

TEACHERS' STRATEGIES IN MANAGING DISRUPTIVE CLASSROOM BEHAVIOR AT KITUBO CENTRAL SCHOOL: A GUIDE FOR FUTURE ELEMENTARY TEACHERS

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ABSTRACT

Disruptive classroom behavior is a common challenge in elementary education, affecting both teaching and learning processes. In this study, it examined the strategies teachers at Kitubo Central School used to manage such behaviors, to provide practical insights for future educators. Specifically, it aimed to identify the types of disruptive behaviors frequently observed and to explore the methods teachers use to address them while supporting students' learning. A qualitative descriptive research design was used in this study. Five teachers were selected through purposive sampling based on their classroom experience and involvement in managing student behavior. Data were collected through semi-structured interviews and analyzed using thematic analysis to uncover patterns and themes in teachers' responses. The study found that common disruptive behaviors included attention-seeking, difficulty with self-regulation, poor manners, talking out of turn, excessive noise, and hyperactivity. These behaviors often disrupted lessons and affected classroom engagement. Teachers reported using strategies such as positive reinforcement, clear rules, engaging teaching methods, and supportive teacher-student relationships to manage these behaviors effectively. The study concludes that effective classroom management relies on consistent strategies, clear expectations, and strong teacher-student rapport. The findings provide valuable guidance for future elementary teachers in creating structured, supportive, and productive learning environments.

Keyword: *Disruptive Behavior, Teaching Strategies, Classroom Management, Elementary Teachers, Classroom Engagement*

1. INTRODUCTION

Effective classroom management is a fundamental component of successful teaching and learning in basic education. In elementary classrooms, teachers were responsible not only for delivering instruction but also for guiding pupils in developing appropriate social and behavioral skills. Pupils in this stage of development were still learning how to interact with others and follow classroom expectations. As a result, teachers often encounter behavioral issues that may disrupt classroom instruction and affect the overall learning environment. Disruptive behaviors such as talking during lessons, ignoring instructions, and distracting classmates can disrupt the flow of instruction and reduce the effectiveness of teaching and learning. Espinal and Paglinawan (2025) emphasized that student misbehavior in classrooms may affect both discipline and academic engagement,

underscoring the importance of classroom management as an essential teaching competence.

Classroom disruptive behavior remains a common concern in schools across different educational contexts. These behaviors disrupt instructional activities and create difficulties for teachers trying to maintain a productive learning environment. According to Iqbal and Zahoor (2024), classroom behavioral problems can affect students' concentration and teachers' ability to deliver lessons effectively; however, few studies have focused on behavioral issues, especially at Kitubo Central School. There is a lack of localized evidence identifying the common disruptive behaviors of learners and how future elementary teachers experience and manage these behaviors within the Kitubo classroom context. When such behaviors persist, they may degrade classroom interaction and limit students' opportunities to participate in learning activities fully. For teachers

who were still developing professional experience, particularly future elementary teachers, managing disruptive classroom behavior can become a significant challenge. Many teacher education students have limited opportunities to observe and analyze authentic classroom situations, which may make it difficult for them when they eventually teach their own classes.

Several studies have highlighted the importance of effective classroom management strategies in addressing student misbehavior. Research on classroom behavior indicates that disruptive behaviors may include disrupting classmates, failing to follow classroom rules, engaging in disrespectful conduct, or not participating in class activities (Kazak & Koyuncu, 2021). These behaviors can disturb the learning atmosphere and reduce the efficiency of instructional time. Ender (2020) noted that establishing clear expectations and communicating classroom rules helps learners understand acceptable behavior and the consequences of inappropriate actions. When expectations were clearly communicated, students were more likely to demonstrate responsible behavior and maintain classroom discipline. Similarly, studies on classroom management emphasize that teachers who use consistent strategies and maintain structured learning environments are more successful at promoting student engagement and maintaining classroom order.

Guided by these considerations, the present study aims to explore how teachers manage disruptive classroom behavior in an elementary school setting. Specifically, the study aims to identify the types of disruptive classroom behaviors commonly observed by teachers at Kitubo Central School and to determine the strategies teachers use to manage disruptive classroom behavior and support pupils' learning. Through these objectives, the study seeks to provide a clearer understanding of how teachers address classroom behavioral challenges and maintain a positive learning environment.

The study was conducted at Kitubo Central School on February 22, 2026. Data-gathering activities included teacher interviews and answering survey questionnaires through open-ended questions. Conducting the study within the actual school setting allowed the researchers to observe authentic classroom situations and gather realistic information regarding teachers' strategies for

managing disruptive behaviors in their daily teaching practices.

1.1. Statement of the Problem

This study aimed to explore teachers' strategies for addressing disruptive classroom behavior at Kitubo Central School.

Specifically, this sought to answer the following questions:

1. What are the types of disruptive classroom behaviors commonly observed by the teachers at Kitubo Central School?
2. What strategies do teachers use to manage disruptive classroom behavior and support pupils' learning, and how do these insights guide future elementary teachers?

2. METHODOLOGY

This chapter presents the study's research methodology. It includes the research design, locale of the study, map of the locale, participants, sampling procedure, research instrument, administration of the research instrument, data-gathering procedure, and statistical treatment.

2.1. Research Design

This study employed a qualitative descriptive research design to explore the teaching strategies used by teachers in managing disruptive classroom behavior at Kitubo Central School. This design was appropriate because it allowed the researcher to gather in-depth descriptions, insights, and experiences of teachers regarding classroom management without manipulating variables. The qualitative approach helped capture real classroom situations and practices as shared by the teachers.

2.2. Locale of the Study

The study was conducted at Kitubo Central School, located in Kitubo, Kitaotao, Bukidnon, during School Year 2025-2026. The school was selected as the study site because teachers in this setting regularly encounter various forms of disruptive classroom behavior among pupils. This environment provided relevant and meaningful data necessary for understanding the teaching strategies used to manage such behaviors. It has 62 Grade 1 pupils and 44 Grade 2 pupils, with a total of 106 students.

It also involved 3 Grade 1 teachers and 2 Grade 2 teachers, who served as participants in providing classroom management practices and experiences.

2.3 Participants of the Study

The participants in this study are five teachers from Kitubo Central School with direct experience in managing disruptive classroom behavior. Of these, three teach Grade 1 and two teach from Grade 2. They were selected purposively due to their daily interaction with elementary pupils and their practical experience in handling classroom challenges, making them suitable sources of information for identifying effective strategies that can serve as a guide for future elementary teachers.

2.4 Data Analysis Procedure

The data gathered in this study were analyzed using thematic analysis, a commonly employed qualitative research method for identifying, analyzing, and interpreting patterns or themes within the data. This approach enabled the researchers to systematically examine participants' responses and derive meaningful insights relevant to the study. The analysis began with transcribing the interview data, followed by repeated readings to become familiar with the participants' responses. Significant statements and relevant information were then identified and assigned initial codes. These codes represented key ideas and concepts related to the research objectives.

2.5 Sampling Procedure

This study utilized purposive sampling to identify teachers capable of providing meaningful insights into managing disruptive classroom behavior. Participants were selected based on specific criteria to ensure their relevance and expertise. They held a current teaching assignment at Kitubo Central School, had experience teaching elementary grades, and had 1-3 years of teaching experience. Furthermore, selected teachers demonstrated extensive experience managing disruptive classroom behavior and were able to articulate their classroom management strategies. Following this rigorous selection process, five teachers from Kitubo Central School participated, three of whom taught Grade 1 and two from Grade 2. These experienced educators were chosen for their direct, proven expertise in handling diverse

classroom challenges, allowing the study to focus on real, practical strategies used in everyday teaching. Their collective experiences serve as a valuable source of information for creating a practical guide for future elementary teachers.

2.6 Research Instrument

The researcher used an open-ended questionnaire as the primary research instrument for this study. This qualitative tool allowed teachers to express their experiences, perceptions, and strategies regarding disruptive classroom behavior in their own words. The study used an interview guide to better understand and explore the participants' experiences.

2.7 Treatment of Data

The data from interviews and observations are therefore organized and analyzed using content analysis. The researcher looked for common themes and patterns in how teachers managed disruptive behavior. Findings are grouped by behavior type and strategies used, helping identify effective classroom management practices. These results are then used to create a practical guide for future elementary teachers.

2.8 Ethical Considerations

Ethical principles were carefully observed throughout this study to protect participants' rights, dignity, and well-being. In this study, ethical practices included informed consent, confidentiality, anonymity, voluntary participation, and institutional permission.

Informed consent was obtained from all participants before data collection. The teachers were informed about the purpose of the study, the procedures involved, and how the data would be used. This allowed them to make an informed decision regarding their participation in the study.

Confidentiality and anonymity were also ensured. Participants' responses were treated as private and used only for academic purposes. Personal identities were not included in the report, and codes were used instead of real names to protect participants' privacy. Protecting participants' identities encourages honest responses and prevents potential harm.

Participation in the study was also voluntary. The teachers were informed that they could decline or withdraw from the study at any time without any

negative consequences. Voluntary participation ensures that individuals are not forced or coerced into taking part in research activities.

In addition, permission to conduct the study was obtained from the Kitubo Central School administration. Securing institutional approval ensured that the research complied with established ethical guidelines and school policies.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets data gathered from the study. The sequence of results' presentation is based on the questions posed in the statement of the problem. To simplify the discussion, the researchers provide tables that summarize the participants' answers.

Types of disruptive classroom behaviors commonly observed by the teachers at Kitubo Central School

> The findings revealed six commonly observed disruptive classroom behaviors: attention-seeking behavior, self-regulation deficits, lack of proper manners, talking out of turn, excessive noise, and hyperactivity. These behaviors disrupted lesson flow, classroom interactions, and pupil participation, and were associated with pupils' developmental stage, emotional needs, social environment, and challenges in self-regulation.

Disruptive Classroom Behavior 1. Attention Seeking Behavior

Table 1 presents the responses of Participants 1 and 4 regarding learners' attention-seeking behavior. Teachers observed that some students frequently attempt to gain attention during classroom activities by calling out, interrupting lessons, or engaging in behaviors intended to draw the teacher's and their classmates' attention.

Participant 1 explained that this behavior occurs almost every day, depending on the classroom dynamics. At the same time, Participant 4 noted that the lack of attention may involve biological and environmental factors that influence learners' behavior

Table 1. Disruptive Classroom Behavior: 1 Seeking Attention Behavior

Code	Response	Themes
P1 SOP1 Q1	<i>Attention-seeking behavior, how often it happens, really depends on the class dynamic. Most of the time, students will try to grab attention every single day. A possible cause of attention-seeking behaviors is that some of my learners want to be seen, heard, and appreciated.</i>	Seeking Attention
P4 SOP1 Q1	<i>Lack of attention involves a combination of biological and environmental factors. Students' behavior in the classroom. These effects can be broken down into negative impact on instruction, but as a teacher, I am continuing to find ways to make it all positive.</i>	

The teachers' responses suggest that attention-seeking behavior is not merely intentional disruption but often reflects learners' emotional and social needs. Many students attempt to attract attention when they feel unnoticed, disconnected, or undervalued in the classroom. Interrupting lessons, calling out answers, or displaying other disruptive behaviors may serve as a way for learners to communicate their desire for recognition and interaction. When learners struggle to gain attention through positive participation, they may resort to disruptive behavior that shifts the focus to themselves.

This behavior can affect the classroom learning environment by disrupting the flow of instruction and distracting other students from the lesson. However, the responses also demonstrate that such behaviors can provide important insights into learners' emotional and developmental needs. Recognizing attention-seeking behavior as a form of communication rather than simple misconduct allows teachers to respond with empathy and understanding.

This result implies that teachers need to address both the disruptive behavior and its underlying causes. Understanding learners' backgrounds, emotional needs, and learning difficulties can help teachers design supportive strategies that keep students engaged in classroom activities. Providing positive attention, recognizing students' efforts, and creating inclusive learning environments may reduce the need for learners to seek attention through disruptive actions.

Teachers may also incorporate engaging instructional strategies and opportunities for active participation to help learners feel valued and connected to classroom activities. When students receive positive recognition and meaningful interaction with teachers and peers, they are more likely to develop appropriate ways of expressing their needs for attention and belonging.

The findings are supported by Barkley (2021), who explained that attention-seeking behavior among elementary school children is a common form of disruptive behavior that reflects a child's need for recognition and social interaction. Such behaviors may appear through impulsive actions, talking out of turn, disturbing classmates, or refusing to follow instructions. These actions often occur when children attempt to gain acknowledgment from teachers or peers.

Similarly, Edwards (2016) explained that some learners display disruptive behaviors because they want to be noticed and recognized by others. When students become overly focused on their own need for attention, they may engage in behaviors that disrupt classroom activities to attract recognition.

Greene (2016) further emphasized that many disruptive behaviors are indicators of unmet needs rather than intentional defiance. When teachers understand the underlying causes of such behaviors and respond with supportive and consistent strategies, learners can be guided toward more positive ways of seeking attention. Addressing attention-seeking behavior through empathy, guidance, and structured classroom support helps create a calm, respectful, and productive learning environment.

Disruptive Classroom Behavior 2. Self-Regulation Deficit

Table 2 presents Participant 3's response regarding a self-regulation deficit as disruptive classroom behavior. The teacher shared that some learners demonstrate behaviors such as shouting, picking fights with classmates, and throwing tantrums. According to the participant, these behaviors can be unpredictable and may occur repeatedly, even after the teacher attempts to calm the learners.

Table 2. Disruptive Classroom Behavior: 2 Self-Regulation Deficit

Code	Response	Themes
P3 SOP1 Q1	<i>During my nine years in service, I have observed that some learners show disruptive behaviors such as shouting and picking fights with their classmates. I have also encountered pupils who throw tantrums, especially those with special needs. These were some of the disruptive behaviors I have experienced throughout my years of teaching. These behaviors occur from time to time. The pupils can be unpredictable. Even if you manage to settle them down, they may start again within about 5 minutes. Sometimes even less than five minutes. They tend to show their natural behavior, especially when they have someone who matches their energy or challenges them. They do not want to lose or back down.</i>	Self-Regulation Deficit

As shown in Table 2, Participant 3 reported that, during 9 years of teaching experience, several learners exhibited disruptive behaviors, including

shouting, picking fights with classmates, and throwing tantrums. The teacher noted that these behaviors were particularly observed among some pupils with special needs. According to the participant, these behaviors occur intermittently and unpredictably. Even when the teacher manages to calm the learners, the disruptive behavior may reappear after a short period.

The teacher further explained that these learners tend to express strong energy levels, especially when interacting with peers who challenge or match their intensity. In such situations, learners may become competitive or unwilling to give in, leading to repeated classroom disruptions.

The responses highlight self-regulation deficit as an important theme in disruptive classroom behavior. Self-regulation refers to a learner's ability to manage emotions, impulses, and actions in a socially appropriate manner. Students who struggle with self-regulation may react impulsively, become easily frustrated, or have difficulty maintaining appropriate behavior over time.

These behaviors are not necessarily acts of deliberate defiance. Rather, they reflect developmental, emotional, or cognitive limitations in a learner's ability to control responses in structured environments such as classrooms. When learners encounter frustration, peer competition, or emotionally stimulating situations, they may respond with shouting, arguments, or tantrums because they have not yet fully developed the ability to regulate their reactions.

The teacher's observation that these behaviors may quickly reappear even after intervention further suggests that self-regulation difficulties require continuous support rather than immediate correction.

The findings imply that teachers must approach disruptive behavior related to self-regulation deficits with understanding and proactive classroom strategies. Instead of relying solely on disciplinary responses, teachers should provide structured support that helps learners gradually develop emotional control and behavioral regulation.

Strategies such as establishing clear classroom routines, teaching coping strategies, modeling calm responses, and providing structured breaks may help learners manage their emotions more

effectively. Teachers may also incorporate social and emotional learning activities that help learners recognize and manage their feelings.

By supporting learners' emotional and behavioral development, teachers can create a classroom environment that promotes self-control, cooperation, and positive social interaction.

The findings are supported by Poulou (2017), who explained that young learners with low self-regulation skills are more likely to exhibit disruptive behaviors, including inattention, off-task activity, and difficulty following classroom rules. Children who struggle to control their emotions and impulses often experience challenges in transitioning between tasks, waiting for their turn, and sustaining attention during lessons.

Similarly, Robson, Allen, and Howard (2020) found that self-regulation deficits can significantly interfere with classroom learning. Children who lack self-control may act impulsively, become easily distracted, or react strongly to frustration, which disrupts both their own learning and that of their classmates. These difficulties may also affect their academic performance and social relationships in school.

Research also indicates that disruptive behavior remains a common challenge in elementary classrooms. Álvarez Martino et al. (2016) observed that disruptive behaviors frequently interfere with the teaching-learning process and increase the demands placed on teachers. Likewise, McGrath and Bergen (2017) found that teachers often experience stronger emotional responses when dealing with disruptive learners, highlighting the significant classroom management challenges associated with such behaviors.

Disruptive Classroom Behavior 3. Absence of Proper Manners

Table 3 presents Participant 5's response regarding the absence of proper manners among learners. The teacher reported that some pupils frequently use inappropriate language and show disrespectful communication in the classroom. According to the participant, these behaviors occur regularly, and learners often respond only when the teacher expresses strong authority.

Table 3. Disruptive Classroom Behavior: 3 Absence of Proper Manners.

Code	Response	Themes
P5 SOP1 Q1	<i>Lacking in good manners, particularly in terms of GMRC (Good Manners and Right Conduct). I often hear them say inappropriate or bad words such as "piste" and "yawa," which seem to have become part of their usual language. As you may notice with children nowadays, when you correct them, they often do not listen unless they see that you are already very angry. These behaviors occur frequently. Most of the time, this is what I notice in my class.</i>	Absence of Proper Manners

The response indicates that the absence of proper manners is a significant form of disruptive classroom behavior. Manners in the classroom include respectful language, courteous interaction, and appropriate responses to teachers and peers. When learners frequently use offensive language or disregard correction, it reflects gaps in the development of social behavior and moral awareness.

The participant's observation that learners only respond when the teacher becomes angry suggests that some pupils may not yet recognize respectful communication as an expected classroom norm. In such situations, discipline becomes dependent on the teacher's authority rather than on learners' internal understanding of appropriate behavior. This can create challenges in maintaining a positive classroom environment because respect for classroom rules becomes inconsistent.

Another important aspect of the response is the observation that offensive language appears to have become part of learners' everyday communication. This suggests that the behavior may be influenced by external environments such as peer interactions, community language practices, or exposure to certain forms of communication outside the classroom. As a result, teachers may find it difficult to reinforce respectful communication if learners have already normalized the use of inappropriate expressions in their daily interactions.

The frequent occurrence of such behavior also indicates that the development of moral and social values among learners requires consistent reinforcement. When learners lack awareness of respectful language and appropriate conduct, classroom interactions may become less respectful and more disruptive. This situation may weaken the classroom's emotional climate and affect the quality of teacher-student relationships.

The findings imply that teachers need to integrate values education and character development into everyday classroom instruction. Since the absence

of proper manners reflects gaps in learners' understanding of respectful communication, teachers should consistently model appropriate language, reinforce courteous behavior, and guide pupils in practicing respectful interaction with others.

The results further suggest that classroom management should include clear expectations regarding respectful communication. When learners understand that respectful language is a classroom standard rather than simply a response to teacher authority, they may gradually develop greater responsibility for their behavior. Strengthening instruction related to Good Manners and Right Conduct can also help learners understand the importance of empathy, courtesy, and respectful relationships in school. The findings of the present study are supported by existing literature on classroom behavior and character education. Pradita et al. (2024) explained that politeness in language is an essential component of character development among elementary school learners. Their study found that violations of language politeness frequently occur during classroom interactions and may include interrupting others, using inappropriate expressions, and failing to observe conversational etiquette. Such behaviors can influence classroom harmony and the effectiveness of teaching and learning.

Similarly, Abraham et al. (2022) defined classroom incivility as behavior perceived as disrespectful and disruptive to the learning environment. When learners use discourteous language or disregard classroom norms, it can negatively affect the learning environment and diminish the quality of teacher-student interaction.

Sinaga et al. (2022) also emphasized that disrespectful behavior may lead to egocentric attitudes, in which learners prioritize their own interests over others' feelings and needs. According to the authors, teaching empathy, cooperation, and respect is important for helping learners develop socially responsible behavior.

Furthermore, Tranggono et al. (2023) explained that moral degradation and poor manners among learners may arise from both internal and external influences. Internal factors include moral awareness and personal values, while external influences may involve family environment, peer

interactions, and social experiences. These influences shape how learners behave and communicate in school settings.

The findings also align with the perspective that respectful communication must be intentionally taught and reinforced in the classroom. Nayan et al. (2023) observed that learners who lack exposure to respectful communication practices may become more prone to speaking harshly to teachers and peers. This reinforces the need for schools to consistently promote values, education, and responsible communication among students.

Disruptive Classroom Behavior 4. Talking out of Turn

Table 4 presents Participant 1's response regarding talking out of turn as a disruptive classroom behavior observed during classroom instruction. The participant reported that some learners frequently blurt out answers and interrupt while the teacher is speaking. The teacher also noted that learners sometimes shout or create unnecessary sounds and movements, resulting in excessive classroom noise. According to the participant, these behaviors occur during lessons and disrupt the normal flow of classroom discussion. These observations indicate that learners sometimes participate impulsively without waiting for proper cues or permission to speak, leading to interruptions in classroom instruction.

Table 4. Disruptive Classroom Behavior: 4 Talking out of turn

Code	Response	Themes
P1 SOP1 Q1	Talking out of turn, the learners blending out answers, and interrupting while the teacher is speaking.	Talking out of turn

The response suggests that talking out of turn is a common behavioral issue that occurs when learners speak without waiting for their turn or without following classroom participation procedures. This behavior may include shouting answers, interrupting the teacher, or engaging in unnecessary noise during instruction. Although learners may show enthusiasm to participate, speaking without permission can disrupt lesson continuity and distract both the teacher and other learners.

Talking out of turn may also indicate difficulty in impulse control and communication discipline among young learners. Elementary pupils are still developing the ability to regulate their behavior in structured social environments. When learners become excited about a lesson or eager to

respond, they may speak immediately rather than waiting for the teacher to recognize them. Over time, repeated interruptions may weaken classroom structure and make it difficult for the teacher to maintain orderly discussions.

Another important aspect highlighted in the response is the connection between talking out of turn and excessive classroom noise. When several learners interrupt simultaneously, classroom discussions may become disorganized and noisy. This situation can reduce students' concentration and affect the overall learning atmosphere. As a result, the teacher may need to pause the lesson to restore order, which reduces valuable instructional time.

The findings imply that teachers must establish clear participation procedures and communication routines in the classroom. When learners understand when and how to speak during lessons, the likelihood of interruptions may be reduced. Teaching learners to raise their hands, wait for recognition, and listen attentively to others can help create a more organized and respectful classroom environment.

The results also suggest that teachers should reinforce positive participation behaviors. Encouraging learners who follow speaking procedures and demonstrating respectful communication can gradually shape classroom behavior. Additionally, engaging teaching strategies that maintain learners' attention may reduce impulsive participation and help learners remain focused during lessons.

For future elementary teachers, the findings emphasize that managing talking out of turn requires both behavioral guidance and classroom structure. Teachers must consistently model respectful communication and clearly set expectations for classroom interaction.

The findings of this study are consistent with research indicating that talking out of turn is a common disruptive classroom behavior. Sun and Shek (2012) found that talking out of turn was among the most frequently reported forms of student misbehavior in classroom settings. The authors explained that such interruptions can disrupt the learning process and interfere with teachers' ability to deliver instruction effectively.

Similarly, Moore, Wehby, and Fisher (2019) explained that even minor classroom disruptions,

such as calling out answers or speaking without permission, can affect the overall learning environment. These behaviors can reduce instructional efficiency and distract other learners who are trying to focus on the lesson.

Marzano (2017) also emphasized that talking out of turn often occurs when classroom procedures for participation are not clearly established or consistently practiced. According to the author, teachers who explicitly teach and rehearse classroom routines experience fewer interruptions and more organized discussions.

In addition, research by Hou et al. (2024) found that teachers often manage talking out of turn by implementing strategies such as establishing clear classroom rules, redirecting students politely, and engaging learners actively during lessons. These strategies help maintain classroom order while still encouraging students to participate appropriately.

From the perspective of Self-Regulation Theory, talking out of turn may also be linked to learners' developing ability to control impulses and regulate behavior in social environments. Robson, Allen, and Howard (2020) explained that young learners are still developing self-regulation skills, including the ability to wait for their turn and manage excitement during classroom activities. As a result, teachers play an important role in guiding students toward appropriate participation behaviors.

Disruptive Classroom Behavior 5. Excessive Noise

Table 5 presents Participant 2's response regarding excessive noise as a disruptive classroom behavior observed in a Grade 1 classroom. The participant explained that some learners frequently become noisy during lessons, fail to pay attention, and sometimes engage in play instead of focusing on the instructional task. The teacher also noted that conflicts or fights occasionally occur in the classroom, which further disrupts the learning environment. According to the participant, noisy behavior and off-task play occur almost daily, particularly during classroom transitions or during lengthy discussions. The teacher also emphasized that young learners have short attention spans and are easily distracted, which contributes to excessive noise in the classroom. These disruptions often force the

teacher to repeat instructions and explanations, resulting in wasted instructional time.

Table 5. Disruptive Classroom Behavior 5. Excessive Noise

Code	Response	Themes
P2 SOP1 Q1	<i>In my years as a Grade 1 teacher, I've noticed that some learners tend to be quite noisy and often don't pay attention during lessons, preferring to play rather than focus. Occasionally, conflicts or fights break out in front of me, making classroom management challenging. In my classroom, noisy behavior and off-task play happen pretty much daily, especially during transitions or longer discussions. Usually, it happens because kids at this age have short attention spans and get easily distracted. When the kids are noisy and not listening, it is hard to get through the lesson, so I ended up repeating things and losing time.</i>	Excessive Noise

The response indicates that excessive noise is a recurring classroom disruption that affects both student engagement and teaching effectiveness. Noise in the classroom may originate from multiple sources, including talking among learners, unnecessary movements, playful interactions, or conflicts among pupils. These behaviors often occur when learners lose focus on instructional activities or when the classroom structure becomes less controlled during transitions between tasks.

The participant's explanation that learners have short attention spans suggests that developmental factors contribute to excessive noise. Young learners, particularly those in the early elementary level, are still developing the ability to sustain attention and regulate their behavior during structured learning activities. As a result, they may become restless or distracted when classroom discussions extend for long periods or when instructional activities fail to capture their interest.

The response also highlights the instructional consequences of excessive noise. When learners talk loudly or fail to pay attention, teachers must pause instruction to regain order, repeat directions, or redirect student attention. This process reduces the amount of time available for teaching and learning. In addition, a noisy classroom environment may reduce learners' concentration and make it difficult for students to follow explanations or instructions clearly.

Another aspect revealed in the participant's response is that excessive noise may contribute to peer conflicts. When learners engage in off-task play or become overly excited, disagreements or fights may occur. Such situations can further disrupt the classroom atmosphere and require additional teacher intervention to restore order.

The findings imply that effective classroom management strategies are necessary to prevent excessive noise and maintain a productive learning environment. Teachers may need to design lessons that maintain learner engagement, particularly for young pupils who naturally have shorter attention spans. Interactive teaching strategies, structured transitions between activities, and clear behavioral expectations can help minimize distractions and reduce classroom noise.

The results also imply that teachers should establish routines that guide learners' behavior during transitions and discussions. When students understand what is expected of them during different classroom activities, they are more likely to remain focused and less likely to engage in disruptive noise. Additionally, providing opportunities for active participation may help learners channel their energy into productive learning activities rather than disruptive behavior.

For future elementary teachers, the findings emphasize the importance of understanding the developmental characteristics of young learners. Recognizing that children may naturally become restless or distracted allows teachers to design lessons that incorporate movement, interaction, and varied instructional strategies to maintain engagement and reduce classroom disruptions.

The findings of this study are consistent with research that highlights the negative impact of excessive noise on classroom learning. Fretes and Palau (2025) found that environmental and classroom noise can significantly affect students' cognitive functioning, particularly in children aged six to twelve years. Their meta-analysis showed that excessive noise interferes with attention, comprehension, and working memory, which are essential for effective learning.

Similarly, Anderson et al. (2023) reported that noisy classroom environments can create a chaotic atmosphere that discourages active participation and reduces learners' willingness to engage in discussions. When classroom noise becomes excessive, students may experience difficulty concentrating and processing information during lessons.

The findings also align with the work of Kraft and Monti Nussbaum (2021), who explained that interruptions and classroom disruptions often lead to substantial instructional time loss.

Teachers frequently need to pause instruction to manage disruptions, thereby reducing the efficiency of teaching and learning.

From a developmental perspective, the participant's observation that young learners have short attention spans is supported by educational research on child development. Robson, Allen, and Howard (2020) explained that children in the early elementary years are still developing self-regulation skills, including the ability to maintain attention and control impulsive behavior. Because of this developmental stage, teachers must provide structured routines and engaging learning activities that support learners' ability to remain focused.

Furthermore, classroom management research emphasizes that structured activities and positive interactions can help reduce disruptive noise. Thompson (2022) found that when teachers organize cooperative and structured activities, learners are more likely to remain engaged and less likely to engage in disruptive behavior.

Disruptive Classroom Behavior 6. Hyperactive

Table 6 presents Participant 5's response regarding hyperactive behavior observed among Grade 2 learners. The participant explained that many pupils in the class were very energetic and frequently displayed hyperactive tendencies. According to the teacher, these behaviors were commonly observed among learners in Section C this school year.

Table 6. Disruptive Classroom Behavior 6. Hyperactive

Code	Response	Themes
P5 SOP1 Q1	<i>In my classroom, my Grade 2 learners were usually very hyperactive. Since I am handling the last section (Section C), I have noticed this school year that many of my learners have been very energetic.</i>	Hyperactive

As shown in Table 6, Teacher 5 reported that many learners in their Grade 2 classroom were very hyperactive. The teacher handling the last section (Section C) observed that several students displayed high levels of energy and activity throughout the school day. According to the teacher, this level of hyperactivity sometimes makes it difficult for learners to maintain focus during lessons, especially when their energy is not properly directed toward learning tasks. Although hyperactivity is often a natural characteristic of young learners, it may contribute to classroom disruptions such as excessive movement around the room, speaking without permission, and difficulty consistently following instructions.

This theme indicates that hyperactivity is often associated with learners' developmental energy levels and their need for physical engagement. Children at the elementary level typically have high levels of physical activity and curiosity, which may lead them to move frequently, fidget, or interact actively with their peers. When learners are unable to release or manage this energy appropriately, their behavior may unintentionally become disruptive and may affect the overall learning environment.

The findings suggest that teachers should implement strategies that accommodate learners' energy levels while maintaining classroom order. Instructional approaches that incorporate interactive activities, short movement breaks, and hands-on learning opportunities may help learners channel their energy productively. Establishing clear routines, providing visual cues, and maintaining consistent classroom expectations can also help hyperactive learners stay focused and participate appropriately during lessons.

Hyperactive behavior in the classroom often appears when learners demonstrate unusually high levels of physical energy, restlessness, or constant movement that interrupts the flow of instruction. Some learners may frequently fidget, move around the classroom, or have difficulty remaining seated during activities. These behaviors may occur when learners struggle to regulate their energy or when they find it challenging to remain calm and attentive in a structured learning environment.

Research supports these observations. Barkley (2020) described hyperactive learners as individuals who experience difficulty with self-regulation and attention control. Their frequent movement and difficulty sustaining attention suggest that traditional classroom structures may not always accommodate their learning needs effectively. Similarly, Suparno (2024) explained that although hyperactive learners may struggle to remain still, they can still actively engage in lessons when teaching strategies provide structured activities and frequent teacher interaction.

Environmental factors may also influence hyperactive behavior. Bauermeister and Barkley (2021) reported that children who grow up in environments with consistent rules, structure, and

positive reinforcement tend to exhibit fewer symptoms of attention-deficit/hyperactivity disorder. In contrast, learners who experience limited supervision or inconsistent discipline at home may exhibit more severe hyperactive behaviors in school settings.

Peer interaction may also influence the behavior of hyperactive learners. Yulia (2019) observed that students often mirror their classmates' behavior, thereby intensifying disruptive behavior. However, positive peer influence can also help hyperactive learners develop stronger self-regulation skills, especially when cooperative learning is encouraged.

Hyperactivity in the classroom not only affects the individual learner but may also influence the entire class. Liu et al. (2017) explained that excessive movement and impulsive actions can disrupt classroom routines and affect the learning experiences of other students. In some cases, however, hyperactive learners may also demonstrate creativity and active participation when their energy is managed effectively. Miller (2019) suggested that with appropriate instructional strategies, hyperactive behavior can sometimes be redirected into productive engagement and creative expression.

Furthermore, family support plays an important role in managing hyperactivity. Hentges and Egeland (2020) found that supportive family environments can help reduce behavioral difficulties associated with hyperactivity. Consistent guidance and emotional support at home may strengthen children's ability to regulate their behavior in school.

In addition, DeShazer et al. (2023) reported that symptoms associated with attention-deficit/hyperactivity disorder, such as impulsivity, leaving one's seat, interrupting others, and difficulty waiting for one's turn, may disrupt classroom instruction and increase teacher stress. These findings highlight the importance of implementing supportive strategies that help teachers manage hyperactive behavior while maintaining a positive classroom environment.

Strategies teachers use to manage disruptive classroom behavior and support pupils' learning, and how these insights guide future elementary teachers.

Strategies 1 Reinforcement

Table 7 illustrates the reinforcement strategies used by teachers. Teachers encourage positive behavior by praising, rewarding, or acknowledging learners when they follow rules or participate appropriately. This helps students feel motivated and recognized for their efforts.

Table7. Strategies teachers use to manage disruptive classroom behavior: 1 Reinforcement

Code	Response	Themes
P1 SOP2 Q2	<i>Positive Reinforcement: You must reward good behavior to motivate the learners.</i>	Reinforcement
P2 SOP2 Q2	<i>Using positive reinforcement and keeping lessons engaging. These strategies can guide future elementary teachers by providing a framework for effective classroom management.</i>	
P3 SOP2 Q2	<i>I give rewards to students who perform well and follow the rules to help control unruly learners. Those who misbehave may not receive rewards. Rewards were effective at first, especially when they were new to the students. However, when strategies were repeated too often, they lose their impact.</i>	
P5 SOP2 Q2	<i>I have applied many strategies. Sometimes, my response is immediate depending on the situation. If a learner cannot sit still, keeps distracting others, or keeps touching classmates, I ask the child to stand up. If they cannot behave properly while sitting, I let them stand where they cannot disturb anyone. They stay standing until I feel they are already tired. Sometimes I even tell them, "If you cannot behave while sitting, you may stand."</i>	

As shown in Table 7, teachers commonly use positive reinforcement to encourage appropriate classroom behavior. Participant 1 emphasized that rewarding students who follow rules and perform well helps motivate learners to continue demonstrating positive behavior. Participant 2 also noted that reinforcement, combined with engaging lessons, helps maintain student focus and reduces classroom disruptions.

Participant 3 explained that rewards were particularly effective when first introduced to learners. However, the teacher also observed that repeated use of the same rewards may reduce their effectiveness over time. This observation suggests that reinforcement strategies should be varied and meaningful in order to maintain their motivational value.

Teachers also described practical techniques for managing disruptive behavior. For example, when learners become overly restless or distract their classmates, one teacher allows the child to stand in a designated area where they cannot disturb others. This strategy provides an immediate response to disruptive behavior while still maintaining classroom order. The teacher adapts their response to the situation to balance discipline and support.

These findings suggest that reinforcement, personalized attention, and flexible classroom management techniques can help reduce

disruptive behavior. Rewarding positive actions encourages learners to follow classroom expectations, while understanding students individually allows teachers to anticipate and respond effectively to behavioral challenges. Structured responses to off-task behavior also help maintain order without stigmatizing learners.

Overall, the findings highlight that managing disruptive behavior involves more than enforcing rules. Effective classroom management requires teachers to create a supportive environment where positive behavior is recognized and reinforced. By combining encouragement, engagement, and empathy, teachers can guide learners toward responsible behavior while promoting a positive classroom climate.

The use of reinforcement in classroom management is strongly supported by Behaviorism Theory developed by B. F. Skinner (1953). According to this theory, behavior can be shaped through reinforcement, rewards, and consistent consequences. When learners receive positive recognition for appropriate behavior, they are more likely to repeat that behavior.

Research also supports the effectiveness of reinforcement strategies. Lapasaran (2018) explained that understanding the relationship between classroom behavior and academic performance helps teachers design effective intervention strategies and classroom management techniques. Similarly, Ramacula and Panares (2023) emphasized that teachers can reduce behavioral problems by monitoring student progress, providing feedback, and reinforcing positive behavior.

In addition, Wangdi and Namgyel (2022) noted that children with developmental or behavioral challenges benefit from structured environments with clear expectations and consistently applied reinforcement strategies. Such approaches help learners understand appropriate behavior and minimize disruptive actions.

Strategies 2 Setting Clear Rules

Table 8 presents the strategy of setting clear classroom rules to help teachers manage disruptive behavior. Establishing clear expectations helps learners understand appropriate conduct and guides them toward responsible behavior in the classroom.

Table 8. Strategies teachers use to manage disruptive classroom behavior: 2 Setting Clear Rules

Code	Response	Theme
P1 SOP2 Q2	<i>Clear Experience and rules, teachers must set classroom rules. As a teacher, proactive classroom management involves a range of strategies, such as strategically arranging seating, engaging students in lessons, and keeping transitions smooth. Setting clear expectations early is like a classroom management cheat sheet, and it is super effective when done right.</i>	Setting Clear Rules
P2 SOP2 Q2	<i>To manage disruptive behavior and support learning, I use strategies like setting clear rules. I set clear, simple rules from day one and stick to them like eyes-on-me, voices-off signals.</i>	
P3 SOP2 Q2	<i>I also make sure to set clear rules at the beginning of the school year.</i>	
P4 SOP2 Q2	<i>Teachers manage disruptive behavior by establishing clear, consistent rules and routines and by building positive, dynamic lessons.</i>	

As shown in Table 8, teachers consistently emphasized the importance of establishing clear and consistent classroom rules from the beginning of the school year. Participant 2 explained that setting simple rules such as “eyes on me” and “voices off” helps students understand expected behaviors and guides them in regulating their actions during lessons.

Participant 1 also highlighted that proactive classroom management strategies, such as strategic seating arrangements, engaging lessons, and smooth transitions, help reinforce these rules. When expectations are communicated clearly and consistently, students are more likely to follow them and develop self-discipline.

Participant 3 emphasized that rules must be introduced early in the school year so that learners clearly understand behavioral expectations from the start. Similarly, Participant 4 explained that consistent rules and routines help maintain order and support effective instruction.

These responses indicate that clear rules provide a structured framework for classroom management. When learners understand behavioral expectations and observe consistent application of rules, they are more likely to demonstrate responsible conduct. Clear rules also help minimize confusion, prevent unnecessary interruptions, and promote a respectful classroom atmosphere.

The findings further suggest that proactive classroom management plays a crucial role in reducing disruptive behavior. Establishing routines, organizing classroom activities effectively, and maintaining engaging instruction can prevent many behavioral problems before they occur.

Overall, setting clear rules demonstrates that prevention is an essential aspect of classroom

management. By clearly communicating expectations and consistently reinforcing them, teachers can create a learning environment that promotes discipline, responsibility, and respect.

The findings are supported by the research of Alter and Haydon (2017), who conducted a comprehensive review of effective classroom rules. Their study found that clearly defined and consistently implemented rules help prevent disruptive behavior and improve classroom climate.

Similarly, Dittmann et al. (2025) found that students who clearly understand classroom rules are less likely to violate them. Their study showed that positively framed rules and supportive teacher responses contribute to improved classroom behavior and student engagement.

These findings suggest that when teachers establish clear expectations and consistently reinforce them, students develop better self-regulation and classroom behavior.

Strategies 3 Build Strong Relationships

Table 9 illustrates the strategy of building strong relationships between teachers and learners to manage disruptive classroom behavior. Establishing positive teacher-student relationships fosters trust, respect, and understanding within the classroom. When learners feel valued and supported by their teachers, they are more likely to cooperate and participate positively in classroom activities.

Table 9. Strategies teachers use to manage disruptive classroom behavior:3 Building Strong Relationships

Code	Response	Themes
P1 SOP2 Q2	<i>Build strong relationships. When you make lessons engaging, you must know your learners personally. When learners feel valued and understand, they are less likely to act out.</i>	Build Strong Relationships
P4 SOP2 Q2	<i>Supporting pupils' learning involves fostering strong teacher-student relationships, offering regular, constructive feedback, and tailoring instruction to individual needs.</i>	Build Strong Relationships

As shown in Table 9, teachers emphasized the importance of getting to know learners personally and of making learners feel valued in the classroom. Participant 1 explained that when learners feel understood and appreciated, they are less likely to demonstrate disruptive behavior. Establishing a positive connection between teachers and learners helps create an environment where students feel comfortable, respected, and motivated to behave appropriately.

Similarly, Participant 4 highlighted that building strong teacher-student relationships involves providing constructive feedback, adjusting instruction to meet individual learning needs, and guiding learners toward academic and personal development. Through these practices, teachers can better understand students' strengths, challenges, and motivations, allowing them to respond more effectively to behavioral concerns.

Developing strong relationships also allows teachers to anticipate and manage disruptive behaviors more effectively. When learners trust their teachers and feel emotionally supported, they are more likely to follow classroom expectations and regulate their own behavior. Teachers also noted that combining relationship building with engaging instruction and reinforcement strategies creates a supportive learning environment where learners feel encouraged rather than controlled.

These findings suggest that relationship building is a key component of effective classroom management. By investing time in understanding learners individually, teachers can identify the underlying causes of disruptive behavior, such as frustration, attention-seeking, or a lack of confidence. Addressing these needs through supportive interaction helps learners develop positive attitudes toward learning and improves classroom harmony.

Overall, the findings highlight that effective classroom management is not limited to enforcing rules or applying discipline. Building trust, respect, and meaningful connections between teachers and learners contributes to a positive classroom climate that encourages responsible behavior and active participation.

The findings are supported by recent research emphasizing the importance of teacher-student relationships in educational settings. Ansari et al. (2025) found that strong teacher-student relationships are consistently associated with improved academic achievement, stronger executive functioning, and better social and behavioral development among learners. These benefits accumulate over time, suggesting that nurturing positive relationships early in schooling can significantly influence students' long-term educational outcomes.

Similarly, Javadova (2025) explained that effective teacher-student relationships involve

demonstrating warmth, respect, trust, and understanding. When learners perceive support and a sense of belonging in the classroom, their motivation and engagement increase; these relationships also allow teachers to understand learners' individual needs better and provide appropriate guidance and support.

Furthermore, Di Lisio et al. (2025) reported that high-quality teacher–student relationships are associated with increased academic engagement and a reduced risk of disengagement or school dropout. Supportive and responsive teacher interactions serve as protective factors for learners, particularly those facing educational challenges or from disadvantaged backgrounds. These findings highlight that positive relationships are essential not only for academic success but also for learners' emotional and social development.

Strategies 4 Creative Strategies

Table 10 illustrates the use of creative teaching strategies to manage disruptive classroom behavior. Teachers employ engaging instructional methods such as games, hands-on activities, and relatable materials to maintain learners' interest and participation during lessons.

Table 10. Strategies teachers use to manage disruptive classroom behavior:4
 Creative strategies

Code	Response	Themes
P3 SOP2 Q2	<i>I also use creative strategies, such as game-based learning and hands-on activities, to keep them busy and engaged, so they do not have time to misbehave. Make learning relatable to students. For example, instead of forcing them to read traditional materials, I sometimes use trending songs to encourage them to read. When they enjoy the material, they become more willing and happier to participate.</i>	Creative Strategies

As shown in Table 10, Participant 3 shared that creative strategies are frequently used to keep learners actively engaged in classroom activities. The teacher explained that approaches such as game-based learning and experiential activities help maintain students' attention and minimize opportunities for disruptive behavior. By keeping learners engaged in meaningful tasks, students are less likely to misbehave because their time and energy are directed toward productive learning experiences.

The participant also emphasized the importance of making lessons relatable to learners' interests. Instead of relying solely on traditional instructional materials, the teacher sometimes incorporates trending songs to encourage students to read. This approach helps learners

connect classroom content with familiar experiences, making the learning process more enjoyable and motivating. When students find lessons interesting and relevant, they tend to participate more actively and demonstrate more positive behavior.

This theme highlights that creative teaching approaches serve not only as instructional strategies but also as proactive classroom management techniques. By capturing students' interest and sustaining their attention, teachers can prevent common disruptive behaviors, such as excessive noise, talking out of turn, and attention-seeking behavior. Creative strategies also provide opportunities for collaboration, problem solving, and active participation, which support both behavioral and academic development.

The findings suggest that incorporating creative strategies into classroom instruction can significantly reduce disruptive behavior. When learners view lessons as enjoyable and meaningful, they are more motivated to participate and less likely to become distracted or disengaged. Creative teaching methods also allow teachers to address different learning styles and needs, creating a more inclusive and supportive classroom environment.

Overall, the findings indicate that engagement and enjoyment play an important role in effective classroom management. By designing lessons that are interactive, relevant, and enjoyable, teachers can guide students toward positive behavior while creating a classroom atmosphere that encourages curiosity, cooperation, and active learning.

The findings of this study are supported by research emphasizing the role of creative and engaging instruction in improving classroom behavior. Hirsh Pasek (2020) highlighted that playful learning and hands-on activities strengthen creativity, communication, and social skills among elementary learners. Such approaches also contribute to improved academic and behavioral outcomes.

Similarly, Padingding and Gallego (2025) found that students exhibit more positive behavior when teachers provide meaningful activities that channel their energy into collaborative, engaging tasks. Rather than relying solely on disciplinary measures, creative strategies prevent disruptions by maintaining student interest and participation.

Felder and Brent (2016) also emphasized the importance of innovative teaching methods in modern education. According to their research, creative and interactive instruction helps learners reach their full potential by transforming traditional teaching methods into more dynamic and engaging learning experiences.

In a related study, Jayme and Tantiado (2025) found that well-planned lessons and effective classroom management strategies contribute to improved student behavior. When instruction is engaging and structured, learners are more likely to remain focused and demonstrate appropriate classroom conduct.

Furthermore, Cuevas et al. (2019) explained that creative teaching strategies can redirect learners' energy toward meaningful learning activities rather than disruptive behavior. Likewise, Darusman (2024) found that interactive learning activities significantly reduce classroom interruptions and distractions by encouraging active student participation.

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