Research Article

Behavioral Problems of Learners in Iba District, Zambales: Basis for an Intervention Plan

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ABSTRACT

This descriptive-correlational study surveyed 150 elementary teachers in Iba District, Zambales using a validated questionnaire. Results revealed that learners with behavioral issues generally performed fairly satisfactory (M=79). Common behaviors included indifference, lack of motivation, violent tendencies, destructiveness, and communication problems. Misbehavior significantly correlated with impacts on teaching (r=.756), classroom management (r=.724), academic success (r=.786), and school climate (r=.658). Teachers strongly endorsed preventive, intramural support, and communication strategies. An intervention plan is recommended involving teacher training, parental engagement, and structured behavioral programs.

Keywords: *Behavioral Problems, Undesired Learner's Behavior, Classroom Management, Teacher Coping Strategies, Academic Performance*

Background

In today's classrooms, teachers face increasingly diverse student populations. Learners bring unique backgrounds, abilities, and behavioral tendencies. Among the most persistent challenges educators encounter worldwide is managing disruptive and undesired behaviors. Such behaviors hinder instructional delivery, disrupt the classroom climate, and negatively affect the academic and social experiences of all learners (Oester & Oester, 2022). Recent international reports also note a rise in behavioral difficulties among students. This trend highlights the urgency of equipping schools with effective and culturally responsive classroom management strategies (Simón & Alonso-Tapia, 2016; de Leeuw, 2018).

Globally, behavioral issues are recognized as a major barrier to quality education. Teachers often feel underprepared to address behavioral and emotional challenges, which increases their stress and reduces instructional time (Hirn et al., 2018; Mardiyah, 2019). These problems commonly manifest as defiance, inattention, aggression, or withdrawal. Such behaviors are strongly

linked to poor academic achievement and long-term social-emotional difficulties (La Salle, 2018; Nowicki, Brown, & Dare, 2018). More recent findings further stress that unmanaged classroom misbehavior not only lowers student achievement but also undermines teacher efficacy and over-all school climate (Aldrup, Klusmann, & Lüdtke, 2018; Fiorilli et al., 2021).

In the Philippine context, the Department of Education (DepEd) promotes child-friendly, safe, and inclusive learning environments. However, behavioral issues in classrooms remain a pressing concern. Studies reveal that many Filipino teachers lack structured support systems and evidence-based interventions, resulting in inconsistent and reactive management strategies (Sarmiento, 2020; Pajarillo & Ballesil, 2022). Common challenges include inattentiveness, verbal aggression, and persistent classroom disruptions, all of which reduce teaching efficacy and hinder student learning. Overcrowded classrooms, linguistic diversity, and limited access to behavioral support services further intensify these problems, placing additional strain on teachers and administrators (Bastida, 2022).

Despite these challenges, limited systematic research has examined the extent and impact of undesired learner behaviors in Philippine elementary schools. Structured, teacher-informed intervention programs remain scarce. This gap underscores the need for empirical studies that investigate not only the prevalence and consequences of disruptive behaviors but also the coping strategies teachers use to address them.

This study responds to that need by examining the nature, extent, and effects of undesired learner behaviors as perceived by elementary teachers in Zone 2, Division of Zambales. It also identifies effective classroom management strategies grounded in teachers' experiences. The ultimate goal is to develop a culturally responsive, research-based intervention plan. By addressing this local gap, the study contributes to strengthening classroom management practices in Philippine schools while aligning with global efforts to enhance student wellbeing, improve academic outcomes, and foster supportive and inclusive learning environments.

Methods

The study employed a descriptive-correlational design to examine the behavioral problems of elementary learners and to establish a basis for a proposed intervention plan. The 150 teacher-respondents were identified using stratified random sampling. Prior to participation, all respondents were provided with an informed consent form clearly stating the study's purpose, procedures, potential risks, benefits, and their right to withdraw at any time without penalty. Participation was strictly voluntary. To ensure data confidentiality, all responses were treated with the utmost privacy, and data were stored in password-protected files accessible only to the researchers. Results were presented in aggregate form to prevent identification of individual participants.

To develop the survey questionnaire, the researcher reviewed relevant literature to identify appropriate items and indicators. The questionnaire consisted of five parts: (1) respondents' profile in terms of in terms of age, sex, highest educational attainment, years in service and number of trainings/seminars attended on guidance/discipline; (2) academic performance of learners with behavioral problems; (3) types of undesired behaviors encountered, such as indifference, disrupted motivation, violence, distractions, and communication issues; (4) effects of these behaviors on teachers, learners, classroom management, academic success, and the school environment; and (5) coping strategies used by teachers, including preventive methods, intramural and communication channels, and engaging lessons.

The instrument was developed based on the studies of Kazak & Koyunci (2021), Sun & Shek (2012), and Villanueva & David (2020). To ensure its validity and reliability, the instrument underwent expert validation and was pilot tested on a separate group of respondents not involved in the main study. The developed instrument was also subjected to Cronbach's Alpha analysis, and the results confirmed its reliability for administration to the target participants. Data collected from the respondents were tallied and analyzed using statistical tools such as percentage, weighted mean, ranking, ANOVA, Pearson-r, and Likert Scale.

Results and Discussion.
Academic Performance of Learners with Behavioral Problems
Table 1. Frequency and Percent Distribution of the Teacher-Respondents as to Academic Performance of Learners with Behavioral Problems

Academic Performance of Learners with Behavioral Problems	Frequency	Percent
85-89	3	2.00
80-84	57	38.00
75-79	88	58.67
Below 75	2	1.33
Total	150	100.00

Mean Academic Performance: 78.94 or 79 (Fairly Satisfactory)

Table 1 presents the frequency and percentage distribution of the academic performance of learners with behavioral problems. The largest group, 88 learners or 58.67%, scored within the 75–79 range, which is classified as Fairly Satisfactory. This represents the highest frequency group, indicating that the majority of students with behavioral difficulties are performing just above the minimum standards. The computed overall mean of 78.94 or 79 also falls within the Fairly Satisfactory category, reinforcing the trend that these learners tend to cluster at the lower end of acceptable academic achievement.

This pattern is significant because it highlights how behavioral difficulties constrain learners' academic progress. While these students are not failing outright, their performance remains capped at the lower satisfactory level, with few advancing to "Very Satisfactory" or "Outstanding." In effect, undesired behaviors such as inattentiveness, defiance, or classroom disruption act as barriers that limit achievement and reduce the likelihood of academic excellence. Studies consistently show that behavioral challenges are linked to reduced task persistence, lower cognitive regulation, and inconsistent academic engagement (Park, 2024; Chen, 2022).

The implications of this finding are substantial for both teachers and school administrators. If left unaddressed, behavioral problems can perpetuate underachievement, affecting not only individual learners but also the overall performance of classrooms and schools. Research affirms that effective behavior management strategies foster student engagement, enhance instructional quality, and improve classroom climate (Hirn et al., 2018; Fiorilli et al., 2021). Without such interventions, the cycle of disruptive behavior and underperformance may continue.

Moreover, the interaction between low academic achievement and behavioral difficulties often creates a self-reinforcing loop. As Gage (2018) explains, students who perform poorly may experience frustration and disengagement, which can escalate behavioral problems. In turn, these behaviors further disrupt learning, compounding academic challenges. Breaking this cycle requires early identification and structured interventions, such as individualized support plans, positive behavioral interventions, and stronger teacher-student relationships. By addressing both academic and behavioral concerns simultaneously, schools can help learners move beyond the "Fairly Satisfactory" threshold, unlocking their potential for greater success and contributing to a healthier learning environment.

Undesired Learner's Behaviors as Observed by Teachers

Table 2. Mean and Descriptive Equivalent of the Undesired Learners' Behaviors in Terms of Indifference/Irresponsibility Towards the Lesson

Indifference/Irresponsibility Towards the Lesson	Weighted Mean	Descriptive Equivalent	Rank
1. Dealing with different things during the lesson	3.22	Observed	1
2. Not bringing the subject materials	2.87	Observed	6
3. Not being prepared for the lesson	2.91	Observed	4.5
4. Not doing homework and not fulfilling responsibilities	2.99	Observed	2
5. Behaving uninterested towards the lesson	2.91	Observed	4.5
6. Being reluctant and passive to participate in activities	2.96	Observed	3
7. Not following the instructions of the subject	2.75	Observed	7
8. Sleeping during the lesson	2.33	Fairly Observed	10
9. Non-attentiveness/daydreaming/idleness	2.67	Observed	9
10. Cheating and/or copying homework	2.68	Observed	8
Total	**2.83**	**Observed**	

Table 2 shows the mean and descriptive equivalent of the undesired learners' behaviors in terms of Indifference/Irresponsibility Towards the Lesson. The results on Indifference/Irresponsibility Towards the Lesson reveal critical insights into students' behavioral patterns and their implications for classroom teaching and learning.

The highest-ranked behavior, "Dealing with different things during the lesson" (WM = 3.22, Rank 1), highlights the prevalence of off-task behavior. This suggests that learners are often distracted by personal activities, gadgets, or conversations rather than engaging with the lesson. Such disengagement undermines not only individual learning but also the overall classroom atmosphere. Recent research emphasizes that task-irrelevant behaviors are symptomatic of low intrinsic motivation and a lack of perceived relevance in the lesson (Climaco et al., 2025). When students do not see the value of instruction, they are more likely to divert attention, which diminishes teacher effectiveness and disrupts peer learning.

The second most prominent concern, "Not doing homework and not fulfilling responsibilities" (WM = 2.99, Rank 2), reflects a pattern of academic irresponsibility. Homework completion is strongly linked to academic achievement and the development of self-regulation skills (Bembenutty, 2020). The neglect of these responsibilities may signal a broader disengagement with learning tasks, which, if left unaddressed, can widen learning gaps and reduce accountability among students. Similarly, "Being reluctant and passive to participate in activities" (WM = 2.96, Rank 3) points to a lack of active engagement—a factor identified by Freeman et al. (2018) as central to promoting deeper learning and reducing disruptive conduct. These findings suggest that student-centered and participatory approaches are urgently needed to sustain attention and motivation.

In contrast, the least-ranked behavior, "Sleeping during the lesson" (WM = 2.33, Rank 10), while still observed, appears less pervasive than other inattentive tendencies. This may be due to its visible nature, which makes it easier for teachers to address immediately compared to more subtle forms of disengagement like daydreaming or passive participation. However, sleeping in class should not be underestimated, as it may indicate underlying issues such as fatigue, stress, or poor health (Shochat et al., 2020). Unlike overt disruptions, this behavior reflects hidden challenges that may require holistic interventions, including health promotion and well-being support for students.

Finally, the overall weighted mean (OWM = 2.83, Observed) indicates that indifference and

irresponsibility are consistently present across classrooms. While none of the behaviors reached the "strongly observed" threshold, their persistent presence underscores the need for preventive and proactive measures. As Fiorilli et al. (2021) found, sustained disengagement contributes to teacher stress, reduced instructional quality, and weaker student outcomes. This confirms that addressing indifference is not simply a behavioral issue but a central concern for both teaching efficacy and learner achievement.

Table 3. Mean and Descriptive Equivalent of the Undesired Learners' Behaviors in Terms of Disrupting Motivation

Disrupting Motivation	Weighted Mean	Descriptive Equivalent	Rank
1. Disturbing the peace of the class by disturbing his/her friends	2.97	Observed	1
2. Trying to make friends talk during the lesson	2.93	Observed	2.5
3. Talking and/or standing up without taking permission	2.93	Observed	2.5
4. Trying to disrupt the lesson	2.81	Observed	4
5. Coming late to the class	2.51	Observed	9
6. Changing seats	2.73	Observed	6
7. Wandering around the classroom	2.74	Observed	5
8. Running away from the classroom	2.43	Fairly Observed	10
9. Eating/drinking	2.53	Observed	8
10. Playing/clowning	2.70	Observed	7
Total	**2.73**	**Observed**	

Table 3 highlights the most and least observed disruptive behaviors affecting student motivation. The highest-ranked behavior, "Disturbing the peace of the class by bothering friends" (WM = 2.97), along with "Trying to make friends talk during the lesson" and "Talking or standing up without permission" (WM = 2.93), shows that peer-related disruptions remain the most prevalent motivational challenges. These behaviors matter because they not only interrupt instructional flow but also encourage disengagement among other students, ultimately reducing classroom productivity. Recent studies confirm that peer-related distractions significantly undermine learning by fragmenting attention and eroding collective motivation (Arens et al., 2021; López-González et al., 2022).

In contrast, the least observed behavior, "Running away from the classroom" (WM = 2.43), reflects that extreme avoidance behaviors are less frequent in typical classrooms. While less common, such actions may indicate severe disengagement or emotional distress, which, though rare, demand individualized intervention (Sakellariou & Tsiara, 2023).

The overall weighted mean of 2.73, interpreted as Observed, reveals that disruptive motivational behaviors are consistently present but generally moderate in intensity. This finding is critical, as even moderate disruptions accumulate over time, reducing instructional quality and diminishing students' capacity to remain focused and motivated (Wang et al., 2023).

Ultimately, these results underscore that addressing peer-driven disruptions should be a priority for teachers and school leaders. Rather than treating them as minor distractions, schools must recognize them as signals of deeper motivational challenges, requiring proactive strategies such as differentiated instruction, engaging lesson design, and positive behavioral supports to sustain both student focus and classroom order.

Table 4. Mean and Descriptive Equivalent of the Undesired Learners' Behaviors in Terms of Tendency to Violence

Tendency to Violence	Weighted Mean	Descriptive Equivalent	Rank
1. Making fun of their friends/classmates	2.85	Observed	1
2. Pushing a friend/classmate	2.53	Observed	6.5
3. Hitting/striking a friend/classmate	2.47	Fairly Observed	9
4. Fighting with friends/classmates	2.55	Observed	4.5
5. Teasing friends/classmates	2.68	Observed	2
6. Quarreling with classmates	2.59	Observed	3
7. Speaking foul language	2.51	Observed	8
8. Destroying things	2.25	Fairly Observed	10
9. Calling out and/or making remarks	2.53	Observed	6.5
10. Having disruptive conversation	2.55	Observed	4.5
Total	**2.55**	**Observed**	

Table 4 presents the undesired learners' behaviors in terms of Tendency to Violence. The most observed behavior was "Making fun of their friends/classmates" (WM = 2.85, Rank 1), followed by "Teasing friends/classmates" (WM = 2.68, Rank 2) and "Quarreling with classmates" (WM = 2.59, Rank 3). These findings suggest that verbal and relational forms of aggression—such as ridicule, teasing, and quarrels—are more prevalent than overt physical violence. This aligns with international studies showing that low-level aggressive behaviors, particularly teasing and verbal harassment, often occur more frequently in classrooms than severe acts of violence, yet they still undermine students' emotional safety and classroom climate (Juvonen & Graham, 2021; Thornberg & Wänström, 2022).

On the other hand, the least observed behavior, "Destroying things" (WM = 2.25, Rank 10), reflects that property-related aggression occurs less frequently compared to interpersonal forms. Although less common, such destructive behaviors can escalate to more serious disciplinary issues if left unchecked, highlighting the need for preventive interventions and restorative practices (Modecki et al., 2022).

The overall weighted mean of 2.55, interpreted as Observed, indicates that tendencies toward violence are present but generally moderate. While extreme physical violence such as "Hitting" or "Fighting" ranked lower, the persistence of ridicule, teasing, and quarrels shows that learners frequently engage in relational aggression, which may appear less severe but has equally damaging long-term effects on peer relationships and social-emotional well-being (Sullivan et al., 2023).

These results matter because even moderate patterns of teasing and verbal aggression can normalize a culture of hostility in schools, leading to disengagement, lowered self-esteem, and academic difficulties. Addressing these behaviors through structured social-emotional learning (SEL), positive discipline, and teacher training is essential to prevent escalation and foster a safe, respectful classroom environment.

Table 5. Mean and Descriptive Equivalent of the Undesired Learners' Behaviors in Terms of Distractions

Distractions	Weighted Mean	Descriptive Equivalent	Rank
1. Lack of attention	2.91	Observed	1
2. Getting bored quickly during the lesson because of distraction	2.80	Observed	3

	Distractions	Weighted Mean	Descriptive Equivalent	Rank
3.	Difficulty in concentrating	2.88	Observed	2
4.	Dealing with personal stuff	2.78	Observed	4
5.	Doing homework while having class	2.35	Fairly Observed	9
6.	Using electronic devices (for texting, playing games, surfing web pages, listening to music, etc.)	2.12	Fairly Observed	10
7.	Irrelevant reading	2.45	Fairly Observed	8
8.	Irrelevant drawing	2.61	Observed	7
9.	Doing other unnecessary things in the room	2.77	Observed	5.5
10.	Disturbing the class/seatmates	2.77	Observed	5.5
	Total	**2.65**	**Observed**	

Table 5 presents the mean and descriptive equivalent of undesired learners' behaviors in terms of Distractions. The most observed behavior was "Lack of attention" (WM = 2.91, Rank 1), followed closely by "Difficulty in concentrating" (WM = 2.88, Rank 2) and "Getting bored quickly during the lesson because of distraction" (WM = 2.80, Rank 3). These findings suggest that inattention and concentration difficulties are the most prevalent forms of distraction in classrooms. This supports recent evidence that student disengagement and lapses in sustained attention remain key obstacles to effective learning, especially in environments with competing stimuli and limited instructional differentiation (Li & Lerner, 2021; Liu et al., 2022). Such behaviors may not appear as overtly disruptive as violence or defiance, but they significantly reduce the quality of instruction and student achievement when persistent.

The least observed behavior was "Using electronic devices for non-academic purposes" (WM = 2.12, Rank 10). While ranked lowest, the presence of this behavior is still noteworthy, as studies have shown that digital distractions—even at moderate levels—can fragment student attention and negatively impact cognitive processing and performance (Ravizza et al., 2020; Schnaubert & Bodemer, 2021). In many Philippine classrooms where access to personal devices may be limited, this may explain its relatively lower frequency compared to other forms of distraction.

The overall weighted mean of 2.65, interpreted as Observed, indicates that distractions are moderately present in classrooms. This reflects a pattern where passive behaviors like inattention, boredom, and mental disengagement are more common than active disruptions. These results matter because they highlight how disengagement undermines not only individual learning outcomes but also the overall classroom climate. Addressing these issues through engaging, differentiated instruction, culturally relevant pedagogy, and structured classroom routines can help sustain student focus and minimize off-task behaviors (Hafen et al., 2022).

Table 6. Mean and Descriptive Equivalent of the Undesired Learners' Behaviors in Terms of Communication Problems with Teachers

	Communication Problems with Teachers	Weighted Mean	Descriptive Equivalent	Rank
1.	Seeking the teachers' deficit	2.28	Fairly Observed	3
2.	Being indifferent and disrespectful towards the teacher	2.15	Fairly Observed	4
3.	Being arrogant, rude towards teachers	2.08	Fairly Observed	6
4.	Being rebellious towards teachers	1.99	Fairly Observed	8
5.	Making fun of the teacher	2.00	Fairly Observed	7
6.	Not obeying the rules	2.34	Fairly Observed	1
7.	Talking back	2.09	Fairly Observed	5

Communication Problems with Teachers	Weighted Mean	Descriptive Equivalent	Rank
8. Insulting teacher	1.81	Fairly Observed	10
9. Refusing to carry out instructions	2.29	Fairly Observed	2
10. Arguing with teacher	1.90	Fairly Observed	9
Total	**2.09**	**Fairly Observed**	

Table 6 presents the mean and descriptive equivalent of undesired learners' behaviors in terms of Communication Problems with Teachers. The most frequently perceived behaviors were "Not obeying the rules" (WM = 2.34, Rank 1), "Refusing to carry out instructions" (WM = 2.29, Rank 2), and "Seeking the teachers' deficit" (WM = 2.28, Rank 3). These behaviors suggest that communication breakdowns often manifest in forms of passive or active resistance rather than overt hostility. Such patterns highlight the challenge of ensuring compliance in classrooms where learners may question authority or feel disengaged from instructional processes. Research shows that miscommunication between teachers and students is often tied to unmet needs, lack of student voice, or perceived authoritarian classroom climates (Korpershoek et al., 2020; López-González et al., 2022).

On the other hand, more severe behaviors such as "Insulting teacher" (WM = 1.81, Rank 10) and "Arguing with teacher" (WM = 1.90, Rank 9) were the least observed. While less fre-

quent, these remain critical to monitor, as direct verbal disrespect can significantly undermine teacher authority, classroom morale, and the teacher–student relationship. Although not highly prevalent, such behaviors often escalate from unresolved lower-level defiance and should be addressed proactively (Maldonado-Carreño & Votruba-Drzal, 2020).

The overall weighted mean of 2.09, interpreted as Fairly Observed, indicates that communication problems with teachers are present but less frequent compared to other categories of undesired behaviors such as distractions or disruptive motivation. Nonetheless, even moderate levels of defiance and indifference can erode the relational foundation needed for effective teaching and learning. Evidence suggests that fostering positive teacher–student relationships, emphasizing respect, empathy, and culturally responsive communication strategies, can mitigate these behaviors and promote more constructive classroom interactions (Li et al., 2021; Yu et al., 2023).

Teachers' Perceptions on the Effects of Undesired Behaviors
Table 7. Mean and Descriptive Equivalent of the Teachers' Perceptions on the Effects of Undesired Behaviors in Terms of Effects on Teachers and Students

Effects on Teachers and Students	Weighted Mean	Descriptive Equivalent	Rank
1. Decrease in teacher's motivation, energy, and mood	2.78	Agree	2.5
2. Loss of concentration and distraction of teacher	2.73	Agree	4
3. Teacher's unwillingness to teach	2.19	Disagree	9
4. Having difficulty in teaching efficiently	2.59	Agree	5
5. Teacher's loss of confidence	2.27	Disagree	8
6. Teacher's unwillingness to go to class	2.14	Disagree	10
7. Teacher's anger	2.58	Agree	6
8. Discomfort in class for teachers	2.53	Agree	7
9. Student's distraction and loss of concentration	2.78	Agree	2.5
10. Difficulty of students to follow the lesson	2.85	Agree	1
Total	**2.54**	**Agree**	

Table 7 illustrates teachers' perceptions of how undesired learner behaviors affect both teachers and students. The highest-rated effect was "Difficulty of students to follow the lesson" (WM = 2.85, Rank 1), underscoring how disruptive behaviors directly compromise instructional flow and cognitive engagement. When classroom management demands exceed a teacher's capacity to maintain order, students struggle to process information, leading to reduced comprehension and academic performance (Korpershoek et al., 2020; Pianta et al., 2022). This finding highlights the reciprocal nature of classroom climate: even minor disruptions can cascade into broader learning challenges.

Close behind were "Decrease in teacher's motivation, energy, and mood" and "Student's distraction and loss of concentration" (WM = 2.78, Rank 2.5). These results reflect the emotional toll of persistent low-level misbehavior, which research links to teacher stress, burnout, and diminished instructional quality (Aloe et al., 2020; Skaalvik & Skaalvik, 2021). Teachers who experience frequent disruptions may exhibit lower enthusiasm and reduced capacity to deliver engaging lessons, further perpetuating student disengagement.

Conversely, "Teacher's unwillingness to go to class" (WM = 2.14, Rank 10) and "Teacher's unwillingness to teach" (WM = 2.19, Rank 9) were least endorsed. While these extreme reactions are less common, their potential impact is profound. Chronic exposure to challenging behaviors can eventually lead to absenteeism or attrition if not addressed through systemic support and professional development (Madigan & Kim, 2021).

The overall weighted mean of 2.54 (Agree) signals that, on average, educators recognize a moderate but meaningful negative impact of undesired behaviors on both teacher well-being and student learning. This aligns with contemporary literature emphasizing the importance of proactive classroom management, socio-emotional learning, and teacher wellness initiatives to break the cycle of disruption and demotivation (OECD, 2021; Roeser et al., 2022).

Table 8. Mean and Descriptive Equivalent of the Teachers' Perceptions on the Effects of Undesired Behaviors in Terms of Effects on Classroom Management

Effects on Classroom Management	Weighted Mean	Descriptive Equivalent	Rank
1. Causing problems in classroom management	2.99	Agree	1
2. Having difficulty in classroom management	2.93	Agree	4
3. Disrupting the classroom management	2.96	Agree	2
4. Getting tough in the classroom	2.89	Agree	5
5. Disrupting the pace of the lesson	2.87	Agree	6
6. Disrupting the positive learning environment	2.94	Agree	3
7. Unsafe atmosphere for other students	2.68	Agree	8
8. Loss of instructional time	2.77	Agree	7
Total	**2.88**	**Agree**	

Table 8 highlights teachers' perceptions of how undesired learner behaviors disrupt classroom management, with an overall weighted mean (OWM) of 2.88 (Agree)—indicating that teachers consistently experience significant management challenges when faced with student misbehavior.

The top-rated item, "Causing problems in classroom management" (WM = 2.99, Rank 1), reflects how even moderate levels of disruption demand continuous teacher intervention, diverting attention from instruction to behavior control. Close behind were "Disrupting the classroom management" (WM = 2.96, Rank 2) and "Disrupting the positive learning environment" (WM = 2.94, Rank 3), underscoring that misbehavior not only interrupts procedures but also erodes the classroom's emotional climate. These findings align with recent studies showing that persistent disruptions diminish

teacher authority, reduce instructional quality, and impair peer relationships (Oliver et al., 2021; Simonsen et al., 2022).

Conversely, "Unsafe atmosphere for other students" received the lowest mean (WM = 2.68, Rank 8). While less frequently perceived, this outcome remains critical: even isolated incidents that threaten safety can heighten anxiety and reduce student participation (Reinke et al., 2022).

Overall, the OWM of 2.88 confirms that disruptive behaviors consistently undermine teachers' ability to maintain order and deliver effective lessons. Evidence-based classroom management frameworks—such as Positive Behavioral Interventions and Supports (PBIS) and proactive socio-emotional learning approaches—are therefore essential to prevent escalation, preserve instructional time, and sustain a supportive learning environment (Sugai et al., 2021; Simonsen et al., 2022).

Table 9. Mean and Descriptive Equivalent of the Teachers' Perceptions on the Effects of Undesired Behaviors in Terms of Effects on Academic Success

Effects on Academic Success	Weighted Mean	Descriptive Equivalent	Rank
1. Decrease in the academic success of the class	2.95	Agree	1
2. Preventing students' learning	2.92	Agree	3
3. Decrease in students' success	2.89	Agree	5.5
4. Negative effect on exam results	2.89	Agree	5.5
5. Poor/failed grades	2.87	Agree	7
6. Non-absorption of lessons	2.93	Agree	2
7. Non-promotion to the next grade level	2.73	Agree	8
8. Poor performance	2.91	Agree	4
Total	**2.89**	**Agree**	

Table 9 highlights teachers' strong agreement that undesired learner behaviors directly impair academic achievement, reflected in an overall weighted mean (OWM) of 2.89 (Agree).

The top-ranked item, "Decrease in the academic success of the class" (WM = 2.95, Rank 1), underscores that persistent disruptions lower collective performance, reducing both instructional time and peer learning opportunities. Close behind were "Non-absorption of lessons" (WM = 2.93, Rank 2) and "Preventing students' learning" (WM = 2.92, Rank 3), confirming that misbehavior not only interrupts teaching but also diminishes individual comprehension. These findings align with recent evidence that frequent off-task behavior and classroom disruptions predict weaker cognitive engagement and poorer outcomes on standardized assessments (Gage et al., 2021; Pas et al., 2022).

In contrast, "Non-promotion to the next grade level" (WM = 2.73, Rank 8) received the lowest rating. While teachers acknowledge that severe misbehavior can ultimately hinder grade advancement, they perceive the immediate impact on daily learning and exam performance as far more pressing.

The OWM of 2.89 reinforces that academic success is tightly linked to behavioral climate. Research shows that classrooms implementing proactive behavioral supports—such as Positive Behavioral Interventions and Supports (PBIS) and structured social-emotional learning (SEL) programs—see significant gains in student achievement and on-task behavior (Freeman et al., 2021; Simonsen et al., 2022). Addressing disruptive behaviors is therefore not merely a disciplinary concern but a central strategy for raising academic performance and meeting national education standards.

Table 10. Mean and Descriptive Equivalent of the Teachers' Perceptions on the Effects of Undesired Behaviors in Terms of Effects on School

Effects on School	Weighted Mean	Descriptive Equivalent	Rank
1. Unrest in the school atmosphere	2.81	Agree	3
2. Having problems with the school administration	2.67	Agree	8
3. Problems at school like complaints from internal and external stakeholders	2.91	Agree	1
4. Increase in discipline problems at school	2.90	Agree	2
5. Damage to school equipment and properties	2.71	Agree	7
6. Affecting the school atmosphere negatively	2.75	Agree	5
7. Tarnish the good image of the school	2.74	Agree	6
8. Affected parents-school relationship	2.76	Agree	4
Total	**2.78**	**Agree**	

Table 10 reveals that teachers agree (overall weighted mean [OWM] = 2.78) that undesired learner behaviors have a meaningful impact beyond the classroom, influencing the wider school environment and its stakeholders.

The top-ranked item, "Problems at school like complaints from internal and external stakeholders" (WM = 2.91), signals that chronic misbehavior quickly escalates into formal grievances from parents, community members, and even local authorities. Close behind are "Increase in discipline problems at school" (WM = 2.90) and "Unrest in the school atmosphere" (WM = 2.81), highlighting how frequent disruptions erode a sense of safety and order across the campus. These findings echo recent evidence that persistent student misconduct undermines the school's climate, leading to lower collective morale and strained parent–school relationships (Gregory et al., 2021; Voight & Nation, 2022).

The lowest-rated item, "Having problems with the school administration" (WM = 2.67), suggests that while teacher–administrator conflict is possible, it is perceived as a less immediate consequence compared with community complaints or widespread discipline issues.

The OWM of 2.78 underscores that behavioral problems are not confined to individual classrooms; they ripple outward, tarnishing a school's reputation and threatening stakeholder trust. Research shows that schools implementing whole-school positive behavior frameworks and family–community partnerships reduce complaints and improve public perception (Horner et al., 2021; Pas & Bradshaw, 2022). Strengthening school-wide behavior policies, fostering transparent communication with parents, and investing in preventative programs are therefore critical not just for student learning but also for maintaining institutional credibility.

Teachers' Strategies to Cope with Learners' Undesired Behaviors
Table 11. Mean and Descriptive Equivalent of the Teachers' Methods of Coping with Undesired Behaviors in Terms of Preventive Methods

Preventive Methods	Weighted Mean	Descriptive Equivalent	Rank
1. Warning for undesired behaviors	3.45	Strongly Agree	3
2. Creating classroom rules	3.50	Strongly Agree	1
3. Interfering with behavior that disrupts the pace of the lesson	3.42	Strongly Agree	4
4. Controlling with authority	3.40	Strongly Agree	5
5. Showing the right behavior	3.49	Strongly Agree	2
Total	**3.45**	**Strongly Agree**	

Table 11 reveals that teachers strongly agree (overall weighted mean [OWM] = 3.45) on the importance of proactive strategies to avert disruptive behaviors before they escalate.

The highest-rated item, "Creating classroom rules" (WM = 3.50), highlights the value teachers place on clear, collaboratively established expectations. Evidence shows that co-constructing rules with students promotes ownership and significantly reduces misbehavior (Simonsen et al., 2021). Close behind is "Showing the right behavior" (WM = 3.49), underscoring the power of modeling—teachers' own conduct sets the tone for respectful interactions (Miller et al., 2022).

Warning for undesired behaviors" (WM = 3.45) ranks third, reflecting the usefulness of immediate, low-level corrective feedback to redirect students without escalating conflict. Meanwhile, "Controlling with authority" (WM = 3.40) sits at the bottom, suggesting that while maintaining authority is essential, teachers prefer positive and collaborative measures over authoritarian approaches. This pattern aligns with restorative and relationship-centered classroom management frameworks that emphasize prevention and mutual respect (Gregory et al., 2021).

Overall, the findings affirm that teachers favor preventive, relationship-driven discipline—crafting rules, modeling expectations, and giving timely reminders—rather than relying primarily on control. Such strategies are strongly linked to improved engagement, lower referral rates, and stronger teacher–student rapport (Pas & Bradshaw, 2022).

Table 12. Mean and Descriptive Equivalent of the Teachers' Methods of Coping with Undesired Behaviors in Terms of Applying the Intramural Channels

Applying the Intramural Channels	Weighted Mean	Descriptive Equivalent	Rank
1. Telling the situation to the classroom teacher	3.39	Strongly Agree	3
2. Directing to guidance service	3.24	Agree	5
3. Informing the administration	3.31	Strongly Agree	4
4. Calling the parents for a dialogue	3.41	Strongly Agree	2
5. Talking to the concerned student	3.46	Strongly Agree	1
Total	**3.36**	**Strongly Agree**	

Table 12 indicates that teachers strongly agree (overall weighted mean [OWM] = 3.36) on the importance of using school-based ("intramural") channels when managing undesired learner behaviors.

The top-ranked coping method, "Talking to the concerned student" (WM = 3.46), underscores teachers' preference for direct, restorative dialogue as the first response. Research shows that early, respectful communication fosters student accountability and prevents escalation (Gregory et al., 2021; Zakszeski & Rutherford, 2023). Close behind is "Calling the parents for a dialogue" (WM = 3.41), reflecting recognition that family engagement is pivotal to addressing underlying issues and sustaining behavior change (Voight & Nation, 2022).

"Telling the situation to the classroom teacher" (WM = 3.39) and "Informing the administration" (WM = 3.31) also rate highly, demonstrating that teachers value collaboration and shared responsibility across the school team. Interestingly, "Directing to guidance service" ranked lowest (WM = 3.24), not because it is unimportant, but likely because teachers attempt classroom- and parent-level interventions first before escalating to formal counseling services—a practice consistent with tiered support models such as School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) (Horner et al., 2021).

These findings matter because they highlight a graduated response strategy: beginning with student conversation, then involving parents and colleagues, and finally engaging formal guidance when needed. Evidence shows that such layered approaches reduce repeat infractions, build trust, and maintain a positive

school climate (Pas & Bradshaw, 2022). For administrators, the strong overall endorsement signals the need to strengthen internal referral systems and provide ongoing training in restorative practices and family–school partnerships.

Table 13. Mean and Descriptive Equivalent of the Teachers' Methods of Coping with Undesired Behaviors in Terms of Using Communication Channels

Using Communication Channels	Weighted Mean	Descriptive Equivalent	Rank
1. Communicating with family	3.57	Strongly Agree	2.5
2. Showing love	3.57	Strongly Agree	2.5
3. Empathizing	3.50	Strongly Agree	4.5
4. Trying to get to know the student	3.50	Strongly Agree	4.5
5. Caring for the student	3.58	Strongly Agree	1
Total	**3.54**	**Strongly Agree**	

Table 13 highlights teachers' strong agreement (overall weighted mean [OWM] = 3.54) with the use of positive communication strategies to address undesired student behaviors.

The highest-rated indicator, "Caring for the student" (WM = 3.58), underscores the essential role of teacher–student relationships in behavior management. When students feel genuinely cared for, they are more likely to exhibit cooperation and self-regulation (Roorda et al., 2021). Close behind are "Communicating with family" and "Showing love" (WM = 3.57 each), reflecting teachers' recognition that family partnerships and expressions of warmth foster consistency between home and school (Sheridan et al., 2022).

Lower but still strongly endorsed are "Empathizing" and "Trying to get to know the student" (WM = 3.50). These findings point to the value of perspective-taking and personalized understanding, which have been shown to reduce conflict and improve classroom climate (Okonofua et al., 2022).

Overall, the results affirm that teachers believe relationship-centered communication—characterized by empathy, care, and family engagement—is a powerful method for mitigating challenging behaviors. This aligns with contemporary restorative practices that emphasize trust, collaboration, and the social–emotional needs of learners (Gregory et al., 2021).

Table 14. Mean and Descriptive Equivalent of the Teachers' Methods of Coping with Undesired Behaviors in Terms of Making the Lesson Interesting

Making the Lesson Interesting	Weighted Mean	Descriptive Equivalent	Rank
1. Trying to attract attention to the lesson	3.57	Strongly Agree	3
2. Using games and competitions	3.48	Strongly Agree	5
3. Using materials that will catch student's attention	3.58	Strongly Agree	1.5
4. Rewarding	3.51	Strongly Agree	4
5. Use of differentiated tasks/activities	3.58	Strongly Agree	1.5
Total	**3.54**	**Strongly Agree**	

Table 14 reveals that teachers strongly agree (OWM = 3.54) that making lessons engaging is a key strategy for coping with undesired student behaviors.

The highest-rated practices – "Using materials that will catch students' attention" and

"Use of differentiated tasks/activities" (WM = 3.58 each) – highlight the value of varied, student-centered instruction. Differentiation ensures that tasks match diverse learning needs, which reduces boredom and off-task behavior (Tomlinson & Murphy, 2021). Likewise,

attention-grabbing materials stimulate curiosity and sustain focus, a critical factor for minimizing disruptions (Meyer et al., 2022).

Close behind is "Trying to attract attention to the lesson" (WM = 3.57), affirming teachers' proactive role in capturing and maintaining engagement through dynamic delivery and interactive questioning. Although "Using games and competitions" ranks lowest (WM = 3.48), it still reflects strong endorsement, suggesting that

gamified learning remains an effective supplementary motivator when balanced with core instructional goals (Dichev & Dicheva, 2021).

Overall, these results emphasize that engaging pedagogy is a preventive classroom-management tool. When students are captivated by well-structured, differentiated, and interactive lessons, they are less likely to exhibit disruptive or undesired behaviors.

Table 15. Summary Matrix of Undesired Learners' Behaviors, Effects, Coping Strategies, and Proposed Interventions

Problem (Undesired Learner Behaviors)	Effects (on Teachers, Students, Classroom, and School)	Teacher Coping Strategies (Observed)	Proposed Intervention Plan
Indifference / Irresponsibility Towards Lessons (e.g., doing other things during class, not doing homework, being passive, inattentive)	Lower student motivation and performance; difficulty following lessons; decreased teacher energy and morale	Setting rules, warnings, modeling correct behavior, making lessons more interesting	Integrate differentiated and student-centered learning; embed relevance to real-life contexts; provide professional development on motivation and SEL
Disrupting Motivation (e.g., disturbing peers, unnecessary talking, standing without permission, playing around)	Loss of instructional time; disruption of lesson flow; reduced concentration and class morale	Classroom rules, verbal warnings, authority control, peer redirection	Institutionalize Positive Behavioral Interventions and Supports (PBIS); train teachers in restorative classroom practices; strengthen peer-mediated routines
Tendency to Violence (e.g., teasing, quarreling, making fun of classmates, pushing, using foul language)	Unsafe classroom climate; increased conflicts; negative peer relationships; teacher stress	Early intervention, reporting to admin, calling parents, guidance referral	Implement peer mediation and anti-bullying programs; embed character education and empathy-building activities; reduce class sizes or add aides for closer supervision
Distractions (e.g., lack of attention, difficulty concentrating, boredom, irrelevant activities, gadget use)	Interrupted lesson pacing; decreased academic performance; classroom inefficiency	Making lessons engaging, using games and competitions, varying activities	Adopt active learning and technology integration strategies; provide mental health support systems; design structured routines to minimize idle time
Communication Problems with Teachers (e.g., not obeying rules, refusal to follow instructions, talking back, being disrespectful)	Teacher frustration; weakened teacher-student relationships; reduced respect for authority; strained school climate	Talking to the student directly, parent dialogues, showing empathy, open communication	Train teachers in culturally responsive communication and conflict resolution; strengthen parent-school collaboration; provide SEL-based teacher training

Problem (Undesired Learner Behaviors)	Effects (on Teachers, Students, Classroom, and School)	Teacher Coping Strategies (Observed)	Proposed Intervention Plan
Cumulative Effects on Teachers and Students	Teacher stress, loss of motivation, difficulty teaching effectively, reduced concentration and engagement	Intramural channels (admin, guidance, parent involvement); preventive classroom rules	Institutionalize teacher wellness programs; provide continuous in-service training on behavior management; embed coping strategies into teacher education curriculum
Cumulative Effects on Classroom Management	Frequent disruptions, unsafe environment, loss of authority, reduced instructional quality	Preventive strategies, modeling, redirecting behavior	Integrate school-wide discipline policies aligned with DepEd's guidelines; adopt evidence-based classroom management frameworks
Cumulative Effects on Academic Success	Lower academic performance, failed assessments, poor lesson absorption, grade repetition	Making lessons interactive, rewarding, differentiated instruction	Strengthen curriculum design for engagement; promote project-based learning and SEL integration
Cumulative Effects on School	Complaints from parents/stakeholders, increased disciplinary cases, tarnished reputation	Reporting incidents, admin coordination, guidance services	Establish school-wide positive discipline frameworks; strengthen parent and community partnerships; integrate behavioral data monitoring systems

The summary matrix highlights the interconnected nature of undesired learner behaviors, their effects, the coping strategies currently employed by teachers, and the proposed intervention plan to strengthen classroom management. The findings reveal that common problems—such as inattentiveness, indifference, verbal aggression, and disruptive conduct—are strongly linked to reduced academic achievement, increased teacher stress, and a strained classroom climate.

Teachers cope through preventive methods, such as setting classroom rules, applying intramural channels like parent dialogues and guidance referrals, maintaining open communication with learners, and designing engaging lessons. While these strategies are effective at the classroom level, they often remain inconsistent, depending on teacher experience, available resources, and school support.

The proposed intervention plan builds on these coping practices by formalizing them into structured, evidence-based programs. Key elements include standardized behavioral management protocols, continuous teacher professional development on socio-emotional learning, stronger parent and community involvement, and curriculum integration of character education and differentiated instruction.

This alignment ensures that responses to behavioral issues are not only reactive but also preventive and growth-oriented. For administrators, the matrix provides a roadmap for action—showing where support is needed most and how interventions can translate into improved learner outcomes, healthier classrooms, and a more supportive school environment.

Relationship between Undesired Learners' Behaviors and Its Various Effects

Table 16. Pearson r to Test the Significant Relationship Between the Undesired Learners' Behaviors and Its Various Effects

		Undesired Learners' Behaviors	Interpretation
Effects on teachers and students	Pearson Correlation	.756**	Highly Significant Positive Relationship
	Sig. (2-tailed)	.000	
	N	150	
Effects on Classroom Management	Pearson Correlation	.724**	Highly Significant Positive Relationship
	Sig. (2-tailed)	.000	
	N	150	
Effects on Academic Success	Pearson Correlation	.786**	Highly Significant Positive Relationship
	Sig. (2-tailed)	.000	
	N	150	
Effects on School	Pearson Correlation	.658**	Moderately Significant Positive Relationship
	Sig. (2-tailed)	.000	
	N	150	
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 16 shows the Pearson r to test the significant relationship between the undesired learners' behaviors and its various effects. The results presented reveal statistically significant relationships between undesired learners' behaviors and their various effects, as measured by Pearson correlation at the 0.01 level. A highly significant positive correlation (r = .756, p = .000) was found between undesired behaviors and their effects on teachers and students. This indicates that as such behaviors increase, they have a greater negative impact on the well-being, interaction, and overall classroom experience of both teachers and learners. Sun and Shek (2012) support this finding, emphasizing how frequent misbehaviors can contribute to teacher stress and lower student engagement.

Similarly, a highly significant positive relationship (r = .724, p = .000) was observed between undesired behaviors and classroom management. This suggests that behavioral issues substantially hinder a teacher's ability to maintain order and implement effective instructional strategies. According to Kazak and Koyuncu (2021), disruptions in classroom routines and frequent misbehavior challenge the authority and effectiveness of teachers, which in turn affects the learning environment.

The strongest correlation (r = .786, p = .000) was noted between undesired behaviors and academic success, implying that behavioral problems are strongly associated with lower student performance. Villanueva and David (2020) observed similar outcomes, reporting that learners with behavioral issues are often less focused and more disruptive, which negatively influences their academic outcomes. Lastly, the relationship between undesired behaviors and school-level effects (r = .658, p = .000) was moderately significant, suggesting that while the broader school environment is affected—such as through administrative burden, reputation, or disciplinary demands—the impact is less direct than on classroom-level dynamics.

In summary, the findings underscore the strong connection between student misbehavior and its adverse effects on the educational process, particularly in relation to academic achievement and classroom functioning. These results highlight the need for targeted intervention programs and teacher support systems to manage behavioral issues effectively.

Conclusion
Based on the findings of the study, several important conclusions were drawn. The academic performance of learners with behavioral

problems was generally fairly satisfactory, suggesting that while these behaviors pose challenges, they do not entirely hinder academic success. Teachers consistently observed undesired behaviors among learners, such as indifference, lack of motivation, violent tendencies, destruction, and communication difficulties. These behaviors were seen to significantly affect not only classroom dynamics but also teacher and student well-being, academic achievement, and the overall school environment. Despite these challenges, respondents strongly agreed on the effectiveness of coping strategies, including preventive methods, the use of intramural and communication channels, and designing engaging lessons.

There was no significant difference in the undesired behaviors encountered, their effects, or the strategies used by teachers when grouped according to their profile variables, except in the application of intramural channels, where a significant difference was noted based on years in service. Furthermore, a strong positive correlation was found between undesired behaviors and their effects on classroom management, academic success, and teacher-student dynamics, with a moderately strong relationship regarding their broader impact on the school environment. These findings support the need for a comprehensive intervention plan encompassing assessment, teacher training, positive reinforcement, engagement strategies, individualized support, and ongoing monitoring.

In light of these conclusions, the study underscores the need for DepEd to institutionalize structured, evidence-based behavioral management policies within basic education, mandating consistent intervention programs supported by clear guidelines on teacher support, parent collaboration, and integration into school improvement plans. Building on this policy direction, teacher preparation programs and in-service training must embed practical modules and sustained professional development on socio-emotional learning and positive behavioral interventions, ensuring that educators across all career stages are equipped to address behavioral challenges effectively.

At the same time, curriculum design must align with these reforms by embedding social-emotional learning, character education, and differentiated, culturally responsive instruction into the core curriculum. Such integration not only strengthens preventive approaches to undesired behaviors but also promotes holistic student development, ultimately shifting classroom practices from reactive discipline to proactive, growth-oriented strategies.

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