

Public Elementary School Intermediate Grade Teachers' Responses in Managing Pupils' Misbehaviors

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Abstract

The study focused on the pupils' misbehaviors encountered by the teachers, the reasons why pupils misbehave in class, the responses employed by the teachers in managing pupils' misbehaviors, the assessment of the effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, and the correlation of teacher respondents' profile to the extent of effectiveness of responses employed by the teachers in La Trinidad, Benguet in managing pupils' misbehaviors.

The study was primarily conducted to address the problems encountered by teachers in managing pupils' misbehaviors. It specifically sought to: determine the frequency of occurrence of pupils' misbehaviors as encountered by the teachers; the frequency of the reasons in causing pupils' misbehaviors in class, the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, and the differences in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors as compared according to sex, civil status, educational attainment, length of service, and number of professional enhancement activities of the intermediate grade teachers in La Trinidad, Benguet. A questionnaire based on previous research and references about learners' misbehaviors were drafted, finalized, and subjected to validation and approval was used in gathering data. Descriptive – evaluative method of research and questionnaire data analysis were used to interpret the data gathered. The findings revealed that the most frequent pupils' misbehaviors encountered by the teachers which are rated extremely high are talking out of turn, habitual failure in submitting assignment, and out of seat respectively.

In contrast, sleeping in class, cheating in quizzes or test, and eating during lessons occupied the extremely low ranks. The most frequent reasons why pupils misbehave in class and are rated extremely high, are seeking attention, parental neglect, and difficult home situation respectively. Meanwhile, loss of respect of the pupils to the teacher, the teacher unable to establish good relationship with their pupils on the way they fulfill their leadership role, and teachers coming to class unprepared or gives boring lessons got the bottom ranks respectively. The most effective responses employed by teachers in managing pupils' misbehaviors are behavior modification techniques, moving around the classroom, and encouragement of parent's involvement in the classroom and development of a partnership with them in promoting good behavior are at extremely high ranks respectively while ignoring misbehaviors, giving punishment, and natural and logical consequences were at the lowest in ranks respectively. In the comparison of the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors according to the respondents' profile the results revealed that there is no significant difference in the extent of effectiveness of the responses of the teachers in managing pupils' misbehavior

as compared according to sex, civil status, educational attainment, length of service, and number of trainings attended related to managing pupils' misbehavior. The study ended with recommendations and among these were the following: principals and teachers may revisit or review pupils' manual; teachers and parents may strengthen their relationship through open communication, one on one meeting, conferencing and counseling regarding misbehaviors of the pupils; teachers may immediately address the pupils' misbehaviors and may sustain employing the responses in managing pupils' misbehaviors which were found to be most effective; Teacher Education Institutions may continue to offer curriculum or subjects that highlight strategies in managing pupils' misbehaviors and may sustain the existing programs and activities for teacher education students; teachers may enhance their skills in managing pupils' misbehaviors through conducting action research; administrators may plan, implement and evaluate trainings to sustain the effectiveness of the responses employed by the teachers in managing pupils' misbehaviors; and similar study may be recommended but the pupils would be the respondents and more researches on pupils' misbehavior are encouraged.

Keywords: Misbehavior, Teacher's Responses

Introduction

The study focused on the pupils' misbehaviors encountered by the teachers, the reasons why pupils misbehave in class, the responses employed by the teachers in managing pupils' misbehaviors, the assessment of the effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, and the correlation of teacher respondents' profile to the extent of effectiveness of responses employed by the teachers in La Trinidad, Benguet in managing pupils' misbehaviors. It presents the conceptual framework and the statement of the problem which this study addressed.

Background of the Study

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." This statement suggests that teachers should be able to let the children feel better for them to behave better in class. Do you agree with this statement? Can we make misbehaving pupils behave by making them feel better rather than making them feel worse for them to stop misbehaving? The teacher is responsible for what is happening in the classroom, including managing pupils' misbehaviors not only the teaching-learning processes taking place. The teacher should control the students and the activities that are supposed to lead to the realization of the learning goals (Gearheart et al., 1988). Teachers are responsible for imposing discipline in the classroom while facilitating learning for the learners to gain and develop the competencies and skills that they need to acquire in the daily teaching-learning processes. Parallel to this responsibility, teachers manage the misbehaviors of their pupils. In managing the misbehavior of pupils, teachers should have knowledge and understanding of the different reasons why pupils misbehave in class. A better understanding of the reasons why pupils misbehave will enable teachers to manage misbehaviors properly and help them to identify appropriate responses in handling behavioral problems. It is also important for teachers to be aware of the effective responses used by other teachers in managing the behavioral problems for them to be able to deal with pupils' misbehavior properly.

According to Reed and Kirkpatrick (1998), students' misbehavior ranging from infrequent to frequent, mild to severe, is a thorny issue in the classroom every day, stress-provoking (Johnson and

Fullwood, 2006), consumes a great deal of time and energy of teachers (Leung and Ho, 2001), and lowered academic achievement and increased delinquent behavior (Shen et al., 2009, Weerman et al., 2007). Basar (1999) claims all sorts of behaviors that thwart education is called unwanted behaviors. Their damaging effects are layer by layer ranging from the most destructive to the least destructive ones. Misbehaviors in the class ruin the class atmosphere, and the teaching process and prevent both students and teachers from achieving their aims and lead to problems in time management. Misbehaviors in the class threaten both teachers and students.

Therefore, it is very important to pay attention and to take necessary action to the pupils' misbehaviors to avoid the negative effects on the misbehaving pupil, on other pupils, on the teachers, and towards education. To lessen the above-mentioned immediate, gradual, and adverse effect of pupils' misbehavior, it is important to identify what exactly are these misbehaviors inside the classroom (Sun and Shek, 2012), what are the reasons why pupils misbehave (Robertson, 1996), what are the appropriate responses (approaches, strategies and techniques) used by the teachers in managing these pupils' misbehaviors (Yuan and Che, 2012) and to assess the responses used by the teachers in managing these pupils' misbehaviors (Marciniak, 2015).

Discipline is a pattern of behavior that is consistent with the rules set by a superior person or institution. In the educational context, "discipline is the result of carefully designed treatment of classroom disruptions" (Mattheoudaki, 2001). Discipline should be observed among pupils and should be effectively imposed and managed by teachers in the classroom. Completely undisciplined and disrupted lesson is a waste of time. In a disciplined lesson, learners stand a good chance of learning and enjoy the process while in an undisciplined one, they do not. That is why the smooth and disciplined process in the classroom is such a crucial issue (Ur, 1999). Disruptive behaviors of a pupil or a small group of pupils usually impede the progress of other pupils and create difficulties in learning for those children and the teacher (McManus, 1995). Harmer (1991) also agrees with this statement. He cited that teachers always encounter disruptive behavior as a student or a group of students whose inappropriate behavior gets in the way of the class. Such misbehaviors are frequently hostile to the teacher or the other pupils and impede the learning process. It implies that every teacher should manage to have disciplined pupils by employing effective responses in handling pupils' misbehaviors.

Disruptive behaviors or misbehaviors of pupils are the daily burdens of teachers. Nowadays, lack of discipline and inability to keep peace and order in the class is perceived as one of the most serious problems that teachers face. Teachers, especially those who are beginning, usually begin to have problems with discipline when they cannot keep students attentive or when they do not understand students' motives and reasons for misbehavior. Very often, teachers have problems with discipline when they do not understand students' reasons for misbehaving (Sulich, 2004), but whatever form of the disruptive behavior, it needs to be analyzed in search of the causes of why it occurs (Harmer, 2001). Analyzing or knowing the reason why pupils misbehave is important in understanding the situation and understanding why a particular learner misbehaves.

Misbehavior creates such stress for teachers that it would be recommended to look for responses that resolve problems (Mongon, 1989). It is important to use appropriate, effective, and efficient responses in managing pupils' misbehavior to stop the disruptive behavior and not worsen it, to consume a minimal amount of time and energy, and to be able to respond to it without compromising the teaching-learning process that is taking place in class when the disruptive behavior occurred. The response should also change the bad attitude of the pupils to become responsible and good learners.

Moreover, teachers should be aware of the different responses in managing pupils' misbehaviors for them to use or apply to avoid or to stop the stress they are experiencing in their daily encounters with the disruptive behaviors of their learners. They should also be knowledgeable about the different responses that are appropriate and effective in managing pupils' misbehavior which is in line with the policy of the school, policies of concerned agencies advocating the welfare of the pupils, and responses that would make children feel better.

For the significance of the study, the results of this study may guide school administrators or principals, and supervisors in organizing programs to enhance teachers' skills in managing pupils' misbehavior effectively. The information and insights from this study may also be useful to teachers in understanding their pupils and it will provide them with a deeper understanding of pupils' misbehavior that will help them to be able to manage it effectively and efficiently. This study may provide a deeper understanding to the researcher on the reasons why pupils misbehave and provide him knowledge on the effective responses in managing pupils' misbehaviors that will help him to be able to manage his class effectively and efficiently.

Conceptual Framework

Pupils' Misbehaviors

McManus cited that according to Wittrock, misbehavior is defined as “any behavior by one or more students that is perceived by the teacher to initiate a vector of action that competes with or threatens the primary vector of action at a particular moment in a classroom activity” and according to Lawrence, disruptive behavior is defined as “behavior which seriously interferes with the teaching process and/or seriously upsets the normal running of the school” (McManus, 1995). Disruptive behavior can take many forms: disruptive talking, inaudible responses, sleeping in class, eating, and drinking during the lesson, failure to do homework, and cheating on tests (Harmer, 2001). One can go on to list such misbehaviors as coming in class noisily at the start of the lesson, not getting out books when the class is told to do so, yawning loudly, and showing general boredom or calling out silly answers (Fontana, 1988). Some more serious misbehavior include insolence to the teacher, yelling at the teacher, stumping out of the room, insulting, or bullying other students, damaging school property, or refusing to accept punishment (Arends, 1991; Harmer, 2001). There may be also some students who do not want to work with certain students or who are disruptive when paired up with particular colleagues (Gower et al., 1995). The most common types of inappropriate behaviors that teachers must deal with are talking out of turn, distracting others, idleness, and general unruliness (McManus, 1995). There are numerous disruptive behaviors or misbehaviors that teachers encounter in every teaching period.

Reasons Why Pupils Misbehave

According to McManus (1995), problematic behavior lies in the situation at home. Pupils who suffer from parental neglect may find that teachers are a safe target for the hate they feel for their families. Domestic experiences can dispose of some students of problematic behaviors and strategies such as struggles for attention or power of revenge. In other cases, a parent may hope to hold together a crumbling marriage by encouraging a child to behave inappropriately – perhaps to convince the partner that their child needs both parents. Harmer (2001) pointed out the same reason that indiscipline and problematic behaviors are sometimes traced back to a difficult home situation. Parental neglect as well as family attitudes towards school and learning, and teachers can predispose students to cause trouble.

He also added that adolescent learners want to be noticed and often are disruptive to gain the recognition and attention they need. Through misbehavior, they can impress peers and force the teacher to treat them seriously.

Moreover, some pupils may have unpleasant memories, some may be challenging to the teacher, while others may be completely undisciplined because previous teachers allowed them to be. "Student rebelliousness and attention seeking is a part of the growing-up process" (Arends, 1991). Students learning experience of all kinds may affect their behavior in the classroom. Adolescent learners come to the classroom with some previous educational experiences which to some degree influence their attitude toward the subject and the teacher. Disruptive behavior can be also attributed to the teacher's behavior and attitude. When the teacher comes to the class unprepared or gives boring lessons, students are not engaged with a task or a topic and thus they are more likely to behave disruptively. Being fair is vitally important if effective learning is to take place. The teacher cannot be unfair, either to the class as a whole or to students. Most teachers have students that they like or dislike more than others, but they cannot allow themselves to show their preferences and prejudices in front of the class. When the teacher has a negative attitude to learning and does not care what is happening in the classroom, he or she is also likely to lose the respect of pupils. Losing respect is the first step to causing problems of misbehavior (Harmer, 1991). According to Morse and Wingo (1969), as cited by Marciniak (2015), some teachers are unable to establish good relationships with their pupils on the way they fulfill their leadership role thus encouraging pupils to be disruptive and leading to increased tension among the pupils. Some pupils' misbehaviors are also caused by teachers' inappropriate actions and attitudes. There are several triggering factors why pupils misbehave in class. These triggering factors should be studied and given attention. The results of studies may provide insights in managing the misbehaviors of pupils effectively and efficiently for the benefit of both the pupils, and the teachers.

Teachers' Responses in Managing Pupils' Misbehaviors

There are several responses that teachers employ in managing pupils' misbehaviors. Teachers used different strategies, interventions, and techniques in handling pupils' misbehaviors. Seifert and Sutton (2014) identified four ways to respond to pupils' misbehavior which are the following: ignoring misbehavior, gesturing nonverbally, natural, and logical consequences, and conflict resolution and problem-solving. Savage and Savage (2010) stressed that "When misbehavior is minor, the best responses are those that are low profile and noncoercive". They identified low-profile nonverbal responses and low-profile verbal responses.

Low-profile nonverbal responses include facial expressions (frowns, puzzled look, unsmiling face with tight lips), eye contact (maintaining eye contact until appropriate behavior is displayed), gestures (holding up a hand which means stop, point which indicates focus, finger to lips which means silence, thumbs up or down), and proximity control (stand right behind misbehaving pupils or stay near to misbehaving pupils). Low-profile verbal responses include reinforcing appropriate behavior (verbally praising pupils who are on-task or behaving), using the pupil's name in the lesson (get attention then make eye contact), redirecting pupil activity (ask the pupil to do something for you to change his/her focus), quiet word (quietly and unemotionally give a command), and rule reminder (ask pupil about or point out the classroom rule that is being broken). Similar nonverbal and verbal interventions were advised by Good and Brophy (2002) for teachers to employ in handling pupils' misbehavior which are: establishing eye contact and nodding, pointing, or gesturing, moving close in proximity to the pupil, and

asking questions or calling on the student for a response. There are more responses from teachers in managing pupils' misbehaviors. When handling any kind of misbehavior, one must be also sure that any punishment is in line with the policy of the school (Harmer, 1991). "Withitness" is defined as the teacher's ability to know what is always going on. A teacher who is with it spots deviant behavior, identifies the student who is responsible, and deals with misbehavior before it becomes more troublesome. He or she does not wait too long before spotting misbehavior and does not make mistakes when assigning blame (Arends, 1991; Kaplan, 1990; Robertson, 1996; Child, 1997).

Meanwhile, contingency contracting is a kind of contract signed by both the teacher and students which specifies the exact behavior desired and the consequences for performing and not performing the behavior (Kaplan, 1990). It specifies in exact terms what the student must do and what the teacher will do after the student has performed his portion of the contract (Gearheart et al., 1988). Schools should also encourage parents' involvement in the classroom and develop a partnership with them in promoting good behavior. Schools should explain their behavior policy to parents and involve them in solving disciplinary problems as soon as they arise and not wait till the moment when contacting the parents is a last resort (Walker and Newman, 1991). This seems to be a reasonable thing since parents should be involved in their children's education. Schools can contact them in case of continual lateness, truancy, forgetting to bring materials, or general unruliness (Harmer, 1990).

There are also techniques that teachers used in managing pupils' misbehaviors. Nonverbal techniques, one of these methods is to stop talking immediately. The teacher who stops talking is more likely to get students' attention and thus increase their awareness. Writing important information on the blackboard with very small letters catches students' attention and makes them ask for reading it (Komorowska, 2003). Standing closer to the student, moving around the classroom, shaking one's head, or placing one's finger to the lips ("sh") may appear to be enough to discontinue minor misbehaviors without interrupting the lesson (Kaplan, 1990). Looking at the student and gaining eye contact can reduce small instances of misbehavior. A quizzical or firm look may be all that is needed (Kaplan, 1990; Arends, 1991; Komorowska, 2003).

Meanwhile, cueing may involve facial expressions, raising one's hand, pointing, or clearing one's throat. Some cueing is done automatically without planning, others must be learned, and pupils must learn what a particular cue means (Gearheart et al., 1988). When nonverbal techniques appear to be ineffective and not sufficient, the teacher should employ verbal methods. One of the ways to reduce the problem is to mention the disruptive student's name in the speech to make the pupil pay attention to the teacher and the subject. The teacher may also ask misbehaving students to repeat the last sentence. The main point is to draw back students' attention to the subject or activity without interrupting other learners and ruining the smoothness of the lesson (Komorowska, 2003). If all misbehavior could be solved through simple nonverbal or verbal techniques without stopping the lesson, discipline would not be seen as a significant problem.

There are cases when these simple methods are not sufficient and something more is required. Some additional techniques based on the operant conditioning model of learning may be effective. These techniques can be used to reduce misbehavior by reinforcing desirable and correct behavior (Kaplan, 1990). The behavior modification technique assumes that behavior, whether good or bad, is likely to recur if it is reinforced or rewarded while behavior that is ignored and not reinforced tends to disappear. In a classroom environment, this means that undesirable behaviors are recurring because they are somehow reinforced by their surroundings, while desirable behaviors are not reinforced enough and thus

may fail to be established. This technique allows the teacher to analyze the child's behavior carefully, identify the factors that reinforce undesirable behavior, and formulate strategies that will change these factors in desirable directions (Nunan and Lumb, 1996). Next to the Behavior Modification Technique is response cost in which misbehavior results in losing previously earned privileges and rewards. This method allows students to earn reinforcement for good behavior and lose them for misbehavior (Kaplan, 1990). The learner gains a token for desirable behavior and loses it for incorrect behavior (Fontana, 1988). While applying this method, the teacher must be certain that the student has a reward that can be taken away. Another technique involves placing misbehaving students for a short period in a less reinforcing environment after misbehaving. When students encourage each other to behave inappropriately when they are fooling around, talking, and bothering other pupils, isolating one of them may cause the problem to die away. Sending the student who is misbehaving to sit in a hallway or even moving him to a more isolated area of the classroom is a possibility. Providing a physical space between the student and the rest of the class may reduce the amount of reinforcement from other students. It reduces show-off behaviors and prevents the disruptive student from annoying and bothering others. One must remember that the time-out period should not be too long – the student can be isolated for no more than five minutes (Kaplan, 1990, Gearheart et al., 1988).

Meanwhile, control over a class is lacking it is essential to seek advice or support from someone else in the school (Gower et al., 1995). When the problem is getting beyond the teacher's control, one should consult colleagues or talk to the principal. One may assume that they have experience in handling discipline problems (Harmer, 2001). Discipline is more likely to be successful when teachers act together and not in isolation and when the whole school is engaged. But before something can be done, teachers must admit that the problem exists and that they can do something about it. Once they have defined the problem they should produce a whole-school policy on behavior (Walker and Newman, 1991). This process should involve teachers and administrators formulating the rules and procedures, defining who is responsible for dealing with different problems when they arise, and specifying rewards for good behavior and punishments for misbehavior (Nunan and Lumb, 1996). The ability to control a group of pupils when things get out of control depends to a large extent on the personality and ability to manage a group of pupils possessed by the teacher. There are several responses that the teachers used in managing pupils' misbehaviors and each would be appropriate for a specific situation.

Assessing Teachers' Responses in Managing Pupils' Misbehaviors

Teachers who can draw on a range of responses when dealing with common classroom misbehaviors are more likely to keep those pupils in the classroom, resulting in fewer disruptions to instruction, enhanced teacher authority, and better outcomes for struggling students (Sprick et al., 2002). It is important to assess these to identify effective and appropriate in responses to handle pupils' misbehavior. According to Yuan and Che (2012), an inappropriate reaction to students' misbehavior will make the problem get worse and affect the teaching and learning progress more. It implies that teachers should be aware of the different responses in dealing with specific pupils' misbehaviors and be able to identify appropriate and effective responses in managing pupils' misbehavior that they encounter. Marciniak (2015) stressed that to manage a group of students successfully and to resolve problems with discipline, the teacher should employ methods that in particular situation seems to be most effective. Pupils' misbehavior should also be addressed properly, the inappropriate behavior must be corrected without rejecting or attacking the learner's self-image (McManus, 1995) while handling any kind of

misbehavior one must be also sure that any punishment is in line with the policy of the school (Harmer, 1990) and it should be remembered that at the same time, the teacher is trying to reduce students misbehavior, the student ought to be reinforced for the correct behavior (Kaplan, 1990).

Correlation of Teachers' Sex, Civil Status, Educational Attainment, Length of Service and Number of Seminars Attended Related to Managing Pupils' Misbehaviors to the Extent of Effectiveness of the Responses in Managing Pupils' Misbehaviors

Sex. Based on a study entitled "Teachers' Strategies to Cope with Student Misbehavior" by Ozben (2010), she pointed out that a teacher's sex influences a teacher's effective responses in managing pupils' misbehavior. According to her, teachers show different coping strategies about sex and experience. Similar results are shown in the studies of Sadik and Hasirci (2008), and Oplatka and Atias (2007) that male teachers and female teachers have different styles in managing pupils' misbehaviors. Female teachers adopt a democratic, participative style while male teachers display an autocratic, directive style.

Civil status. Aside from sex, marital status also has a relation to the effectiveness of teachers in managing pupils' misbehavior. Islahi and Nasreen (2013) found that the influence of marital status on teachers' effectiveness was significantly different between married and unmarried teachers.

Educational attainment. Greenberg (2004) pointed out that those teachers with master's degrees or greater have a significantly greater impact on classroom management and student achievement. The findings of the study of Domerez (2005) as cited by Javonillo (2006) also revealed that teachers who have earned higher degrees such as master's and doctorate perform better than those who have bachelor's degrees because they underwent advanced academic training.

Length of service. The experience (length of service) of the teacher may also be a potent factor in determining the success that the teacher makes in his or her teaching in the classroom. Perhaps, it may be highly expected that a teacher with long service in the school would have developed a level of experience that can make him confident in classroom management (Welsh, 1995). It may thus be expected that teachers who have spent a long-time teaching would likely surpass their less experienced colleagues. In the opinions of Gailo and Little (2003), teachers develop a range of behavior management strategies as they spend more time in the classroom and deal with the behavioral problems of their pupils.

Number of professional enhancement activities. Similar to the length of service, teacher training also has an impact on the effective management of pupils' misbehavior. The ability of a teacher to effectively manage a classroom depends also on the teacher's mode of training (Lin and Gomell, 1998). Aside from experience and level of education, training represents a portion of the ability to manage the classroom efficiently and promote student achievement (Zhang, 2008).

Teachers' sex, civil status, educational attainment, length of service, and number of seminars attended related to managing pupils' misbehavior had a relation to the extent of effectiveness of the responses the teachers employ in managing pupils' misbehavior. These factors affect the level of effectiveness of the teachers in managing pupils' misbehaviors.

This study determined the frequency of occurrence of the pupils' misbehaviors, the frequency of the reasons causing pupils' misbehaviors, the extent of effectiveness of the responses employed by teachers in managing pupils' misbehaviors, and the differences in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors as compared according to the

teacher respondents’ sex, civil status, educational attainment, length of service and number of behavior management related seminars attended of the teachers in La Trinidad, Benguet.

Figure 1 presents the research paradigm of this study. The independent variable features the pupils’ misbehaviors, reasons why pupils misbehave, and the responses employed by respondents in managing pupils’ misbehavior; the moderating variable features the teacher respondents’ profile (teachers’ sex, civil status, educational attainment, length of service and number of seminars attended related to managing pupils’ misbehavior); the dependent variable features the frequency of occurrence of the pupils’ misbehaviors, the frequency of the reasons for causing pupils’ misbehaviors, and effective responses employed by the teachers in managing pupils’ misbehavior. The data about the teacher respondents’ profiles were used in comparing the differences in the extent of effectiveness of the responses in managing pupils’ misbehaviors according to sex, civil status, educational attainment, length of service, and number of seminars attended related to managing pupils’ misbehavior through proper tabulation of the data gathered and using appropriate statistical analysis of the data gathered.

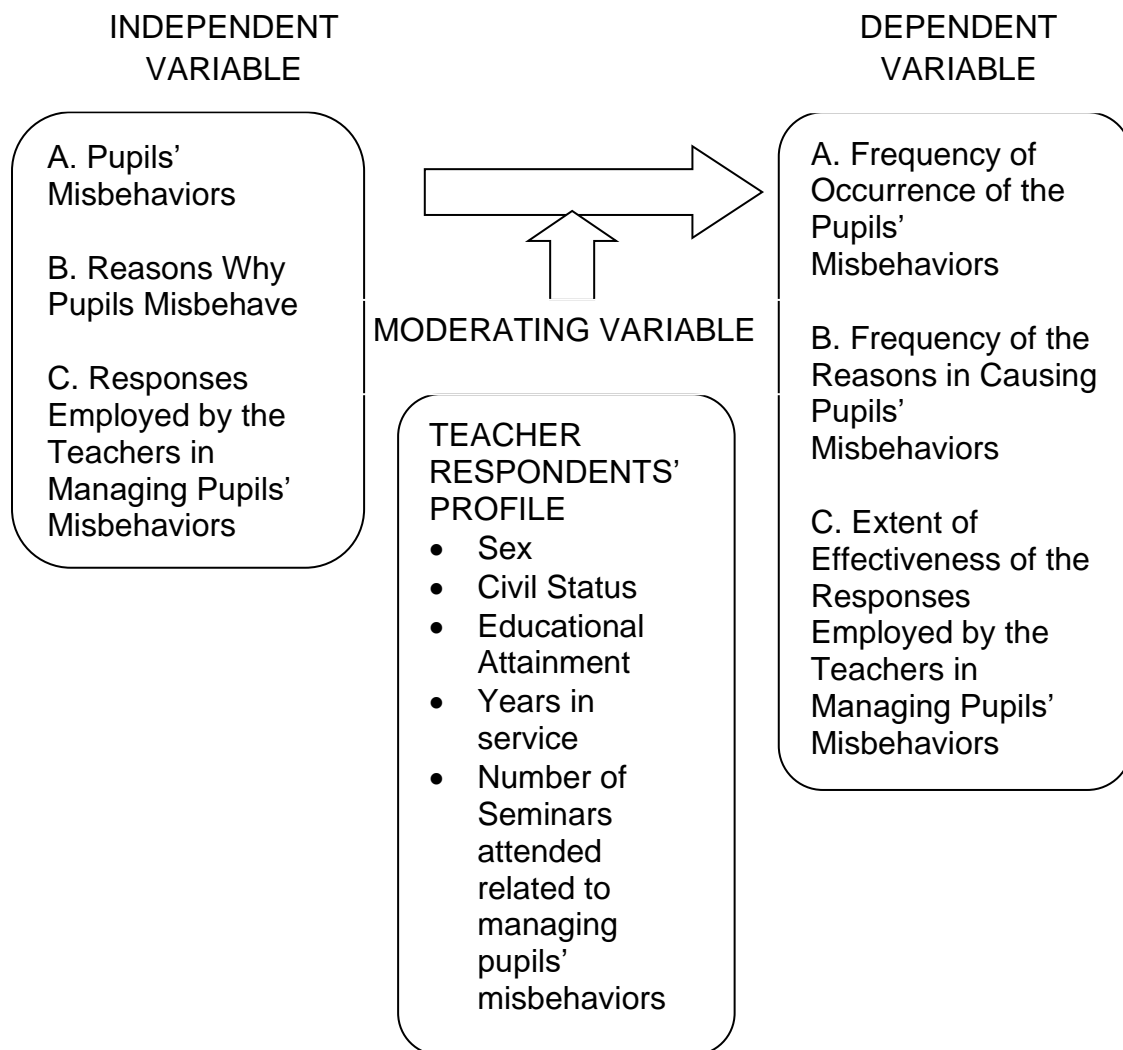


Figure 1. Paradigm of the study

Statement of the Problem

This study aimed to determine the frequency of occurrence of pupils' misbehavior, the frequency of the reasons in causing pupils' misbehavior, to assess the effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, and to compare the extent of effectiveness of the responses employed by teachers in La Trinidad District in managing pupils' misbehavior according to sex, civil status, educational attainment, length of service and number of seminars attended related to managing pupils misbehavior. Specifically, this study sought to answer the following questions:

1. What is the frequency of the occurrence of the pupils' misbehaviors as encountered by the teachers?
2. What is the frequency of the reasons in causing pupils' misbehaviors?
3. What is the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors?
4. Is there a difference in the extent of effectiveness of the responses employed by the teacher respondents in managing pupils' misbehaviors when compared according to:
 - a. Sex
 - b. Civil Status
 - c. Educational Attainment
 - d. Length of Service
 - e. Numbers of Professional Enhancement Activities

Methodology

This chapter includes a description of the research method and design used in response to the research questions. It also presents a description of the population studied, the process of collecting the data, and the process used in interpreting the data.

Research Design

This study utilized a combination of quantitative and qualitative research design. In the quantitative research design, descriptive - evaluative method is the most fitted design because it is a fast-finding method with adequate and accurate interpretation that includes a purposive process of gathering, analyzing, and classifying data about present conditions, practices, processes, beliefs, and trends (Nueman, 2000). Furthermore, this is the most basic form of research, and it is an invaluable tool in understanding the data gathered for this study. Thus, survey questionnaires were used as a primary source of information. Finally, qualitative design was utilized through individual interviews with teacher respondents who were allowed to be interviewed for verification and additional inputs that served as secondary data to support the information or data culled out from the questionnaires.

Population and Locale of the Study

The respondents of the study were public elementary school intermediate grade teachers of La Trinidad District for the School Year 2019-2020. The teachers of intermediate grades were selected because the intermediate grader's ages nine years old and above they are handling are already well aware of right and wrong; can remain interested in subjects or activities for a longer period; have some behavior problems, especially if he or she is not accepted by others; are becoming very independent, dependable, and trustworthy; are concerned about being fair, and argues over fairness; are better able to

accept his or her failures and mistakes and take responsibility for personal actions (The Church of Jesus Christ of Latter-day Saints, 1999).

The respondents were selected using a simple random technique. It is a basic sampling technique where a group of subjects (a sample) were selected from a larger group (a population) as the respondents. A total of 96 intermediate-grade teachers were chosen entirely by chance and each member of the population had an equal chance of being included in the sample. They were the respondents who were given survey questionnaires. This study was conducted in La Trinidad District because Puguis Elementary School, one of the big schools in this district and where the researcher is stationed included behavioral problems as one of the improvement areas on their Enhanced School Improvement Plan for SY 2016 – 2017 to SY 2018 – 2019. This is to address the situation of behavioral problems in that about 20% - 30% of the pupils repeatedly display misbehaviors (Puguis Elementary School Enhanced School Improvement Plan SY 2016-2017 to SY 2018-2019, 2016). Other schools in the La Trinidad district have also the same situation.

Data Collection Instruments

This study used descriptive – evaluative method of research. A questionnaire based on previous research and references about learners' misbehaviors was drafted, finalized, and subjected to validation and approval in gathering data from the respondents. The questionnaire determined the frequency of occurrence of the pupils' misbehaviors, the frequency of the reasons in causing pupils' misbehaviors, the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, and the differences in the extent of effectiveness of the responses employed by public elementary school intermediate grade teachers in La Trinidad, Benguet in managing pupils' misbehaviors as compared according to sex, civil status, educational attainment, length of service and number of seminars attended related to managing pupils' misbehaviors. Furthermore, secondary data was gathered through an interview with the teacher respondents.

Data Collection Procedure

The researcher asked permission from the Division Superintendent of Benguet, the District Supervisor of La Trinidad, and the School Principals of the target schools in the administration of the questionnaire to the respondents. Moreover, the researcher personally distributed and retrieved the questionnaire from the respondents. Finally, the conduct of individual interviews with the respondents was facilitated by the researcher himself.

Treatment of Data

Upon retrieval of the answered questionnaires, data were tabulated and analyzed. In answering problem 1 the frequency of occurrence of the pupils' misbehaviors as encountered by the teachers, problem 2 the frequency of the reasons in causing pupils' misbehaviors, and problem 3 the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors, the weighted mean were computed and Likert scale was used to ascertain the descriptions of the means of the frequencies and extents of effectiveness based on the responses of the teacher respondents.

Below is the Likert scale for problem 1 on the frequency of occurrence of the pupils' misbehaviors encountered by the teachers:

<u>SCALE</u>	<u>STATISTICAL LIMIT</u>	<u>DESCRIPTIVE EQUIVALENT</u>
5	4.50-5.00	Always (The misbehavior is encountered more than 5 times a day)
4	3.50-4.49	Oftentimes (The misbehavior is encountered 4 to 5 times a day)
3	2.50-3.49	Sometimes (The misbehavior is encountered 2 to 3 times a day)
2	1.50-2.49	Seldom (The misbehavior is encountered once a day)
1	1.00-1.49	Never (The misbehavior is never encountered)

For problem 2 which is the frequency of the reasons in causing pupils’ misbehaviors, this is the Likert scale used:

<u>SCALE</u>	<u>STATISTICAL LIMIT</u>	<u>DESCRIPTIVE EQUIVALENT</u>
5	4.50-5.00	Always (More than 5 pupils’ misbehaviors encountered in a day are caused by the reason)
4	3.50-4.49	Often (4 to 5 of the pupils’ misbehaviors encountered in a day is caused by the reason)
3	2.50-3.49	Sometimes (2 to 3 of the pupils’ misbehaviors encountered in a day are caused by the reason)
2	1.50-2.49	Seldom (1 of the pupils’ misbehavior encountered in a day is caused by the reason)
1	1.00-1.49	Never (The reason never caused pupils to misbehave)

Below is the Likert scale for problem 3 on the extent of effectiveness of the responses employed by the teacher respondents in managing pupils’ misbehaviors:

<u>SCALE</u>	<u>STATISTICAL LIMIT</u>	<u>DESCRIPTIVE EQUIVALENT</u>
5	4.50-5.00	Very Highly Effective (The response is effective in managing more than 5 of pupils' misbehaviors encountered)
4	3.50-4.49	Highly Effective (The response is effective in managing 4 to 5 of pupils' misbehaviors encountered)
3	2.50-3.49	Moderately Effective (The response is effective in managing 2 to 3 of pupils' misbehaviors encountered)
2	1.50-2.49	Somewhat Effective (The response is effective in managing 1 of the pupils' misbehaviors encountered)
1	1.00-1.49	Not Effective (The response is never effective in managing pupils' misbehaviors encountered)

T-test was used to answer problem 4 on the differences in the extent of effectiveness of the responses employed by the teacher respondents in managing pupils’ misbehaviors when compared according to their sex, civil status, length of service, and number of seminars attended related to managing pupils’ misbehaviors. For the difference in the extent of effectiveness of the responses employed by the teacher respondents in managing pupils’ misbehaviors when compared according to their educational attainment, One Way Analysis of Variance (ANOVA) was used.

Results and Discussion

This section presents the analyses and interpretation of the data gathered from the public elementary school intermediate grade teachers of La Trinidad through the use of a survey questionnaire on the following: the frequency of occurrence of pupils’ misbehaviors, the frequency of the reasons in causing pupils' misbehaviors, the extent of effectiveness of the responses employed by teachers in managing pupils' misbehaviors, and the difference in the extent of effectiveness of the responses employed by the teacher respondents in managing pupils' misbehaviors when compared according to sex, civil status, educational attainment, length of service and number of seminars attended related to managing pupils’ misbehavior.

Frequency of Occurrence of the Pupils’ Misbehaviors Encountered by the Teachers

Table 1 exhibits the findings of the study along with the frequency of occurrence of the pupils' misbehaviors as encountered by the teachers. The study found that the frequency of the occurrence of the pupils' misbehavior is sometimes as evidenced by the overall weighted mean of 3.16. This simply means that pupils’ misbehaviors are repeatedly manifested two to three times a day as encountered by the teacher - respondents. It implies that misbehavior is a reality in the school setting and teaching becomes a difficult task at present that teachers need to double their effort, especially in managing pupils' misbehaviors. To support this, according to Respondent 1, pupils' misbehaviors are indeed real, due to the daily manifestation

Table 1. Frequency of occurrence of the pupils’ misbehaviors encountered by the teachers

PUPILS’ MISBEHAVIORS	MEAN	DE	RANK
1. Talking out of turn	3.79	Often	1
2. Disrespecting teacher	3.02	Sometimes	10
3. Doing something in private	3.20	Sometimes	9
4. Verbal aggression	3.49	Sometimes	4
5. Out of seat	3.61	Often	3
6. Sleeping in class	2.18	Seldom	17
7. Playing while the teacher is teaching	3.32	Sometimes	6
8. Clowning / Making fun	2.87	Sometimes	14
9. Habitual failure in submitting Assignment	3.75	Often	2
10. Non-attentiveness / Looking out of Window	3.27	Sometimes	7
11. Non-verbal communication via	3.02	Sometimes	11

body language, paper			
12. Physical aggression	2.96	Sometimes	13
13. Disturbing classmates	3.49	Sometimes	5
14. Eating during the lesson	2.86	Sometimes	15
15. Cheating in quizzes or test	2.67	Sometimes	16
16. Refusal to do or carry out the instruction of the teacher	3.00	Sometimes	12
17. Bullying	3.22	Sometimes	8
Overall	3.16	Sometimes	

Statistical Limit	Descriptive Equivalent (DE)
1.00-1.49	Never
1.50-2.49	Seldom
2.50-3.49	Sometimes
3.50-4.49	Often
4.5-5.00	Always

of pupils' misbehaviors, a teacher must spend more time conducting counseling and individual conferences which hamper the daily tasks of the teacher.

Respondent 2 also mentioned that teaching at present is difficult as compared to before because of the attitudes of the pupils. He said that pupils before knew how to behave and were easily managed which is different from the types of pupils now who are noisy, unruly and some are even hyperactive. These show that pupils' misbehaviors ranging from infrequent to frequent, mild to severe a thorny issue in the classroom every day (Reed and Kirkpatrick, 1998) which are stress-provoking (Jonhson and Fullman, 2006) and consume a great deal of time and energy of the teachers (Leung and Ho, 2001). The results were similar to the findings of Agudo (2012) that disruptive behavior problems are inevitable in a school system. It is also supported by Reid (2009) who asserted that discipline problems would occur no matter the amount of preventive planning teachers make. Managing pupils' misbehaviors is an unavoidable role of a teacher. It is therefore needed for the teachers to have a clear understanding of the reasons why pupils misbehave. They should also be equipped with effective responses addressing pupils' misbehaviors.

Results of the study also revealed that talking out of turn ranked first as the most frequent pupil's misbehavior encountered by the teachers. It obtained a weighted mean of 3.79 with a descriptive equivalent of often. It means that pupils' misbehavior is manifested four to five times a day as encountered by the teachers daily. It implies that elementary students nowadays are difficult to handle. Respondent 3 agreed with this result that classes are noisy every day because of pupils who keep on talking out of turn. She added that teachers should immediately call the attention of the pupil or pupils talking out of turn so that others will not do the same and worsen the situation. This finding can be attributed to seeking attention and the socially deviant nature of the child. Pupils at their age are undoubtedly sociable and have a complex social life in school. They tend to manipulate the discussion or conversation to share stories about their experiences, interest, and things that catch their attention and sometimes about anything which results in misbehavior which is talking without being told. They also

have their groups or friends and sometimes have conflicts with other groups or have conflicts among themselves in their group.

According to Kyriacou (1998), pupils have a complex social life in school, in which friendships are made, conflicts arise, and interests are shared that these social relationships often spill over even during classes. About seeking attention, talking out of turn or noisemaking is the easiest way to get attention. Based on the results of this study attention-seeking ranked first from the list of reasons why pupils misbehave. According to Hameed-ur-Rehman and Sadruddin (2012), if proper time and attention are not provided to children, they may react inappropriately like disruptive talking to seek attention. This corroborates the findings of McManus (1995), one of the most common types of inappropriate behaviors that teachers have to deal with is talking out of turn; Gibbs and Haddock (1995) based on the Association of Christian Schools International (ACSI) research on discipline, uncontrolled talking ranks as the first and most significant classroom discipline problem teachers face; Ugodulunwa (2003) found noisemaking as a top-listed and most frequent occurring behavioral problem encountered by teachers in Nigeria; and Aplatun (1999) that talking out of turn ranked first as the most frequent misbehaviors of students of Bauko, Mountain Province.

Next in rank is the habitual failure in submitting assignments. Habitual failure of submitting assignments obtained a weighted mean of 3.75 with a similar descriptive equivalent with rank 1 which is often. It implies that some pupils fail to submit their assignments consistently daily. Some pupils fail to do their assignments at home regularly. According to the respondents start of the lesson is constantly disturbed because of giving attention to the pupils who fail to submit their assignments. Some pupils are also consistent in not doing their assignments and some even do not submit any assignments in a quarter which causes them to obtain low grades or failing grades. This issue should also be given attention especially when assignments are given for the mastery and enrichment of the lesson learned or for advance learning of the pupils, and some outputs are also graded. This can be attributed to a lack of understanding of the pupils the importance of doing assignments, the laziness of the pupils, the inability to do the work, and parental neglect. If someone does not know the importance or benefit of doing something that is asked of him or her to do, he or she will not be encouraged to do it and laziness would prevail which is also similar when it comes to doing assignments. If pupils also do not understand or do not know how to do the task required in the assignment given surely, he or she would not be able to do it.

In this regard, teachers should also see to it that the instructions given in the assignment are clear and can be understood by the pupils, and the required task is within the range of the capabilities of the pupils. School Family.com (2011) as cited by Agudo (2012) states that the reasons why students do not do homework are they do not understand the importance of homework, or the students are just lazy. Kyriacou (1998) also added that pupils may be unable to do the homework set either because it is difficult or because they are unclear about what the task demands. In addition, based on the results of this study, parental neglect ranked second on the list of reasons why pupils misbehave. In connection to the issue of assignments, if parents neglect to give attention to check if their child has homework and neglect to give time to guide their child in doing it, their child would not mind doing his or her homework which is what is happening. Parents must also mind checking if their children have homework and much better if they give time to guide or help their children in doing their homework. These findings are supported by the statement of Gibbs and Haddock (1995), that homework is one of the most controversial issues in education as students who fail to submit homework are increasing, and

the findings of Agudo (2012) and Nada (2002) as cited by Garcia (2014) that failing to complete assignment or homework is one of the common or top-listed pupils' misbehavior encountered by teachers.

Next to habitual failure of submitting assignments is being out of seat ranked third. Out of seat obtained a weighted mean of 3.61 with a similar descriptive equivalent of often with the top 2 pupils' misbehaviors that are discussed earlier. This implies that some pupils keep on roaming around the classroom frequently while the teacher is teaching. In this case, the flow of the lesson is disrupted because the pupils roaming around may get the attention of the teacher and/or their classmates. According to Respondent 2, some pupils are really disturbing in the classroom and keep on standing and roaming around the classroom disturbing their classmates. They are hyperactive and if they would not be stopped it would ruin the class. Appropriate responses should be employed to effectively manage this misbehavior. This finding can be attributed to the age level of the elementary pupils and poor attitudes. Elementary pupils at their age are still fond of roaming around the classroom while class is going on. Some pupils are also untrained in demonstrating good behavior maybe because they are allowed of having poor attitudes at home. According to Gaustad (1991), roaming around is common among elementary pupils. Some pupils may also simply not value doing well at school and can be described as having poor attitudes and acting disruptively or unruly inside the classroom (Kyriacuo, 1998). This finding corroborates the findings of Padcayan (2014) that moving around from one place to another ranked at extremely high ranks as the most common pupil's misbehavior.

From extremely low ranks, sleeping in class obtained a weighted mean of 2.18 with the descriptive equivalent of seldom, ranked last. It implies that sleeping in class is occasionally encountered by teachers. A sleeping pupil attracts the attention of the teacher and/or his classmates, and the interrupted learning of the sleeping pupil rarely happens. The respondents confirmed that they encounter pupils sleeping in class once in a blue moon. Cheating in quizzes or tests that obtained a weighted mean of 2.67 ranked second from the last and eating during lessons that obtained a weighted mean of 2.86 ranked third from the last with both descriptive equivalents of sometimes. It implies that cheating on quizzes or tests and eating during the lesson is encountered by the teachers frequently even, but they ranked at extremely low ranks. Some pupils are caught cheating on quizzes or tests and eating during lessons regularly. Respondent 3 also agreed that she sometimes caught pupils who are cheating on quizzes or tests and pupils who are eating during classes. This can be attributed to poor dissemination and implementation of classroom rules and regulations. When classroom rules and regulations are not properly disseminated and implemented these are sometimes violated or disobeyed. It corroborates with the findings of Padcayan (2014) that sleeping in class, cheating, and eating during lessons are the pupils' misbehaviors that ranked at extremely low ranks.

Frequency of the Reasons in Causing Pupils' Misbehaviors

Table 2 presents the frequency of the reason in causing pupils' misbehaviors. The study disclosed that the frequency of the reasons for causing pupils' misbehavior is sometimes evidenced by the overall weighted mean of 2.85. This means that the frequency of the reasons for pupils' misbehavior is manifested two to three times a day. It simply implies that these reasons repeatedly drive some pupils to misbehave daily.

Table 2. Frequency of the reasons in causing pupils’ misbehaviors

REASONS OF MISBEHAVIORS	MEAN	D. E.	RANK
1. Parental neglect	3.59	Often	2
2. Seeking attention	3.73	Often	1
3. Difficult home situation	3.34	Sometimes	3
4. Family attitudes towards school and Learning	3.33	Sometimes	4
5. Parent encouraging a child to misbehave perhaps to convince the partner that their child needs both to hold together a crumbling marriage	2.52	Sometimes	8
6. Growing up process	3.18	Sometimes	5
7. Challenging the teacher	2.41	Seldom	9
8. Unpleasant memories or experiences	2.55	Sometimes	7
9. Completely undisciplined because previous teachers allowed them to be	2.59	Sometimes	6
10. Teacher coming to the class unprepared or gives boring lessons	2.41	Seldom	10
11. Lost the respect of pupils to the Teacher	2.24	Seldom	12
12. The teacher is unable to establish a good relationship with their pupils on the way they fulfill their leadership role	2.36	Seldom	11
Overall	2.85	Sometimes	

Statistical Limit	Descriptive Equivalent (DE)
1.00-1.49	Never
1.50-2.49	Seldom
2.50-3.49	Sometimes
3.50-4.49	Often
4.50-5.00	Always

As gleaned from the table, first in rank is seeking attention with a weighted mean of 3.73 and second in rank is parental neglect that obtained a weighted mean of 3.59 with similar descriptive equivalents of often. This simply means that attention-seeking and parental neglect are the common major reasons why pupils misbehave. Respondent 4 agrees with the result that according to her observation, most of the pupils manifesting misbehaviors are those pupils who are separated from their parents (one or both) and pupils who do not receive sufficient time and attention from their working parents. This finding can be attributed to the reason that some pupils at present are attention seekers, the lack of practical demonstration or showing of parental love, and parental favoritism. Insufficient time and attention are provided by parents because they consume longer periods facing their other priorities like working or earning money and other interest where they are engaging themselves resulting in children who are seeking attention. Because of seeking attention, children usually misbehave inside the classroom to be able to get attention, to get the attention of their parents or simply to gain the attention that they are seeking. It is supported by the findings of the study of Mellor (2005), that attention seeking

has been noted across children with a variety of family and living arrangements, and Dreikurs et al. (2004) that the first reasons why children misbehave are to get attention. This finding corroborates the finding of Hameed-ur-Rehman and Sadruddin (2012) that 74% of their respondents believed that children are attention-seekers and that, if proper time and attention are not provided to children, they may react inappropriately. Lack of practical demonstration or showing of love and parental favoritism can be considered forms of parental neglect. The love of children should be practically always demonstrated and shown by parents for their children to feel that they are worthy. Parental favoritism is also a form of parental neglect because it may result in mistreatment of the siblings of the favorite child. According to Barber (2001), children are sensitive that when their parents ignore their feelings and thoughts when children don't receive praise for good and positive things or doings, and mistreated because of parental favoritism, they start thinking they are unworthy, and they are discouraged that they misbehave to get the attention of their parents, so parental love needs to be shown and demonstrated practically. McManus (1995) supports the finding according to him, pupils who suffer from parental neglect may find teachers a safe target for the hate they feel for their family which is why they act disruptively and inappropriately.

Third in rank is a difficult home situation which obtained a weighted mean of 3.34 with a descriptive equivalent of sometimes. It implies that difficult home situation is also recognized by the teachers as a reason why pupils frequently misbehave. The things that happen at home affect the behavior of the children inside the classroom. It should also be given attention to lessen the occurrence of misbehaviors among the pupils. Open should be conducted to address this issue. The respondents agree with it that what the situation pupils see, experience, and observed at home affects the behavior of the pupils, they either imitate what they see and observed or elicit inappropriate behavior caused by their unpleasant experiences. This finding can be attributed to the effects of difficult home situations at home to the pupils. Difficult home situations troubled the pupils and affect the behavior of the pupils. Children experiencing difficult home situations at home have divided attention when he or she is inside the classroom. Even though they are inside the classroom they are troubled by the situations they are dealing with at home and oftentimes misbehave when they burst out the emotions that they felt inside. Children also who are exposed to violence oftentimes apply what they experienced to other children especially does who are more vulnerable than them. As cited by Desrosiers (2006), in some cases children have trouble concentrating and performing in school because more of their attention is focused on the things going on at home including abuse, neglect, malnutrition, death, and family crisis like parents' separation or divorce, have been known to negatively affect a child's ability to learn and perform academically. Foster et al. (2009) also added that exposure to violence in the family produces stress for children and repeated exposure to violence increases the risk of aggression which these parenting problems in turn can contribute to a child's behavioral problems. This finding is supported by Harmer (2001) as he pointed out that indiscipline and problematic behaviors are sometimes traced back to a difficult home situation.

The results show that the top three reasons for the pupils' misbehaviors recognized by the teachers are parental, family, or home-related issues and situations. It implies that no matter how high the amount of effort the teachers exert and no matter how good they are at managing pupils' misbehaviors, they cannot manage it effectively because the reasons causing the misbehaviors are beyond their jurisdiction and control.

From extremely low ranks, loss of respect of the pupils to the teacher that obtained a weighted mean of 2.24 ranked last, the teacher is unable to establish a good relationship with their pupils on the way they fulfill their leadership role with a weighted mean of 2.36 ranked second from the last, and teachers coming to class unprepared or gives boring lessons with a weighted mean of 2.41 ranked third from last with similar descriptive equivalents of seldom. This implies that these reasons rarely cause pupils’ misbehaviors as recognized by the teachers. According to Respondent 4, teachers are doing their best in preparing interactive and interesting lessons daily, always prepared for the lesson, and always establish a good relationship with their pupils, but she admitted that teachers seldom fail to sustain it due to important reasons. These findings can be attributed to the fact that almost all teachers are responsible for performing their duties. Almost all teachers are exhibiting good character they are respectable to their pupils, almost all teachers can establish good relationships with their pupils on the way they fulfill their leadership role, and almost all teachers are coming to class prepared for the lesson or gives exciting lessons. Because of these, teachers are rarely the reasons why pupils misbehave. The findings agree with the statements of Harmer (1991) that losing the respect of the pupils the teacher is the first step to causing problems of misbehavior, and when teachers come to class unprepared or give boring lessons pupils are more likely to misbehave; and the premise of Morse and Wingo as cited by Marciniak (2015) that some teachers who are unable to establish a good relationship with their pupils on the way they fulfill their leadership role encourage pupils to be disruptive.

The result shows that some pupils' misbehaviors are also caused by the teachers, but it seldom happens. It implies that teachers also must see to it that they would not reason for their pupils to misbehave by always being prepared for the lesson, always providing interesting lessons, always establishing good relationships with their pupils and establishing good leadership and being a role model at by showing positive behavior and being always fair. Teachers should be responsible, enthusiastic, and honorable.

Effectiveness of the Teachers’ Responses in Managing Pupils’ Misbehaviors

Table 3 shows the effectiveness of the teachers' responses in managing pupils' misbehaviors. As gleaned from the table, the result of the study reveals that the responses employed by teachers in managing pupils’ misbehaviors are effective with an overall mean of 3.69 and a descriptive equivalent of highly effective. The findings revealed that all responses employed by teachers in managing pupils’ misbehaviors are very much helpful in correcting pupils' disruptive and unacceptable behaviors. The result was further enlightened by the statement of Salandanan (2007) in her book entitled *The Teaching Profession* where she mentioned that 21st-century teachers are knowledgeable and properly trained to handle difficult pupils’ misbehaviors.

Table 3. Effectiveness of the teachers’ responses in managing pupils’ misbehaviors

EFFECTIVENESS OF THE TEACHERS’ RESPONSES	MEAN	D. E.	RANK
1. Ignoring misbehavior	2.72	ME	14
2. Nonverbal responses	3.51	HE	10
3. Natural and logical consequences	3.47	ME	12

4. Conflict resolution and problem-solving	3.59	HE	9
5. Verbal responses	3.83	HE	5
6. Moving or standing close in proximity to the Pupil	3.98	HE	4
7. Giving punishment	3.08	ME	13
8. Contingency contracting	3.48	ME	11
9. Encourage parents' involvement in the classroom and develop a partnership with them in promoting good behavior	4.21	HE	3
10. Moving around the classroom	4.23	HE	2
11. Behavior modification techniques	4.26	HE	1
12. Response cost	3.81	HE	7
13. Time-out	3.63	HE	8
14. Seek advice or support	3.82	HE	6
Overall	3.69	HE	

Statistical Limit	Descriptive Equivalent (DE)
1.00-1.49	Not Effective (NE)
1.50-2.49	Least Effective (LE)
2.50-3.49	Moderately Effective (ME)
3.50-4.49	Highly Effective (HE)
4.50-5.00	Very Highly Effective (VHE)

The table shows from extremely high ranks, behavior modification techniques that obtained a weighted mean of 4.26 with a descriptive equivalent of highly effective ranked first. It implies that the respondents recognized that this response is effective in managing four – five pupils' misbehaviors encountered by the teachers. It is highly effective because this response allows the teacher to analyze the child's behavior carefully in identifying the factors that reinforce undesirable behavior and to formulate strategies that will change these factors in a desirable direction (Nunan and Lunmb, 1996). The teachers should learn about this response and employ it. This finding can be attributed to the reasons that behavior modification techniques are frequently used by teachers and it is proven to be effective. Of course in choosing a response to managing pupils' misbehavior teachers would probably choose to employ a response that is proven to be effective and if it is proven to be effective it would be frequently employed. Behavior Modification technique is also familiar to the teachers nowadays as it was not before to the old teachers in the service.

Based on the study of Celino (2008), it was revealed that the behavior modification approach is very much used by secondary teachers in Baguio City. According to Kennerly (2002) as cited by Agudo (2012) in his research the behavior modification technique was proven effective in the classroom setup. The finding of this study also negates her finding that behavior modification classroom management is not much exercised and that teachers are not that knowledgeable about the process of it. Aplatén (1999) also disproves that teachers do not emphasize the use of behavior modification because this approach

requires lengthy procedures to be followed and requires teachers to spend time studying the personal history of the students or searching for the reasons for a particular problem.

Second in rank is moving around the classroom which obtained a weighted mean of 4.23 with a descriptive equivalent similar to rank 1 which is highly effective. It also implies that the respondents recognized that this response is effective in managing four – five pupils' misbehaviors encountered by the teachers. It is effective because the teacher can monitor the activities done by the pupils and misbehaving pupils are warned to stop their misbehaviors. It is also enough to discontinue minor misbehaviors without interrupting the lesson (Kaplan, 1990). This finding can be attributed to the activity-based teaching strategy that is recommended to the teachers to apply as it is the appropriate approach for 21st-century learners. In an activity-based learning approach, the teachers act as facilitators. The pupils are given a series of activities and teachers just facilitate learning through the activities that the pupils do. In this case, teachers need to roam around which is also an effective strategy in managing pupils' misbehaviors. The finding agrees with the recommended responses of Kaplan (1990) to discontinue misbehaviors without interrupting the lesson moving around the classroom may appear enough, and Savage and Savage (2010) as they stressed that when misbehavior is minor, the best response is those that are low profile and noncoercive such as moving around the classroom.

Third in rank is the encouragement of parents' involvement in the classroom and the development of a partnership with them in promoting good behavior which obtained a weighted mean of 4.21 with descriptive equivalents similar to rank 1 and rank 2 which is highly effective. It implies that the respondents also recognized that this response is effective in managing four – five pupils' misbehaviors encountered by the teachers. It is effective because parents get involved in solving the disciplinary problems of the pupils. It also addresses misbehaviors that are triggered by parental or home situation reasons. This finding can be attributed to the great importance of parents' involvement in modifying their children's misbehaviors in school. In schools, teachers usually asked the help of the parents when it comes to their pupils' misbehaviors. They conduct conferences with the parents of the misbehaving pupils to come up with agreements and interventions to solve the problems regarding the misbehaviors elicited by the children. It is important to inform the parents about the misbehaviors of their children for them to be involved in the stoppage or reformation of the children's bad attitudes or inappropriate behaviors. Based on the conclusions of Madino (2005), parents' involvement in school affairs plays a great role in their education and Chomawin (2012), the involvement of parents in school activities is vital and important which is also true in modifying pupils' misbehaviors. Modifying pupils' misbehaviors is a shared responsibility of the teachers and the parents. This finding corroborates the conclusion of Agudo (2012), that parent involvement has been effective in preventing disciplinary problems from escalating.

From the extremely low ranks, ignoring misbehaviors obtained a weighted mean of 2.72 with a descriptive equivalent of moderately effective ranked last. It implies that the respondents recognized that this response is effective in managing two – three pupils' misbehaviors encountered by the teachers. It is effective in managing some of the pupils' misbehaviors encountered by the teachers daily. This can be attributed to the reason that ignoring pupils' misbehavior is not effective most of the time because it only reinforces other misbehaviors, and it would not stop hostile misbehaviors. Ignoring is only applicable in managing pupils' misbehaviors that are only motivated by attention-seeking and it does not apply to other misbehaviors that are motivated by other reasons. Pupils' misbehaviors should be stopped at once at an early stage while it is still controllable. Pupils might also interpret that their misbehaviors are

acceptable and appropriate. Barbetta et al. (2005) emphasized that ignoring is only be applied when misbehavior is motivated by attention-seeking, not with behaviors that are disruptive or violent. This finding is supported by Slavin (1997) that ignoring misbehavior is ineffective as it reinforced or encourages others to misbehave if the misbehavior of someone is ignored, it will worsen and attract more pupils to misbehave; Ornstein (1992) emphasized that if misbehavior is ignored and not stopped at once at an early stage, it will eventually become uncontrollable and more students will become disruptive; and Kuhlenschmidt and Layne (1999) stated that when teachers ignore unacceptable behavior, students might interpret that the silence of the teacher means agreement with the misbehavior. It implies that even though ignoring misbehavior is moderately effective in managing pupils' misbehaviors based on the result of this study, teachers are advised to occasionally employ this response because it is only appropriate to the misbehaviors motivated by attention seeking.

Ranked second from last is giving punishment which obtained a weighted mean of 3.08 with a similar descriptive equivalent of moderately effective with the response that ranked last. This implies that the respondents recognized that giving punishment is effective in managing two – three pupils' misbehaviors encountered by the teachers. Giving punishment is not recommended due to the negative effect on the children. The government also strengthened the policy regarding child protection which includes the prohibition of the use of corporal punishment that penalizes offenders. Corporal punishments that are used by teachers before in disciplining learners that inflict pain are not applicable nowadays. This could be the reason why giving punishment ranked at extremely low ranks. The teachers avoid employing punishment as a response to pupils' misbehaviors. This finding is supported by Allen (2010) as he explained that “aggression begets aggression”, and harsh and punitive discipline methods contribute to the occurrence of defiant behavior. This implies the same with ignoring misbehavior, although the finding shows that giving punishment is moderately effective in managing pupils' misbehaviors, teachers are also discouraged to employ it due to the negative effect on the children and it will only temporarily stop the misbehavior, but it will trigger the reoccurrence of same misbehavior or occurrence of other misbehaviors.

Ranked third from the last are natural and logical consequences with a weighted mean of 3.47 with the same descriptive equivalent of moderately effective with the responses that ranked last and second from the last. This implies that the respondents recognized that this response is effective in managing two – three pupils' misbehaviors encountered by the teachers. Natural and logical consequences are losing or suspending privileges as a result of misbehavior done by a pupil with a slightly similar outcome with the effect of giving punishment. This finding can be attributed to the reason that natural and logical consequences are also given punishment in nature as it is an alternative to permissive and physical punishment. It is giving punishment by using other means of serving it like withdrawing pupils' privileges that they might suffer or feel discomforts as a consequence of their misbehavior for them to realize that they will experience such unpleasant experiences as a result of their misbehaviors. Logical consequences nowadays might also be considered as abuse because of the higher standard of the government and the other concerned agencies who oversee the observance of a child's welfare on the bases and grounds of classifying an act as abusive to a child. Agudo (2012) cited that natural consequences are alternatives to permissive and physical punishment. This finding negates the result of the study of Tactac (2015) that she concluded that logical consequence is a very influential model that teachers employ in managing pupils' misbehaviors. This implies that although natural and logical consequences are moderately effective based on the finding, they still ranked third from the last,

teachers should be careful employing them in managing pupils’ misbehaviors as it is an alternative to permissive and physical punishment where it is still giving punishment in nature by serving disciplinary action by other means. Teachers are encouraged to employ effective responses in managing pupils’ misbehaviors that are appropriate to specific types of misbehavior. Teachers should be able to select the most effective and appropriate response to certain misbehavior. It would be best if teachers are familiar with all of the responses employed in managing pupils' misbehaviors. The teachers should be familiar in the sense that they are well informed about each response. They know the processes of how to employ each response and know when each response is appropriate to employ in managing pupils' misbehavior. As Sprick et al. (2002) concluded that teachers who can draw on a range of responses when dealing with common classroom misbehaviors are more likely to keep those pupils in the classroom, resulting in fewer disruptions to instruction, enhanced teacher authority, and better outcomes for struggling students.

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils’ Misbehaviors When Compared According to Sex, Civil Status, Educational Attainment, Length of Service and Number of Trainings Attended Related to Managing Pupils’ Misbehaviors

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils’ Misbehaviors when Compared According to Sex

Table 4 shows the difference in the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehaviors when compared according to sex. The study revealed that the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehaviors when compared according to sex have no significant difference. It was revealed by the majority of the responses obtained p-values that are higher than 0.05. This implies that the extent of effectiveness of the responses is not affected by the sex of the respondents. According to Respondent 1, the finding may be attributed to the curriculum followed by education students. Since male and female education graduates followed the same curriculum, they took the same subjects and lessons, particularly on the strategies for handling pupils’ misbehavior.

Table 4. Difference in the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehaviors when compared according to sex

TEACHERS’ RESPONSES TO PUPILS’ MISBEHAVIORS	SEX/MEAN		T-VALUE	P-VALUE
	MALE	FEMALE		
1. Ignoring misbehavior	2.62	2.75	0.407	0.687 ^{ns}
2. Nonverbal responses (facial expression, eye contact, gestures)	3.21	3.61	1.933	0.56 ^{ns}
3. Natural and logical consequences	3.43	3.49	0.236	0.814 ^{ns}
4. Conflict resolution and problem-solving	3.50	3.62	0.498	0.620 ^{ns}
5. Verbal responses (use pupil's name in a lesson, ask the pupil to	3.86	3.82	0.198	0.844 ^{ns}

do something to change his/her focus, quietly and unemotionally give a command, remind the pupil about the rule that is being broken)				
6. Moving or standing close in proximity to the pupil	3.83	4.03	0.947	0.346 ^{ns}
7. Giving punishment	2.88	3.15	1.070	0.287 ^{ns}
8. Contingency contracting (contract signed by both teacher and pupils which specifies the exact behavior desired and the consequences for performing or not performing the behavior)	3.54	3.46	0.404	0.687 ^{ns}
9. Encourage parents' involvement in the classroom and develop a partnership with them in promoting good behavior	4.00	4.28	1.434	0.155 ^{ns}
10. Moving around the classroom	3.88	4.35	2.621	0.010*
11. Behavior modification techniques (reinforce, recognize, or award good behavior and ignore or despise bad behavior)	3.96	4.36	2.184	0.031*
12. Response cost (misbehavior results in losing earned privileges and rewards)	3.79	3.81	0.092	0.927 ^{ns}
13. Time-out (providing a physical space between a pupil to the rest of the class)	3.38	3.71	1.492	0.139 ^{ns}
14. Seek advice or support (consults colleagues or talk to the principal)	3.79	3.83	0.164	0.870 ^{ns}

* - significant ns – not significant

Thus, both male and female teachers are well knowledgeable about the proper response in handling pupils' misbehavior. Asubonteng (2015) said that all teacher education institutions offer a common specialized curriculum meant for those who are qualified and committed to becoming teachers.

Moreover, standard activities and trainings are crafted for both male and female pre-service teachers under the auspices of teachers who had the same training as educators and perhaps undergone generic training. In addition, the qualities required for would-be teachers are similar as indicated in the Code of Ethics for Teachers. Regardless of sex, teachers adhere to follow rules, philosophies, and principles of a model teacher. It agrees with the statement of the author of a teaching profession book that says, "teachers regardless of sex should exemplify a virtuous and value-laden life" (Salandanan,

2007). Thus, sex is not a factor that affects the extent of effectiveness of the responses employed in managing pupils' misbehavior. This finding corroborates with the result of the study of Asubonteng (2015) that there is no significant difference in the extent of effectiveness of classroom management strategies used by the teachers in Ghana, Kwashieman Public Elementary Schools according to gender, her finding shows that males and females find the effectiveness of the classroom management strategies relatively the same in terms of effectiveness; Barrozo (2010) that gender is not significant to the level of effectiveness of classroom management strategies and Techniques employed by the public elementary school teachers in District IV in Cabanatuan City; and Oddoc (2004) that there is no significant difference on the level of effectiveness of the discipline approaches as to gender in the elementary schools in Baguio City.

It is also important to note the responses that indicate significant differences in this study because it might give priceless insights. These are the responses that indicate p-values that are lower than 0.05. These are responses 10 - moving around the classroom with a p-value of 0.010 and 11 - behavior modification techniques with a p-value of 0.031. These responses also show that female teachers obtained a higher weighted mean compared to the weighted means obtained by male teachers. In moving around the classroom female teachers obtained a weighted mean of 4.35 which is higher than the 3.88 weighted mean obtained by the male teachers. It is also similar to the behavior modification technique where in female teachers obtained a weighted mean of 4.36 which is also higher than the 3.96 weighted mean obtained by the male teachers. It implies that female teachers perceived a higher extent of effectiveness of these responses than male teachers. This is undebatable when it comes to the level of patience of the female teachers in dealing with misbehaving pupils. Females are known to be nurturing, sensitive and emotional; on the contrary, males are known to be assertive and aggressive. It is supported by the statement of the Association of Supervision and Curriculum Development (ASDC) as cited by Barozzo (2010) that in an age of equality of the sexes, gender plays an important role in the learning environment and corroborates with the findings of the study of Celino (2008) that there is a significant difference on the extent of use of the discipline approaches as to gender which is also similar to the extent of effectiveness of the discipline approaches.

The responses that show significant differences reveal that female teachers recognize a higher extent of effectiveness of these responses than male teachers. This can be attributed to the differences in the personality and character of males and females. Males are more assertive than females and in contrast, females are more empathetic than males. Females are also better at taking care of children than males. When it comes to managing pupils' misbehaviors male teachers easily get angry and usually yell at the misbehaving pupil or group of pupils to stop them. On the contrary, female teachers show patience in stopping misbehaving pupils or groups of pupils with their soft voices. Masculinity is defined as being independent, assertive, and aggressive (Eagly and Steffen, 1984; Eagly, 1987) while femininity is defined as being nurturing, sensitive, and emotional (Slavkin and Stright, 2000; Bem, 1981). Women are also better at taking care of children than men (Craig, 2006). Based on the implications of the findings of the studies of Kisim (2014) male teachers are more assertive than female teachers and Pohl et al. (2005) women tend to show more empathy than men and men tend to be more assertive than women. Maybe moving around the classroom and behavior modification techniques are nonassertive responses in managing pupils' misbehaviors in the perception of the male teachers. It implies that male teachers need to lessen their assertiveness to recognize the similar extent of effectiveness of these responses with their female counterparts. Male teachers may try to roam around while teaching, may read books or surf

through the internet about the processes in employing behavior modification techniques, and may learn to be empathetic and nurturing just like what their female counterparts exhibit in managing pupils' misbehaviors. They may ponder upon this quotation, "You can't teach children to behave better by making them feel worse. When Children feel better, they behave better."

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils' Misbehaviors When Compared According to Civil Status

Table 5 shows the difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehavior when compared according to civil status. The study revealed that almost all p-values of responses employed by the teachers in managing pupils' misbehaviors are higher than 0.05. Since almost all responses obtained p-values that are higher than 0.05 which indicates no significant difference, therefore, the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors has no significant difference when compared to civil status in general. It implies that civil status is not a factor in the extent of effectiveness of the responses. Single or married teachers perceived a relatively similar level in the extent of effectiveness of the responses. This finding can be attributed to the mandate to all teachers to always be at their best in the performance of their duties, to the uniformity of curriculum and trainings provided by the educational institutions to education students, and to the reason that professional trainings and seminars related to managing pupils' misbehaviors were being attended by both single and married teachers. According to Respondent 3 regardless of their civil status, teachers are mandated to always be at their best in all dimensions or facets of the teaching profession. She added that it is a mandate that teachers regardless of their civil status will manifest exemplary performance in teaching, in managing pupils' behaviors and at the same time should "walk the talk" to set a good example eventually emulated by pupils. The result can also be interpreted that civil status is not a factor in perceiving a commendable higher extent of effectiveness of the responses employed in managing pupils' misbehaviors. Through an interview, a clear explanation was given by Respondent 4 regarding this. According to him, similar to male or female teachers, single or married teachers also took the same course and followed the same curriculum, and perhaps underwent the same activities in school, particularly in managing pupils' misbehaviors. Furthermore, he added that professional trainings and seminars were being attended by both single and married teachers specifically in classroom management where managing pupils' misbehaviors are discussed. He concluded that whether single or married teachers can be at their best in managing pupils' misbehaviors by giving their unsurpassed service to their pupils. This finding corroborates the finding of the study of Asubonteng (2015) that there is no significant difference in the extent of effectiveness of classroom management strategies used by the teachers in Ghana, Kwashieman Public Elementary Schools according to civil status and negates the conclusion of the study of Barozzo (2010) that the level of effectiveness of the classroom management strategies and techniques is significant according to civil status.

Table 5. Difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to civil status

TEACHERS' RESPONSES TO PUPILS' MISBEHAVIOR	CIVIL STATUS/MEAN		T-VALUE	P-VALUE
	SINGLE	MARRIED		
1. Ignoring misbehavior	2.68	2.73	0.188	0.851 ^{ns}
2. Nonverbal responses (facial expression, eye contact, gestures)	3.59	3.49	0.476	0.636 ^{ns}
3. Natural and logical consequences	3.55	3.45	0.433	0.666 ^{ns}
4. Conflict resolution and problem-solving	3.61	3.58	0.109	0.913 ^{ns}
5. Verbal responses (use pupil's name in a lesson, ask the pupil to do something to change his/her focus, quietly and unemotionally give a command, remind the pupil about the rule that is being broken)	3.76	3.85	0.356	0.732 ^{ns}
6. Moving or standing close in proximity to the pupil	3.91	4.00	0.428	0.669 ^{ns}
7. Giving punishment	2.68	3.20	1.976	0.051 ^{ns}
8. Contingency contracting (contract signed by both teacher and pupils which specifies the exact behavior desired and the consequences for performing or not performing the behavior)	3.27	3.54	1.271	0.207 ^{ns}
9. Encourage parents' involvement in the classroom and develop a partnership with them in promoting good behavior	4.09	4.25	0.763	0.447 ^{ns}
10. Moving around the classroom	4.00	4.27	0.937	0.351 ^{ns}
11. Behavior modification techniques (reinforce, recognize, or award good	4.09	4.31	1.137	0.259 ^{ns}

behavior and ignore or despise bad behavior)				
12. Response cost (misbehavior results in losing earned privileges and rewards)	3.76	3.82	0.253	0.801 ^{ns}
13. Time-out (providing a physical space between a pupil to the rest of the class)	3.73	3.59	0.571	0.570 ^{ns}
14. Seek advice or support (consults colleagues or talk to the principal)	3.32	3.97	2.291	0.030*

* - significant ns – not significant

Noticeably, the table above shows that only response 14 – Seek advice or support indicates a significant difference in the extent of effectiveness of the responses in managing pupils’ misbehavior when compared according to sex. It has a p-value of 0.030 which is lower than 0.05. It also shows that married teachers recognize a higher extent of effectiveness of this response than single teachers. Married teachers obtained a weighted mean of 3.97 which is higher than the weighted mean of 3.32 that was obtained by the single teachers. This can be attributed to several factors. One reason might be attributed to the openness of married teachers in communicating. Married teachers are more open in communicating what they feel and what they are experiencing in their classes, especially about the pupils' misbehaviors that they are encountering than single teachers. Another factor that can be attributed to the finding is hands-on experience; married teacher handles misbehaviors in their own family like disciplining their children at home thus they are better at disciplining their pupils in the classroom. This is supported by the Theory of Progressivism by John Dewey which is concerned with hands-on/experiential learning/learning by doing that the law of exercise applies. Managing pupils’ misbehaviors in the classroom by married teachers is just an extension of their disciplining practice at home. It also corroborates with the findings of the study of Islahi and Nasreen (2013) that who found that the influence of marital status on teachers' effectiveness was significantly different between married and unmarried teachers, and the conclusion of Barozzo (2010) that the level of effectiveness of classroom management strategies and techniques is significant according to civil status. It implies that single teachers need to be communicative and should be open in communicating their experiences regarding the pupils’ misbehaviors that they are encountering. They should also be open to seeking advice or support from their colleagues and their principal. It is recommended that single teachers should also learn how to be open in communicating the pupils' misbehaviors that they are encountering in their classes and not be conventional about this matter to their co-teachers and their principal. They may improve the art of communicating with their misbehaving pupils and the art of communicating with their misbehaving pupils. The saying goes "Problems are to be solved not to be told" does not apply to problems encountered regarding pupils’ misbehaviors especially if the teachers can’t solve the problem alone. Seeking advice or support is a good option.

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils’ Misbehaviors When Compared According to Educational Attainment

Table 6 shows the difference in the extent of effectiveness of the responses employed by teachers in managing pupils’ misbehavior when compared according to educational attainment. It shows that most of the extent of effectiveness of the responses employed by teachers in managing pupils’ misbehaviors when compared according to educational attainment has no significant difference. It is because most of the responses obtained p-values that are higher than 0.05. This means that educational attainment is not a factor in the extent of effectiveness of the responses. This implies that whatever level of education attained by the teachers, they recognized a relatively similar level of extent of effectiveness of these responses. According to Respondent 4 in an interview, educational attainment does not directly affect the of extent the effectiveness of responses in managing pupils’ misbehavior. She explained that even though some teachers finished their master’s or doctorate degrees if they do not know how to deal with their misbehaving pupils that they lack the skills, interest, or initiative in managing pupils’ misbehaviors, they would not be able to employ the responses effectively. The effectiveness of the teachers in managing pupils’ misbehaviors is parallel to their perceptions of the extent of effectiveness of the responses employed in managing pupils' misbehaviors. She added that the initiative, passion, and dedication of the teachers are the factors that affect the extent of effectiveness of the responses in managing pupils’ misbehaviors. This finding corroborates with the findings of Oddoc (2004) that there is no significant difference in the level of

Table 6. Difference in the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehaviors when compared according to educational attainment

TEACHERS’ RESPONSES TO PUPILS’ MISBEHAVIOR	EDUCATIONAL ATTAINMENT/MEAN			F-VALUE	P-VALUE
	BAC C.	MASTER’S	DOC.		
1. Ignoring misbehavior	2.71	2.66	3.67	1.187	0.310 ^{ns}
2. Nonverbal responses (facial expression, eye contact, gestures)	3.50	3.46	4.33	1.320	0.272 ^{ns}
3. Natural and logical consequences	3.44	3.48	4.00	0.553	0.577 ^{ns}
4. Conflict resolution and problem-solving	3.62	3.49	4.33	1.162	0.318 ^{ns}
5. Verbal responses (use pupil's name in a lesson, ask the pupil to do something to change his/her focus, quietly and unemotionally give a command, remind the pupil about the rule that is being broken)	3.84	3.80	4.00	0.047	0.954 ^{ns}
6. Moving or standing close in proximity to the pupil	3.83	4.15	4.33	1.832	0.166 ^{ns}
7. Giving punishment	3.15	2.98	3.33	0.375	0.689 ^{ns}

8. Contingency contracting (contract signed by both teacher and pupils which specifies the exact behavior desired and the consequences for performing or not performing the behavior)	3.46	3.44	4.33	1.515	0.225 ^{ns}
9. Encourage parents' involvement in the classroom and develop a partnership with them in promoting good behavior	4.00	4.45	4.67	3.967	0.022*
10. Moving around the classroom	4.10	4.37	4.67	1.854	0.162 ^{ns}
11. Behavior modification techniques (reinforce, recognize, or award good behavior and ignore or despise bad behavior)	4.10	4.41	5.00	3.310	0.041*
12. Response cost (misbehavior results in losing earned privileges and rewards)	3.71	3.88	4.33	0.875	0.420 ^{ns}
13. Time-out (providing a physical space between a pupil to the rest of the class)	3.54	3.73	3.67	0.468	0.628 ^{ns}
14. Seek advice or support (consults colleagues or talk to the principal)	3.75	3.82	5.00	2.228	0.114 ^{ns}

* - significant ns – not significant

effectiveness of the discipline approaches regarding educational attainment, respondents consider all disciplinary approaches to have the same level of effectiveness regardless of educational qualifications and Calngan (2008) that teachers do not differ significantly in the classroom management practices when contrasted according to their educational attainment which is also the same on the extent of effectiveness of the classroom management practices. This finding is also supported by the finding of Agudo (2012) that classroom discipline management practices do not depend on the educational attainment of the teachers and the statement of Bravo (2005) as cited by Padcayan (2014) stating that the educational attainment of the teachers does not guarantee effective teaching and effective behavioral management.

To give emphasis, the responses that obtained p-values that are lower than 0.05, are responses that have a significant difference in the extent of effectiveness. These are responses 9 - encourages parents' involvement in the classroom and develops a partnership with them in promoting good behavior

which obtained a p-value of 0.022 and 11 - behavior modification techniques that obtained a p-value of 0.041. The results show that teachers with doctorate degrees perceived a higher extent of effectiveness of these responses than teachers with master's degrees, and teachers with master's degrees perceived a higher extent of effectiveness of these responses than baccalaureate degrees. It implies that the higher the educational attainment of the teachers, the higher the extent of effectiveness of these responses in managing pupils' misbehaviors is perceived. This finding can be attributed to the professional development and educational advancement that the teachers gained in every step of graduate studies that they completed. It corroborates with the findings of Domerez (2005) as cited by Javonillo (2006) that teachers who have earned higher degrees such as master's or doctorate perform better than those with baccalaureate degrees because they have undergone advanced academic training and Asubonteng (2015) that there is a significant difference on the extent of effectiveness of classroom management strategies used by the teachers for discipline in Ghana, Kwashieman Public Elementary Schools according to Educational attainment. It also agrees with the conclusion of Barozzo (2010) that there is a significant difference in the level of effectiveness of classroom management strategies and techniques according to educational attainment. In these responses that indicate significant differences, an increase in the weighted mean in each level of educational attainment is noticed consistently. It means that the recognized extent of effectiveness of these responses in managing pupils' misbehaviors increases as the teachers attain a higher level of education. The finding implies that teachers need to undergo continuing professional development and educational advancement through graduate studies for them to be able to increase the perceived extent of effectiveness of these responses employed in managing pupils' misbehaviors.

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils' Misbehaviors When Compared According to the Length of Service

Table 7 shows the difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to the length of service. It shows that majority the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to length of service has no significant difference as indicated by the p-values obtained by most of the responses that are higher than 0.05. It implies that length of service does not affect the extent of effectiveness of these responses. Teachers who are new in the service and teachers who are in the service for a long time recognized a quite similar extent of effectiveness of the responses. The weighted mean of the teachers with 5 years and above teaching experience is higher than the weighted mean of the teachers with 6 years and above teaching experience or vice versa but the gaps are insignificant statistically. According to Respondent 5 in a short interview, length of service may affect the improvement of the mode of teaching of a teacher but does not have a direct effect on the teacher's effectiveness in employing the responses in managing pupils' misbehaviors because all teachers even those who are new in the service

Table 7. Difference in the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehaviors when compared according to length of service

TEACHERS’ RESPONSES IN TO PUPILS’ MISBEHAVIORS	LENGTH OF SERVICE/MEAN		T-VALUE	P-VALUE
	5 & below	6 & above		
1. Ignoring misbehavior	2.75	2.44	0.792	0.430 ^{ns}
2. Nonverbal responses (facial expression, eye contact, gestures)	3.54	3.22	1.010	0.315 ^{ns}
3. Natural and logical consequences	3.55	2.78	2.532	0.013*
4. Conflict resolution and problem-solving	3.67	2.89	2.368	0.020*
5. Verbal responses (use pupil's name in a lesson, ask the pupil to do something to change his/her focus, quietly and unemotionally give a command, remind the pupil about the rule that is being broken)	3.85	3.67	0.527	0.600 ^{ns}
6. Moving or standing close in proximity to the pupil	3.99	3.89	0.325	0.746 ^{ns}
7. Giving punishment	3.14	2.56	1.520	0.132 ^{ns}
8. Contingency contracting (contract signed by both teacher and pupils which specifies the exact behavior desired and the consequences for performing or not performing the behavior)	3.49	3.33	0.526	0.600 ^{ns}
9. Encourage parents’ involvement in the classroom and develop a partnership with them in promoting good behavior	4.19	4.44	0.881	0.381 ^{ns}
10. Moving around the classroom	4.22	4.33	0.415	0.679 ^{ns}
11. Behavior modification techniques (reinforce, recognize, or award good behavior and ignore or despise bad behavior)	4.28	4.11	0.588	0.588 ^{ns}
12. Response cost (misbehavior results in losing earned	3.83	3.56	0.867	0.388 ^{ns}

privileges and rewards)				
13. Time-out (providing a physical space between a pupil to the rest of the class)	3.68	3.11	1.714	0.090 ^{ns}
14. Seek advice or support (consults colleagues or talk to the principal)	3.84	3.67	0.480	0.632 ^{ns}

* - significant ns – not significant

undergone practice teaching where teachers gain the skills in employing the responses in managing pupils' misbehaviors that is why it doesn't mean that those who are new in the service may employ the responses in managing pupils' misbehaviors less effective than those who have longer teaching experiences. Respondent 4 also agreed with Respondent 5 that she reiterated that initiative, passion, and dedication of the teachers are the factors that affect the effectiveness responses that they employ in managing pupils' misbehavior. The finding of this study corroborates with the findings of Asubonteng (2015) that the extent of effectiveness of classroom management strategies has no significant difference according to length of service, the extent of effectiveness of the classroom management strategies are at the same level regardless of teachers the length of service, and Calngan (2008) that teachers do not significantly differ in the classroom management practices when contrasted according to length of service which is also the same on the extent of effectiveness of the classroom management practices. It is also supported by the finding of Gibbs and Haddock (1995) that longevity in the classroom does not ensure successful disciplining which requires the employment of the responses in managing pupils' misbehavior.

The responses that obtained p-values that are lower than 0.05 are the responses that indicate a significant difference in the extent of effectiveness. These are responses 3 - natural and logical consequences which obtained a p-value of 0.013 and 4 - conflict resolution and problem solving which obtained a p-value of 0.020. In response 3, teachers with 5 years and below teaching experience obtained a higher weighted mean of 3.55 than teachers with 6 years and above teaching experience who obtained a weighted mean of 2.78. Similar to response 3, response 4 also indicated that teachers with 5 years and below teaching experience obtained also a higher weighted mean of 3.67 than teachers with 6 years and above teaching experience who obtained a weighted mean of 2.89. It shows that teachers who have 5 years and below teaching experience recognize a higher extent of effectiveness of these responses in managing pupils' misbehaviors than the teacher with 6 years and above teaching experience these responses. It implies that the extent of effectiveness of these responses in managing pupils' misbehavior is not parallel to the longer length of service of the teachers. It doesn't mean that teachers with longer teaching experience recognize a higher extent of effectiveness of these responses than the teachers with lesser teaching experience. The extent of effectiveness of these responses does not depend on the longer length of service of the teachers but it might be depending on the level of patience, dedication, and care of the teachers to their pupils that delimits their effectiveness. As indicated in these responses, teachers with lesser years in the service recognize a higher extent of effectiveness of the responses than those who are old in the service. Even though they are still new in the profession they might possess a higher level of patience, dedication, and care in performing their duties and might be employing these responses regularly. This might be the reason why they perceived a higher extent of effectiveness of

these responses. On the other hand, older teachers may find managing pupils' misbehaviors exhausting that they seldom employ these responses which causes them to perceive a lower extent of effectiveness of these responses. Managing pupils' misbehaviors consumes a lot of time and energy. Older teachers in the service are not as energetic and enthusiastic as the new teachers in the service in managing pupils' misbehaviors. It could be due to old age or tired of doing it for a long period that they are already exhausted. The frequency of employing the responses might affect the extent of the effectiveness of the responses. Aplatén (1999) cited that old teachers may have learned the strategies for maintaining discipline inside the classroom, but they found it exhausting. The finding that there is a significant difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to the length of service as revealed by responses 3 and 4 corroborates with the findings of the study of Barozzo (2010) that the number of years in service is highly significant to the level of effectiveness of the classroom management strategies and techniques employed by the elementary school teachers in District IV in Cabanatuan City and negates the finding of Unal and Unal (2012) which reveal that teachers with higher number of years of teaching are found of favoring maximum classroom management control more than less experienced.

Difference in the Extent of Effectiveness of the Responses Employed by the Teachers in Managing Pupils' Misbehaviors When Compared According to the Number of Trainings Attended Related to Managing Pupils' Misbehaviors

Table 8 shows the difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to the number of trainings attended related to managing pupils' misbehaviors. It shows that the extent of effectiveness of all the responses employed by the teachers in managing pupils' misbehavior as compared according to the number of trainings attended related to managing pupils' misbehavior has no significant difference. It implies the extent of effectiveness of the responses in managing pupils' misbehaviors is not affected by that the number of trainings attended related to managing pupils' misbehaviors. Teachers with few seminars attended and teachers with a lot of seminars attended have the same judgment on the extent of effectiveness of the responses. All p-values obtained by responses are higher than 0.05. Response 12 - The response cost which obtained the lowest p-value of 0.214 is far higher than 0.05 and how much more than the other responses that obtained higher p-values, especially response 5 - Verbal responses that obtained the highest p-value of 0.930. Teachers with 3 and below trainings attended have higher weighted means than the teachers with 4 and above trainings or vice versa but the gaps are insignificant statistically. Response 5 also indicates the lowest gap of no gap at all between the weighted means of teachers with 3 and below trainings attended and teachers with 4 and above trainings attended that they both obtained an equal-weighted means of 3.83. Responses 4 and 14 indicate the highest gap of 0.37 only between the weighted means of teachers with 3 and below trainings attended and teachers with 4 and above trainings attended. This finding can be attributed to negligence in applying the skills learned after attending training. Teachers may have attended a lot of trainings related to managing pupils' misbehaviors, but the knowledge or skills learned from it was not applied or put into practice. Even though teachers attended a lot of trainings about the responses in managing pupils' misbehaviors, but the knowledge or skills learned were not applied, the effectiveness of the teacher in managing pupils' misbehaviors won't be enhanced and relative to it he/she won't recognize a higher extent of

effectiveness of these responses. On the other hand, if a teacher attended a lesser number of trainings related to the responses in managing pupils’ misbehaviors but applied the knowledge or skills learned regularly, the effectiveness of the teacher in managing pupils’ misbehaviors will be enhanced and relative to it he/she would recognize a higher extent of effectiveness of the responses. According to Respondent 5 in an interview, "Attending trainings without applying what you have learned is similar to not attending at all. It's better not to attend training rather than to attend without applying what you have learned. It won't improve your skill in managing pupils' misbehaviors without constant application of what you have learned, and you would not realize how effective the strategies you have learned." If the skills learned after training are not applied or put into practice, they are not reinforced. If they are not reinforced, they are forgotten.

Table 8. Difference in the extent of effectiveness of the responses employed by the teachers in managing pupils’ misbehavior when compared according to the number of trainings attended related to managing pupils’ misbehaviors

TEACHERS’ RESPONSES TO PUPILS’ MISBEHAVIOR	NUMBER OF TRAININGS/MEAN		T-VALUE	P-VALUE
	3 & below	4 & above		
1. Ignoring misbehavior	2.70	2.83	0.380	0.705 ^{ns}
2. Nonverbal responses (facial expression, eye contact, gestures)	3.49	3.67	0.640	0.524 ^{ns}
3. Natural and logical consequences	3.44	3.67	0.804	0.424 ^{ns}
4. Conflict resolution and problem-solving	3.54	3.91	1.185	0.239 ^{ns}
5. Verbal responses (use pupil's name in a lesson, ask the pupil to do something to change his/her focus, quietly and unemotionally give a command, remind the pupil about the rule that is being broken)	3.83	3.83	0.021	0.984 ^{ns}
6. Moving or standing close in proximity to the pupil	3.98	4.00	0.088	0.930 ^{ns}
7. Giving punishment	3.12	2.83	0.839	0.404 ^{ns}
8. Contingency contracting (contract signed by both teacher and pupils which specifies the exact behavior desired and the consequences for performing or not performing the behavior)	3.46	3.58	0.441	0.660 ^{ns}
9. Encourage parents’ involvement in the classroom and develop a	4.20	4.25	0.174	0.862 ^{ns}

partnership with them in promoting good behavior				
10. Moving around the classroom	4.24	4.17	0.292	0.771 ^{ns}
11. Behavior modification techniques (reinforce, recognize, or award good behavior and ignore or despise bad behavior)	4.25	4.33	0.337	0.737 ^{ns}
12. Response cost (misbehavior results in losing earned privileges and rewards)	3.85	3.50	1.251	0.214 ^{ns}
13. Time-out (providing a physical space between a pupil to the rest of the class)	3.67	3.33	1.134	0.260 ^{ns}
14. Seek advice or support (consults colleagues or talk to the principal)	3.87	3.50	1.180	0.241 ^{ns}

* - significant ns – not significant

Trainings attended are not effective if the participants’ skills and capabilities aren’t enhanced, and the participants wouldn’t be able to realize how effective the knowledge and skills that they have learned are because of “Neglecting What Happens after Training”, when employees don’t use the skills they’ve learned after training, knowledge decay sets in very quickly. New skills must be practiced and applied. Without a strategy for reinforcing new skills after the training ends, 90% of what the trainers have taught could be lost (Panopto, 2019). This could also be attributed to the reason that only a portion of being an effective manager of pupils' misbehavior is influenced by number of trainings attended related to managing pupils’ misbehaviors. An effective manager of pupils’ misbehaviors would probably recognize a higher extent of effectiveness of the responses employed in managing pupils’ misbehaviors. Being an effective pupils’ misbehaviors manager is achieved not only by attending a lot of trainings or seminars but by some other contributory factors. According to Zhang (2008), trainings represent a portion of the ability to manage the classroom efficiently and to promote student achievement. Respondent 1 agreed in an interview that initiative, passion, and dedication of the teachers are the factors that affect the effectiveness responses that they employ in managing pupils’ misbehavior and not by educational attainment, length of service, and number of trainings attended related to managing pupils’ misbehaviors. This result contradicts the findings of Agudo (2012) that classroom discipline depends on the teachers’ quality of trainings related to classroom discipline and management, and the statement of Lin and Gomell (1998) that the ability of a teacher to effectively manage a classroom depends on the teacher’s mode of training.

This result of the study implies that attending trainings and seminars alone does not affect the capability of the teachers in enhancing their effectiveness in managing pupils' misbehaviors which is parallel to increasing the extent of effectiveness of responses employed in managing pupils’ misbehaviors. Other contributory factors affect the enhancement of their effectiveness in managing pupils’ misbehaviors and the increase of the extent of effectiveness of responses employed by the teachers in managing pupils’ misbehaviors such as dedication to their profession, level of care to their

learners, and their willingness to exert effort in managing pupils' misbehaviors. Attending trainings without applying the skills learned is also worthless. Skills learned should be put into practice.

Summary

The following are the salient findings of the study.

1. The respondents sometimes encountered the pupils' misbehaviors.
2. The frequency of the reasons in causing pupils' misbehaviors is sometimes.
3. The teachers' responses in managing pupils' misbehaviors are all effective.
4. There is no significant difference in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors when compared according to sex, civil status, educational attainment, length of service, and number of trainings attended related to managing pupils' misbehaviors.

Conclusions and Recommendations

Conclusions:

Based on the salient findings of the study, the following conclusions were drawn.

1. The pupils' misbehaviors are repeatedly manifested daily.
2. All reasons frequently cause pupils' misbehaviors.
3. All responses address the misbehaviors of the pupils.
4. Sex, civil status, educational attainment, length of service, and number of trainings attended related to managing pupils' misbehaviors is not a factor in the extent of effectiveness of the responses employed by the teachers in managing pupils' misbehaviors.

Recommendations:

With the conclusions, the following are the recommendations:

1. Principals and teachers may revisit or review pupils' manuals.
2. Teachers and parents may strengthen their relationship through open communication, one on one meetings, conferencing, and counseling regarding misbehaviors of the pupils.
3. Teachers may immediately address the pupils' misbehaviors and may sustain employing the responses in managing pupils' misbehaviors.
4. Teacher Education Institutions may continue to offer curricula or subjects that highlight strategies for managing pupils' misbehaviors and may sustain the existing programs and activities for teacher education students.
5. Teachers may enhance their skills in managing pupils' misbehaviors through conducting action research.
6. Administrators may plan, implement, and evaluate trainings to sustain the effectiveness of the responses employed by the teachers in managing pupils' misbehaviors.
7. Similar study may be recommended but the pupils would be the respondents and more research on pupils' misbehavior is encouraged.

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