ns}
	Barangay	18	2.67	3.51		
Deducting points from the class standing.	Central	16	1.94	3.01	0.16	5.533008 [*]
	Barangay	18	1.78	3.11		
Giving failing grades	Central	16	2.00	4.01	0.22	0.47042 ^{ns}
	Barangay	18	1.78	3.11		
Subjecting under Self- control.	Central	16	2.50	4.13	1.0	2.040675 [*]
	Barangay	18	1.50	3.22		
Labeling problem Pupils as trouble- maker/ as bad.	Central	16	1.17	4.98	-0.05	-0.04792 ^{ns}
	Barangay	18	1.22	3.02		
Isolation from seatmates/ classmates.	Central	16	2.56	3.41	0.12	3.479872 [*]
	Barangay	18	2.44	3.53		
Pairing off with others.	Central	16	2.44	3.53	0.11	10.99313 [*]
	Barangay	18	2.33	3.72		
Prohibition from class participation	Central	16	1.63	2.93	0.52	-0.60614 ^{ns}
	Barangay	18	1.11	5.01		
Calling parents' attention	Central	16	3.00	8.21	0.22	0.065665 ^{ns}
	Barangay	18	2.78	3.94		

Table 11 compares the disciplinary styles of central and barangay school teachers in addressing pupils' undesirable behaviors and reveals that for most strategies (14 out of 19), there is no significant difference between the two groups, indicating they generally employ similar disciplinary approaches. However, significant differences were found in five strategies—deducting points from class standing, suspension from classes, subjecting pupils to self-control, isolation from seatmates, and pairing pupils with others—with central school teachers showing higher usage of these methods, suggesting stronger disciplinary practices in these areas. Despite these differences, the overall comparison (Table 13) confirms no significant difference in disciplinary approaches between the groups, reflecting shared education policies or training. This supports prior research by Arumugam et al. (2021) and Oestar and Oestar (2022), who emphasize the importance of counseling and supportive strategies in effectively managing student behavior, highlighting that these practices are similarly applied across different school settings.

Table 13 - Summary of the Difference between Central and Barangay Teachers Styles in Meeting Pupils with Undesirable Behaviors

Variables	N	Mean	SD	DM	Computed t
Central	16	1.91	3.58	.11	-0.01 ^{ns}
Barangay	18	1.80	3.82		

* = significant at .05 level = 1.96

Ns = not significant

Table 13 presents a summary comparison of central and barangay teachers' disciplinary styles in managing pupils' undesirable behaviors, showing very similar mean scores (Central $M = 1.91$, $SD = 3.58$; Barangay $M = 1.80$, $SD = 3.82$) and a negligible difference in means (0.11). The computed t -value of -0.01 is well below the critical value of 1.96 at the .05 significance level, indicating no statistically significant difference between the two groups' approaches. This supports the acceptance of the null hypothesis, meaning that both central and barangay teachers generally apply comparable disciplinary strategies with similar effectiveness. Supporting studies emphasize the importance of balanced and context-sensitive disciplinary approaches: Mardiyah (2019) warns against overly authoritarian tactics that may exacerbate misbehavior, while Wilkins et al. (2023) and Government et al. (2022) highlight the need for supportive classroom management that fosters student engagement and autonomy. Qualitative insights reveal that central teachers, including Master Teachers, focus on maintaining instructional quality through specific discipline practices, whereas barangay teachers find some strict methods less effective due to student demotivation and emotional responses, leading them to adapt their strategies to local challenges. Overall, the findings underscore the importance of flexible, personalized disciplinary methods tailored to each school environment to improve classroom behavior and academic outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Grounded on the findings of the study, the researcher concludes that the majority of pupils noted were females between 12 and 13 years old. These middle pupils scored high in English, Mathematics, TLE, and AralingPanlipunan, while they were satisfactory in Filipino. The study also determined that pupils' undesirable behaviors sometimes were exhibited because the teachers' styles proved ineffective in handling pupils who have problems. In addition, there was no significant variation between central and barangay school teachers' styles in controlling pupils' undesirable behaviors.

Recommendation

Based on the findings and conclusions, the following recommendations are proposed in a single course of action: School authorities should equip teachers with knowledge on how to effectively manage students with behavioral issues, including the efficacy of various intervention styles and their potential outcomes to foster positive behavior change. Teachers should also be given opportunities to develop the qualities of a guidance counselor through participation in guidance and counseling seminars. In addition, conducting home visitations is encouraged to promote a collaborative and supportive environment between teachers and parents in addressing pupils' behavioral concerns. Finally, regular evaluations should be conducted to assess the effectiveness and progress of teachers' behavior modification strategies.

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