

TEACHERS' MANAGEMENT PRACTICES AND LEARNERS' CLASSROOM MISBEHAVIOR

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ABSTRACT

This study examined the relationship between teachers' management practices and learners' classroom misbehavior at Bangcud National High School, District VII, Division of Malaybalay City during the School Year 2025–2026. Specifically, it determined the level of teachers' management practices, the level of classroom misbehavior in terms of bullying, cheating, and cutting classes, and whether a significant relationship exists between the two variables. The study employed a descriptive–correlational research design. Total enumeration sampling was used, involving one hundred teacher-respondents. Data were gathered through a structured survey questionnaire was adapted. The instrument utilized a five-point Likert scale to measure responses. Mean and standard deviation were used to determine the level of teachers' management practices and classroom misbehavior, while the Pearson Product–Moment Correlation Coefficient was employed to test the significant relationship between the variables.

Findings reveal that teachers' management practices consistently demonstrate very high levels across discipline strategies, communication, and handling disruptive behaviors. Classroom misbehaviors occur at varying frequencies, with bullying manifesting very often while cheating and cutting classes generally occur sometimes though specific instances like unauthorized absences appear very often. Statistical analysis indicates a weak but significant positive correlation between these practices and misbehavior: as teachers strengthen discipline and communication, misbehavior reports tend to increase slightly in a statistically reliable pattern unlikely due to chance. This counterintuitive result suggests effective management enhances detection and reporting of disruptions rather than causing them. The study concludes that effective classroom management remains a vital factor in addressing learner misbehavior in secondary school settings.

Keyword: *Teachers' Management Practices, Discipline Strategies, Effective Communication, and Systematic Handling of Disruptive Behaviors, Classroom Misbehavior, Bullying, Cheating, and Cutting Classes*

1. INTRODUCTION

Teaching is widely regarded as one of the most meaningful and socially significant professions. Beyond delivering academic content, teachers shape learners' character, values, and behavior. However, the profession also presents significant challenges, particularly in managing classroom misbehavior. Maintaining discipline while fostering a supportive and engaging learning environment requires patience, consistency, and well-developed classroom management skills. In today's dynamic educational landscape, teachers must address diverse student behaviors influenced by social, technological, familial, and psychological factors.

Classroom misbehavior remains one of the most persistent concerns in secondary education. Rapid modernization, increased exposure to digital technology, evolving family structures, and societal changes have contributed to behavioral challenges inside the classroom. When misbehavior becomes frequent or disruptive, it interferes with instruction, reduces valuable learning time, affects peer relationships, and increases teacher stress. If not addressed effectively, it may negatively impact academic performance and classroom climate.

This study aims to determine the level of teachers' management practices and the extent of classroom misbehavior at Bangcud National High

School, District VII, Division of Malaybalay City. Furthermore, it seeks to examine whether a significant relationship exists between these variables. The findings of this study may contribute to improved classroom management approaches and support the development of evidence-based interventions that promote a positive and productive learning environment.

Theoretical Framework

This study is anchored on the theoretical perspectives of Dreikurs (1964), Richardson (2015), and Canter et al (1992), which emphasize that student misbehavior is goal-directed and influenced by adult responses. Dreikurs' Goal-

Centered Theory proposes that learners misbehave to fulfill underlying needs such as attention, power, belonging, or revenge. Richardson (2015) further explains that unmet emotional and social needs often trigger disruptive behaviors in school settings. These theories suggest that understanding the purpose behind misbehavior enables teachers to respond appropriately.

The diagram shows the presumed relationship between the two variables, indicating that teachers' management practices are examined in relation to the level of classroom misbehavior among learners.

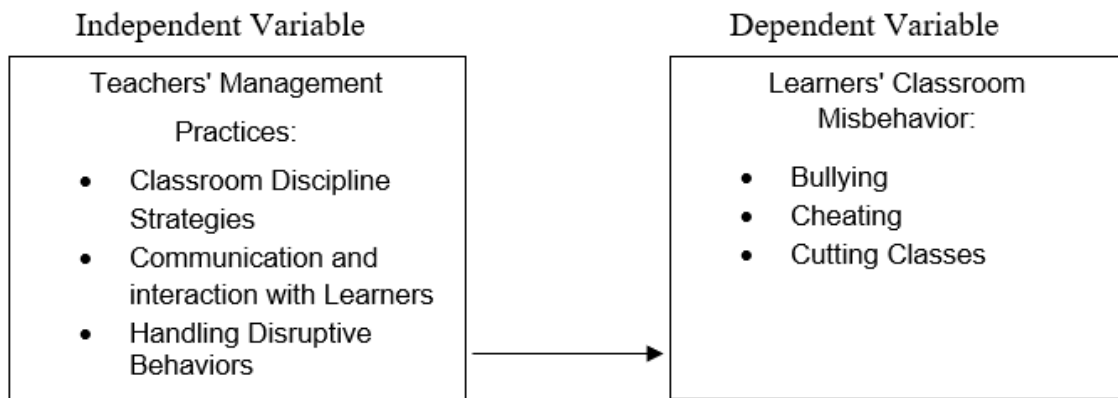


Figure 1: The Schematic Diagram showing the Relatedness of Variables of the Study

Scope

This study examined the relationship between teachers' classroom management practices and learners' classroom misbehaviors at Bangcud National High School (District VII, Division of Malaybalay City) during the School Year 2025–2026. The primary respondents were one hundred (100) teachers. The study focused on determining the level of teachers' management practices and the extent of learners' misbehaviors specifically bullying, cheating, and cutting classes. Data were gathered through a structured survey questionnaire and analyzed using appropriate statistical tools to determine the significant relationship between the variables. The study was delimited to teacher-respondents from one public secondary school and did not include students, parents, or administrators as participants. Therefore, the findings are confined to the context

of Bangcud National High School for the specified school year and may not be generalized to other schools or settings.

2. REVIEW OF THE LITERATURE

This study is grounded in Dreikurs' (1964) Goal-Centered Theory, Richardson's (2015) emotional needs framework, and Canter and Canter's (1992) Assertive Discipline model, which collectively address the motivations behind learners' classroom misbehavior and the role of effective teacher responses in secondary education settings.

According to Dreikurs, misbehavior is goal-directed, driven by unmet needs for attention, power, revenge, or inadequacy, while Richardson emphasizes how emotional and social deficits trigger disruptions like bullying, cheating, and cutting classes; Canter and Canter advocate clear rules, consistent consequences, and positive reinforcement to establish order without coercion. Effective management fulfills these needs constructively by fostering security through

structured routines, belonging via respectful interactions, and empowerment through fair discipline, as supported by Emmer et al. (2003, 2017) who highlight proactive monitoring ("with-it-ness") and Jones and Jones (2019) on predictable environments that reduce off-task behaviors.

In the Philippine context, the Department of Education's (DepEd) Philippine Professional Standards for Teachers (PPST) and Results-Based Performance Management System (RPMS) underscore teacher accountability for learner-centered practices, aligning with national goals for disciplined, engaging classrooms. Local studies like Dela Cruz (2023) affirm that clear discipline strategies and routines correlate with reduced misbehavior and improved outcomes in public high schools, while Nyamateet et al. (2024) and Nanyele et al. (2018) from similar regional contexts show structured approaches outperform punitive ones in secondary settings. Culturally, Filipino educators blend authoritative and empathetic styles, reflecting "Bayanihan" values of cooperation, as noted by López (2018) and Gonzales (2019), who emphasize group activities and local relevance to boost engagement at schools like Bangcud National High School.

Classroom discipline strategies, a core dimension of management practices, minimize disruptions through established rules and monitoring, per Kounin (1970) and Karasova et al. (2023). Communication and interaction build trust, with Pianta (1999) and Hamre and Pianta (2001) linking positive relationships to lower aggression and defiance, while handling disruptive behavior via systematic consequences prevents escalation, as in Walker, Colvin, and Ramsey (1995). Physical and routine elements, such as seating and transitions, further support focus, echoing Llanes and Mico (2023) on organized layouts enhancing participation. Overall, the literature reveals a significant positive correlation between high-level teacher practices and moderated misbehavior levels (e.g., bullying "very often," cheating/cutting classes "sometimes"), as this study's findings confirm via Pearson correlation at Bangcud National High School (SY 2025-2026). Thus, applying these theories provides a framework for evidence-based interventions aligned with PPST and DepEd priorities to optimize classroom dynamics and learner behavior.

3. RESEARCH METHODOLOGY

This study utilized the descriptive-correlational method. A descriptive-correlational research design provides a detailed account of phenomena and identifies potential relationships between variables without manipulation, as aligned with standard quantitative approaches in educational research (Emmer et al., 2015; Evertson & Weinstein, 2006).

The study was conducted at Bangcud National High School, District VII, Division of Malaybalay City, Bukidnon, under the jurisdiction of the Department of Education, during School Year 2025-2026. This public secondary school was selected as the research locale due to its accessible teacher population, typical representation of Philippine high school challenges like overcrowding and diverse learner behaviors, and relevance to the study's focus on management practices and misbehavior in a real-world DepEd setting.

The study's respondents were 100 teachers from Bangcud National High School. Total enumeration sampling was used, including the entire population of teachers relevant to the study. This approach was chosen due to the manageable population size and the need to capture comprehensive insights from all faculty, ensuring findings accurately reflect the school's management dynamics and minimizing sampling bias.

To gather the needed data, the researcher employed a single structured survey questionnaire adapted from established instruments, including Emmer and Sabornie (2015), Evertson and Weinstein (2006), Marzano (2003), Walker, Colvin, and Ramsey (1995), Pianta (1999), Hamre and Pianta (2001), Olweus (1993), McCabe, Trevino, and Butterfield (2001), Anderman and Murdock (2007), Henry (2007), and Gottfried (2009).

A five-point Likert scale was used to measure responses. For management practices and misbehavior levels, it ranged from 1 (Never) to 5 (Always), with descriptive interpretations such as "Very High," "High," "Moderate," "Low," and "Very Low" based on mean scores, while Pearson Product-Moment Correlation Coefficient tested the relationship between variables. The data gathering process began with securing approvals via letters to the Schools Division Superintendent,

District Supervisor, and School Principal, followed by respondent consent. The researcher personally administered the questionnaires, oversaw completion, addressed clarifications, and ensured ethical handling. Completed forms were checked, encoded, tallied, and analyzed statistically to determine levels (means and standard deviations) and significance (correlation coefficient)

4. FINDINGS

The study utilized these statistical methods to thoroughly examine the gathered quantitative data from surveys and other instruments.

No.	Statements	Mean	SD	Interpretation
1	I establish clear classroom rules and expectations at the beginning of the school year.	4.82	0.39	Always
2	I consistently enforce classroom rules and policies.	4.78	0.42	Always
3	I apply appropriate and proportional consequences when learners misbehave.	4.62	0.49	Always
4	I use positive reinforcement to encourage appropriate behavior.	4.56	0.5	Always
5	I address disruptive behavior promptly and calmly.	4.52	0.69	Always
	Weighted Mean	4.66	0.5	Always

Table 2 presents the level of teachers' management practices in terms of classroom discipline strategies. The results show an overall weighted mean of 4.66 with a standard deviation of 0.50, where teachers always apply these strategies. This indicates that teachers

Table 2 presents the detailed data on the level of teachers' management practices, including mean scores, standard deviations, and verbal interpretations for each practice category, providing a clear baseline for subsequent analyses and correlations.

Table 2

Level of Teachers' Management Practices in terms of Classroom Discipline Strategies

consistently implement effective classroom management strategies in their respective classes.

Table 3

Level of Teachers' Management Practices in terms of Communication and Interaction with Learners

Statements	Mean	SD	Interpretation
1 I communicate classroom expectations clearly to my learners.	4.35	0.49	Always
2 I encourage learners to express their ideas and opinions during discussions.	4.34	0.48	Always
3 I listen attentively to learners' concerns and feedback.	4.44	0.5	Always
4 I use respectful and positive language when interacting with learners.	4.08	0.27	Very Often
5 I provide constructive feedback to help learners improve their behavior and performance.	4.76	0.43	Always
Weighted Mean	4.39	0.43	Always

Table 3 presents the level of teachers' management practices specifically in the domain of communication and interaction with learners, revealing an overall weighted mean of 4.39 with a standard deviation of 0.43, that teachers always

implement These practices not only facilitate smoother classroom dynamics but also align with DepEd's learner-centered principles and psychological frameworks like Dreikurs' democratic teaching approach, which emphasize

mutual respect and dialogue to reduce misbehavior.

Level of Teachers' Management Practices in terms of Handling of Disruptive Behavior

Table 4

No.	Statements	Mean	SD	Interpretation
1	I remain calm and composed when addressing disruptive behavior.	4.42	0.5	Always
2	I identify the root causes of learners' disruptive behavior before taking action.	4.71	0.46	Always
3	I address disruptive behavior immediately to prevent escalation.	4.77	0.42	Always
4	I apply fair and consistent consequences for disruptive behavior.	4.16	0.55	Always
5	I use non-confrontational strategies to redirect misbehavior.	3.39	0.49	Sometimes
Weighted Mean		4.29	0.48	Always

Table 4 presents the level of teachers' management practices in terms of handling disruptive behavior. The findings reveal an overall weighted mean of 4.29 with a standard deviation of 0.48, where teachers always apply these practices. Based on the given scale, this indicates that strategies for handling disruptive behavior are consistently applied in nearly all classroom

situations. The relatively low standard deviation suggests general agreement among the respondents regarding the consistent implementation of these practices.

Table 5

Level of Classroom Misbehavior of Learners in terms of Bullying

No.	Statements	Mean	SD	Interpretation
1	Learner's tease or make fun of classmates in a hurtful manner.	3.25	0.44	Sometimes
2	Learners threaten or intimidate other learners.	3.96	0.2	Very Often
3	Learners engage in physical aggression such as pushing or hitting.	3.76	0.43	Very Often
4	Learners intentionally exclude classmates from activities.	3.16	0.37	Sometimes
5	Learner's use insulting or offensive language toward peers.	3.25	0.44	Sometimes
Weighted Mean		3.48	0.38	Very Often

Table 5 presents the level of learners' classroom misbehavior in terms of bullying. The results reveal an overall weighted mean of 3.48 with a standard deviation of 0.38, where learners very often exhibit such behavior. Based on the given scale, this indicates that bullying-related behaviors are frequently observed in the classroom. The relatively low standard deviation

suggests consistency in the respondents' observations regarding the occurrence of these behaviors.

Table 6

Level of Classroom Misbehavior of Learners in terms of Cheating

No.	Statements	Mean	SD	Interpretation
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1	Learners copy answers during quizzes or examinations.	3.68	.47	Very Often
2	Learners use unauthorized materials during tests.	1.69	.72	Never
3	Learners share answers during assessments.	3.8	.40	Very Often
4	Learners submit work that is not originally their own.	2.86	.51	Sometimes
5	Learners attempt to gain an unfair academic advantage.	2.39	.63	Sometimes
Weighted Mean		2.88	.55	Sometimes

Table 6 presents the level of classroom misbehavior of learners in terms of cheating. The results reveal an overall weighted mean of 2.88 with a standard deviation of 0.55, where learners sometimes exhibit such behavior. Based on the given scale, this indicates that cheating behaviors are occasionally observed in the classroom. The moderate standard deviation suggests some

variability in the respondents' observations regarding the occurrence of these behaviors.

Table 7

Level of Classroom Misbehavior of Learners in terms of Cutting Classes

No.	Statements	Mean	SD	Interpretation
1	Learners are absent without valid reasons.	4.11	0.74	Very Often
2	Learners leave the classroom without permission.	4.16	0.96	Very Often
3	Learners intentionally skip specific subjects.	3.21	0.64	Sometimes
4	Learners frequently arrive late to class.	3.78	0.83	Very Often
5	Learners fail to return promptly after being allowed to leave.	3.1	0.7	Sometimes
Weighted Mean		3.67	0.77	Sometimes

Table 7 presents the level of classroom misbehavior of learners in terms of cutting classes. The results show an overall weighted mean of 3.67 with a standard deviation of 0.77, where learners sometimes cut classes overall. Although some indicators occur very often, teachers sometimes observe learners cutting classes overall. Based on the given scale, this suggests that class-cutting behaviors are occasionally observed in general, though certain specific forms occur more frequently. The relatively higher standard

deviation indicates greater variability in responses compared to other forms of misbehavior, implying differences in observation or occurrence across classrooms.

Table 8

Significant Relationship Between Teachers' Management Practices and Classroom Misbehavior of Learners

Variables	r-value	Sig. (2-tailed)	Interpretation
Teachers' Management Practices and Classroom Misbehavior of Learners	-.212	.035	Significant Relationship

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

Table 8 presents the significant relationship between teachers' management practices and classroom misbehavior of learners. The computed Pearson r value of $-.212$ indicates a negative correlation between the two variables. The obtained significance value of $.035$ is less than the 0.05 level of significance; thus, the null hypothesis stating that there is no significant relationship between teachers' management practices and classroom misbehavior of learners is rejected.

5. CONCLUSION AND RECOMMENDATIONS

The level of teachers' management practices at Bangcud National High School is very high. Teachers consistently implement classroom discipline strategies, apply appropriate consequences, reinforce positive behavior, and manage disruptive behaviors effectively. This indicates that classroom management practices are systematically and regularly observed in classroom settings.

The study concludes that there is a statistically significant negative relationship between teachers' classroom management practices and learners' classroom misbehavior at Bangcud National High School, where effective management practices significantly reduce misbehavior occurrences. Although the correlation magnitude is weak, this negative relationship confirms that structured strategies clear rules, consistent enforcement, positive reinforcement, and strong interpersonal communication play a meaningful role in promoting good classroom behavior and minimizing disruptions, even in challenging large-class (40-50 students), diverse provincial settings during School Year 2025–2026.

Therefore, teachers should maintain consistently high management practices across all domains, applying them regularly; they should preserve these strengths while addressing minor gaps such as improving non-confrontational redirection methods sometimes employed for disruptions and implement peer observation sessions among faculty to exchange exemplary approaches in discipline, communication, and behavior management for ongoing excellence.

Although teachers' management practices show only a modest yet statistically significant positive correlation with classroom misbehavior, school

administrators should develop flexible intervention initiatives to pinpoint behavioral root causes and strengthen existing robust strategies through ongoing professional training programs, while subsequent researchers could explore underlying causal pathways and incorporate perspectives from students, parents, and other stakeholders to gain deeper insights into this limited relationship.

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