Effective Strategies in Dealing with Learners' Disruptive Behaviors

Agnes Hugo Dolosa

School of Graduate Studies, St. Louise de Marillac College of Sorsogon, Inc.,
Sorsogon City, Philippines

Abstract: In a normal daily teaching-learning scenario, schoolchildren manifest varied forms of behaviors. Some behaviors are facilitative in achieving the learning goals, while disruptive behaviors are inevitable. Thus, this study looked into the disruptive behaviors manifested by intermediate pupils or those belonging to the Key Stage 2 learners in the classroom, the classroom management strategies employed by teachers to reduce disruptive behavior, the level of effectiveness of the classroom management strategies, and the issues of teachers in dealing with the learners' disruptive behaviors. This descriptive survey research collected data through a questionnaire from the teacher-respondents and treated the generated data using the quantitative approach. It was found that the topmost disruptive behaviors manifested by the Key Stage 2 learners in the classroom were the creation of unproductive noise, lack of active listening, bullying of their classmates, interrupting lessons, lack of focus, and roaming around. Meanwhile, classroom management strategies commonly employed by the teachers were immediately calling the learners' attention, setting the classroom norms, assigning them as duty bearers, employing inverted persuasion, using peer support, integrating technology in lessons, and involving parents or guardians. All these strategies were found effective by the teachers. Despite the strategies employed by the teachers to manage the learners' disruptive behaviors, they were still confronted with issues such as the limited time of parents to cooperate in addressing the learners' misbehavior, the uncomfortable impact of the misconduct on the majority of learners, limited support on activities towards behavior modification, and teachers found the process of mitigating disruptive behaviors as physically and emotionally draining on their part. These findings propelled the researcher to propose a set of positive reinforcement activities to manage learners' behavior.

Keywords: *Behavior Modification, Inverted Persuasion, Key Stage 2 Learners, Learners' Disruptive Behavior, Positive Discipline*

I. INTRODUCTION

Education is a fundamental human right that provides individuals with the knowledge, skills, and character necessary to succeed. However, not all students learn or behave in the same way. There are disruptive behaviors among learners both inside and outside the classroom, including disruptiveness, uncooperativeness, and disobedience (Jacob & Aloka, 2023). These behaviors, such as talking out of turn and inattentiveness, significantly hinder the educational experience for both teachers and students. Various factors contribute to these behaviors, including increased academic pressure and exposure to media. Thus, creating a supportive and positive classroom environment is important to mitigate these issues and enhance overall academic performance (Martinez & Wighting, 2023).

Diverse behavioral challenges in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons, and conflict with both learning objectives and the processes of learning (Parsonson, 2015). Additionally, the issue of disruptive behavior in the classroom continues to be a persistent challenge across generations, placing a considerable strain on teachers (Abeygunawardena & Vithanapathirana, 2019). There are several causes of disruptive behaviors in classrooms, including students' home environments, such as broken families and poor interaction with parents, as well as the influence of social media and unsupervised use of mobile phones and TV. The classroom and school environment, particularly teacher-centered learning, and social connections with friends both inside and outside of school, also contribute to these behaviors (Iqbal & Zahoor, 2024).

It is important to remember that children bring to school various concerns, distresses, reactions, and patterns of behavior established, permitted, and supported outside of the classroom itself. These issues can significantly impact their well-being and academic performance (Gleason et al., 2016). Teachers often struggle to address individual students' behavior problems that do not respond to

preventative measures. The effectiveness of a behavioral intervention depends on identifying the specific conditions that trigger and reinforce the problematic behavior. This requires analyzing the behavior's antecedents and consequences through careful observation of the situations in which the behavior is likely to occur or not occur (Martinez & Wighting, 2023).

Disruptive behaviors in the classroom can take many forms, including verbal disruptions, physical aggression, and non-compliance with classroom rules. These behaviors not only affect the individual student's learning but also disrupt the learning environment for other students. Research has shown that disruptive behaviors are associated with lower academic achievement, increased dropout rates, and negative long-term outcomes (Parsonson, 2015). Therefore, addressing these behaviors is critical for promoting a positive and productive learning environment.

One of the key factors contributing to disruptive behaviors is the home environment. Children from broken families or those who experience poor interaction with their parents are more likely to exhibit disruptive behaviors in school (Iqbal & Zahoor, 2024). Additionally, the influence of social media and unsupervised use of mobile phones and television can contribute to these behaviors. Exposure to violent or inappropriate content can lead to increased aggression and disruptive behavior in children (Gleason et al., 2016).

The classroom environment also plays a significant role in shaping student behavior. Teacher-centered learning, where the teacher is the primary source of knowledge and students are passive recipients, can contribute to disengagement and disruptive behaviors (Martinez & Wighting, 2023). In contrast, a supportive and positive classroom environment that encourages active participation and collaboration can help mitigate these behaviors. Strategies such as positive reinforcement, clear expectations, and consistent consequences can be effective in managing disruptive behaviors (Parsonson, 2015).

Furthermore, social connections with peers both inside and outside of school can influence student behavior. Positive peer relationships can promote prosocial behavior and reduce the likelihood of disruptive behaviors (Nguyen et al., 2016). On the other hand, negative peer influences can contribute to increased aggression and disruptive behavior. Therefore, fostering a positive social environment within the classroom is essential for promoting positive behavior and reducing disruptions.

In addition to addressing the external factors contributing to disruptive behaviors, it is important to consider the individual needs and characteristics of each student. Children with learning disabilities, attention deficit hyperactivity disorder (ADHD), or other behavioral disorders may require specialized interventions to address their unique needs (Mkonto, 2015). Tailoring interventions to the individual student can help ensure that they are effective in reducing disruptive behaviors and promoting positive outcomes.

Effective classroom management strategies are essential for addressing disruptive behaviors and creating a positive learning environment. Research has identified several evidence-based strategies that can be effective in managing disruptive behaviors. These include proactive strategies, such as establishing clear rules and expectations, providing positive reinforcement for appropriate behavior, and using non-verbal signals to redirect behavior (Parsonson, 2015). Reactive strategies, such as implementing time-outs and providing consequences for inappropriate behavior, can also be effective when used consistently and fairly (Martinez & Wighting, 2023).

In recent years, there has been a growing recognition of the importance of social-emotional learning (SEL) in addressing disruptive behaviors in the classroom. SEL programs aim to teach students essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Weissberg, 2016). Research has shown that SEL programs can significantly reduce disruptive behaviors and improve academic outcomes by fostering a positive school climate and enhancing students' emotional and social competencies (Taylor et al., 2017). Implementing SEL programs in schools can be an effective strategy for creating a supportive and inclusive learning environment that addressed the root causes of disruptive behaviors.

Moreover, teacher training and professional development play a crucial role in equipping educators with the skills and knowledge needed to manage disruptive behaviors effectively. Studies have shown that teachers who receive training in classroom management techniques and behavior intervention strategies are better able to create a positive classroom environment and reduce disruptive behaviors (Oliver, Wehby & Reschly, 2015). Professional development programs that focus on evidence-based practices, such as positive behavior interventions and supports (PBIS), can help teachers implement consistent and effective behavior management strategies (Simonsen et al., 2016). By investing in teacher training and professional development, schools can enhance their capacity to address disruptive behaviors and promote positive student outcomes.

Additionally, involving parents and caregivers in addressing disruptive behaviors is essential for creating a holistic approach to behavior management. Parental involvement in education has been linked to improved student behavior, higher academic achievement, and better social skills (Epstein, 2016). Schools can engage parents through regular communication, parent-teacher conferences, and workshops that provide strategies for supporting positive behavior at home. Collaborative efforts between schools and families can help reinforce positive behavior expectations and create a consistent support system for students (Sheridan et al., 2017). By fostering strong partnerships with parents and caregivers, schools can create

a comprehensive approach to addressing disruptive behaviors and promoting a positive learning environment.

In conclusion, disruptive behaviors in the classroom are a significant challenge for educators and can have a negative impact on the learning environment and student outcomes. Addressing these behaviors requires a comprehensive approach that considers the various factors contributing to disruptive behaviors, including the home environment, classroom environment, and individual student needs. By implementing evidence-based strategies and creating a supportive and positive classroom environment, educators can effectively manage disruptive behaviors and promote positive outcomes for all students.

These disruptive behaviors negatively impact adolescents' achievement and development (Sayal, Washbrook & Propper, 2015). It is crucial to identify their underlying causes to recommend appropriate preventive or proactive measures. As educators, it is essential to recognize that each student is unique, with their own strengths, weaknesses, and learning styles (Mkonto, 2015).

Furthermore, this study to explored and analyzed various effective strategies that educators are utilizing in dealing with students with disruptive behaviors. By understanding these strategies, educators can create a supportive and inclusive learning environment that allows all students to thrive, regardless of their behavioral challenges.

II. OBJECTIVES

This study determined the effective strategies in dealing with disruptive behaviors. Specifically, it addressed the following key areas: the common classroom disruptive behaviors manifested by the key stage 2 learners, the classroom management strategies employed by the teachers to handle disruptive behaviors, the level of effectiveness of the strategies employed by the teachers in dealing with disruptive behavior, the issues and concerns in dealing with learners having disruptive behaviors, and what positive reinforcement activities could be proposed to manage learners' disruptive behavior.

III. METHODOLOGY

This study utilized a mixed-methods research design, which combined both quantitative and qualitative research designs. The respondents of this study were selected Key Stage 2 learners from Irosin Central School for the School Year 2024-2025. These respondents included Grades 4 to 6 learners who exhibited disruptive behaviors. Additionally, the study involved 25 intermediate teachers who handled subjects in Grades 4 to 6. These teachers are permanent teachers responsible for teaching the specified grades. By including both learners and teachers, the study aimed to gain comprehensive insights into the disruptive behaviors and the strategies employed to manage them.

The study employed a purposive sampling technique to select participants. To analyze the quantitative data, the researcher used tools like frequency count, ranking, and percentage. These tools helped summarized the data and understood its main features. Frequency count showed how often each value appears, ranking helps to see the order of values, and percentages made it easier to compare different categories.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Tabular presentation and textual analysis, and interpretation were also used.

A. Disruptive Behaviors Manifested by the Key Stage 2 Learners in the Classroom

The presence of learners' deviant behavior in the classroom is a normal or a natural occurrence. Learners possess a certain innate tendency to manifest disruptive behavior as part of their growth and developmental stage. Likewise, doing such sometimes is a form of learners' coping mechanism. In some instances, these learners exhibit disruptive behavior due to a lack of engagement with the lessons or subject matter.

Table 1. lists some disruptive behaviors of the learners as observed by the teacher respondents. Revealed in the table that the two most evident disruptive behaviors displayed by the learners in the classroom are creating unproductive noise and the lack of active listening. These disruptive behaviors had a frequency of 23 and ranked 1.5 on the list. Having such topmost disruptive behaviors is associated with the developmental stage of intermediate learners who have been characterized as naturally inclined to explore their social identities, which usually results in unproductive noise, loud chatting, and inattentiveness.

Table 1. Classroom Disruptive Behaviors Manifested by the Key Stage 2 Learners

Disruptive Behaviors	Frequency	Rank
Creating unproductive noise	23	1.5
Not listening	23	1.5
Bullying classmates	20	4
Interrupting lesson	20	4
Lack of focus	20	4
Disrupting class	19	6
Roaming around	16	7
Excessive fidgeting or tapping	14	8.5
Seeking constant attention or validation from peers or teachers	14	8.5
Refusing to cooperate	13	10
Refusing to work with peers	11	11
Displaying a lack of respect for classroom materials or property	9	12

Bullying classmates, interrupting lessons, and lack of focus acquired 20 as their frequency and ranked 4. Having them in this rank imply that these belong to the disruptive

behaviors oftentimes observed by the teachers in the classroom. These key stage 2 learners are in the stage of life where they are starting to form their identities and understand social dynamics. They tend to be assertive in this stage which usually resorted to the manifestation of bullying behaviors.

In addition, these intermediate learners have been fond of interrupting classes. Noting their qualities as individuals who are on the period of starting to develop a sense of self within the social dynamics of the classroom, they usually interrupt classes or lessons as a technique for seeking attention.

Lack of focus has been a common disruptive behavior among intermediate learners which has been associated with several reasons. The poor physical condition of the classroom and the ineffective instructional process can be the possible reasons why these learners tend to be inattentive.

Disrupting class, with 19 occurrences, ranked 6th, followed by roaming around and ranked 7 with 16 instances.

Other disruptions include, excessive fidgeting or tapping and seeking constant attention or validation from peers or teachers, both occurring 14 times and ranked 8.5. The least frequent behaviors are refusing to cooperate which has 13 occurrences, rank 10, refusing to work with peers with 11 occurrences, ranked 11, and showing disrespect for classroom materials or property has 9 occurrences, and ranked 12.

This table highpoints a diversity of disruptive behaviors, with the most frequent ones related to lack of attention and interference, while less frequent behaviors involve non-cooperation and disregard for classroom rules.

In the study of Castillones (2024), she explored various disruptive behaviors in the classroom, including bullying, interrupting lessons, and lack of focus. It highlights how these behaviors are often observed by teachers and discuss the underlying reasons, such as the developmental stage of learners and the classroom environment. In addition, Parsonson (2015), emphasizes the importance of understanding the social dynamics and developmental stages of learners. It provides insights into how behaviors like bullying and lack of focus can be addressed through effective classroom management.

B. Classroom Management Strategies Employed by Teachers to Reduce Disruptive Behavior

The manifestation of disruptive behaviors among learners has been considered part of the growth and development of individuals. In the classroom setting, any form of disruptive behaviors manifested by the learners has to be addressed to sustain a productive and healthy environment, thus certain classroom management strategies have to be employed by the teachers.

Table 2. displays the classroom management strategies employed by teachers to reduce disruptive behaviors. There are 9 strategies elicited from the teacher respondents. Immediately calling the learners' attention when they act out had 22 as the obtained frequency and ranked 1st among the list. This shows that when disruptions happen, calling attention to them immediately reenforces and further results to addressing the deviant behaviors.

Table 2.. *Classroom Management Strategies Employed by Teachers to Handle Disruptive Behavior*

Strategies	Frequency	Rank
Immediately call the learners' attention when they act out	22	1
Setting the classroom norms	20	2.5
Assigning them as duty bearers	20	2.5
Employing"reverse psychology" or inverted persuasion	16	5.5
Using peer support	16	5.5
Integrating technology	16	5.5
Involving parents and guardians	16	5.
Providing individualized support	14	8
Seeking professional support	13	9

The strategies, setting the classroom norms and assigning learners as duty bearers both appeared 20 times, earning them a shared rank of 2.5.

Other strategies with equal frequency of 16 occurrences and ranked 5.5 include employing reverse psychology or inverted persuasion, using peer support, integrating technology, and involving parents and guardians. Providing individualized support has frequency of 14, earning it rank 8, while seeking professional support appeared 13 times and is ranked 9th.

This table highlights a range of strategies that teachers use to manage classroom behavior, with immediate interventions and establishing norms being the most common, while more specialized approaches like seeking professional help were less frequent.

Piage(2024) stated that various strategies for managing classroom behavior, including setting clear rules and expectations, involving students in creating norms, and using peer support and technology to engage learners as well as modeling ideal behavior, and involving parents and guardians in the process.

International Journal of Innovative Science and Research Technology

C. Level of Effectiveness of the Classroom Management Strategies

Table 3. *Level of Effectiveness of Calling Out Students' Names*

Indicators	Mean	Description
Prevents escalation of disruptive behavior	4.04	Effective
Makes unruly learners accountable for theiracti	4.17	Effective
Prompts the learners to adjust behavior accordingly	4.07	Effective
Average	4.09	Effective

Table 3 presents the level of effectiveness of calling out students' names as a classroom management strategy. The indicators show that calling out students' names is generally perceived as an effective approach to managing behavior. The highest mean score, 4.17, is for the indicator, makes unruly learners accountable for their actions, this suggests that it is particularly effective in holding students responsible. Other indicators, such as, prevents escalation of disruptive behavior and prompts learners to adjust behavior accordingly, received mean scores of 4.04 and 4.07, respectively, both of which are categorized as effective.

The overall average mean score for the effectiveness of calling out students' names is 4.09, which further supports its effectiveness as a strategy in managing classroom behavior. This table suggests that calling out students' names plays a key role in maintaining classroom discipline by encouraging accountability and behavioral adjustment.

There are trends in classroom management research, emphasizing the importance of strategies like calling out students' names to manage behavior effectively. It discusses how such strategies can hold students accountable and prevent the escalation of disruptive behaviors (Bozkuş, 2021). Moreover, according to Franklin & Harrington (2019) said that there are various classroom management strategies, including calling out students' names, and their effectiveness in maintaining discipline and encouraging behavioral adjustments.

Table 4. *Level of Effectiveness of Setting the Classroom Norms*

Indicators	Mean	Description
Results of norm awareness and compliance	4.20	Effective
Enables learners to deliberately comply with the norms	4.21	Effective
Promotes a sense of ownership and accountability	4.04	Effective
Average	4.15	Effective

Table 4 illustrates the level of effectiveness of setting classroom norms as a strategy for managing behavior. The indicators reveal that setting clear norms is a highly effective method. The highest mean score, 4.21, is associated with the indicator, enables learners to deliberately

comply with the norms, demonstrating that students are likely to consciously follow the established rules. The indicator, results of norm awareness and compliance received a mean score of 4.20, shows that awareness of the norms leads to better adherence. Additionally, the indicator, promotes a sense of ownership and accountability has a mean score of 4.04 described as effective, further supporting the effectiveness of this approach in fostering responsibility among learners.

The overall average mean score of 4.15 indicates that setting classroom norms is generally considered an effective strategy for improving student behavior. This table highlights the importance of establishing clear norms in the classroom to encourage compliance, accountability, and a sense of responsibility among students.

Evertson, Poole and the IRIS Center (2003) discussed how clear norms can lead to better compliance, accountability, and a sense of responsibility among students. Additionally, Parsonson (2015) reviewed various strategies for managing classroom behavior, including the establishment of clear norms. It emphasizes the importance of clear, simple rules and expectations that are consistently and fairly applied to reduce disruptive behaviors.

Table 5. *Level of Effectiveness of Assigning Learners as Duty Bearers*

Indicators	Mean	Description
Leads learners to adhere to classroom norms	4.20	Effective
Makes learners more responsible	4.27	Effective
Enhances peer responsibility	4.07	Effective
Average	4.18	Effective

The data in Table 5 highlights the effectiveness of assigning learners as duty bearers based on various indicators. The mean scores for each indicator suggest a generally positive impact on learners' behaviors and responsibilities. Indicator, leads learners to adhere to classroom norms, received a mean score of 4.20, which is categorized as effective. This indicates that assigning learners as duty bearers encourages them to follow classroom rules. The second indicator, makes learners more responsible, scored 4.27 and is categorized as effective. This suggests that such assignments significantly enhance learners' sense of responsibility. Enhances peer responsibility, scored 4.07, labeled as effective. This means that the approach helps improve learners' sense of responsibility toward their peers.

The overall average score is 4.18, which considerably falls within the effective category, demonstrating that assigning learners as duty bearers has a positive and meaningful impact on their behavior and responsibility within the classroom setting. Mitchell, Hirn, and Lewis (2017) discussed the importance of assigning roles and responsibilities to students as a strategy for improving classroom management. Their study highlights how such strategies can lead to better adherence to classroom norms and enhance students' sense of responsibility. Ahmed and du

Plessis (2024) also confered various classroom management strategies, including assigning learners as duty bearers, and their impact on student behavior and academic performance.

Table 6. *Level of Effectiveness of Employing Reverse Psychology*

Indicators	Mean	Description
Redirects learners' disruptive tendencies	3.74	Effective
Enhances collaboration among learners	3.87	Effective
Leads among learners to be mindful of their behaviors	3.77	Effective
Average	3.79	Effective

Table 6 evaluates the effectiveness of employing reverse psychology in the classroom, with each indicator showing a positive but somewhat lower level of effectiveness compared to the previous table. The indicator, redirects learners' disruptive tendencies, has a mean score of 3.74, falls under effective. This shows that reverse psychology is somewhat successful in guiding learners away from disruptive behaviors. The indicator, enhances collaboration among learners, has a mean score of 3.87, is labeled effective. This indicates that the technique is fairly successful in fostering cooperation and teamwork among students. The third indicator, leads learners to be mindful of their behaviors, has a mean score of 3.77, which is considered effective. This reflects that reverse psychology helps students become more conscious of how their actions affect others.

The average score of 3.79, which is categorized as effective suggests that while reverse psychology is beneficial in several areas, its overall impact is slightly less pronounced compared to assigning learners as duty bearers, as reflected in the lower average mean score.

Arduini-Van Hoose (2023) explored the effectiveness of reverse psychology as a classroom management strategy. It highlighted how this technique can redirect disruptive behaviors, enhance collaboration, and make students more mindful of their actions. In addition, Parsonson(2015) reviewed various behavioral interventions, including reverse psychology, and their effectiveness in managing classroom behavior. He discussed how reverse psychology can be used to foster cooperation and reduce disruptive tendencies.

Table 7. *Level of Effectiveness of Using Peer Support*

Indicators	Mean	Description
Motivates learners to be more responsible	4.00	Effective
Enables learners to be more respectful	4.23	Effective
Instills confidence among learners	4.13	Effective
Average	4.12	Effective

Table 7 assesses the effectiveness of using peer support in the classroom. The data indicated that peer support has a

positive impact on various aspects of learners' behaviors and attitudes. The indicator motivates learners to be more responsible, has a mean score of 4.00, categorized as effective. This suggests that peer support is somewhat effective in encouraging learners to take on more responsibility. The indicator, enables learners to be more respectful, scored 4.23, which is likewise categorized as effective. This reflects that peer support plays a significant role in fostering respect among students. The indicator, instills confidence among learners, received a mean score of 4.13, which is categorized as effective. This shows that peer support helps boost students' self-confidence.

The average score is 4.12, which falls under effective category. This demonstrates that peer support is a highly effective strategy for improving responsibility, respect, and confidence among learners, with a slightly stronger overall impact compared to reverse psychology as seen in Table 3.4.

White (2018) explored the effectiveness of peer support programs in schools, highlighting how peer support can motivate learners to be more responsible, respectful, and confident. Furthermore, Mitchell Hirn and Lewis (2017) discussed various classroom management strategies, including peer support, and their impact on student behavior and attitudes.

Table 8. *Level of Effectiveness of Integrating Technology*

Indicators	Mean	Description
Motivates learners to engage more in school tasks	4.30	Effective
Captures learners' interest in learning	4.01	Effective
Allows learners to manifest respectful interactions	4.12	Effective
Average	4.14	Effective

Table 8 evaluates the effectiveness of integrating technology in the classroom. The data suggest that using technology positively influences various aspects of student engagement and behavior. The first indicator, which motivates learners to engage more in school tasks, has a mean score of 4.30, categorized as effective. This suggests that technology is highly effective in encouraging students to participate more actively in their schoolwork. The indicator, which captures learners' interest in learning, received a mean score of 4.01, which is categorized as effective. This shows that technology successfully sparks students' interest in the learning process. The indicator, allows learners to manifest respectful interactions, scored 4.12, categorized as effective. This indicates that technology facilitates respectful communication and interaction among learners.

The overall average score is 4.14, which falls under the effective category. This reflects that integrating technology in the classroom is a highly effective strategy for motivating students, capturing their interest, and encouraging respectful interactions, making it a powerful tool for enhancing the learning environment.

In the study of Ghavifekr and Rosdy (2015), they analyzed teachers' perceptions of the effectiveness of integrating technology in the classroom. Their study highlighted how technology can motivate students, capture their interest, and facilitate respectful interactions. In addition, Drexel University School of Education (2020) discussed the various benefits of using technology in education, including increased student engagement, personalized learning experiences, and enhanced collaboration and communication.

Table 9. *Level of Effectiveness of Involving Parents and Guardians*

Indicators	Mean	Description
Prevents escalation of disruptive behavior	4.57	Effective
Makes unruly learners accountable for their actions	4.21	Effective
Prompts the learners to adjust behavior accordingly	4.00	Effective
Average	4.26	Effective

Table 9 assesses the effectiveness of involving parents and guardians in managing learners' behavior. The data demonstrated that involving parents and guardians has a strong positive influence on students' conduct and accountability. Indicator, prevents escalation of disruptive behavior, has the highest mean score of 4.57, categorized as effective. This indicates that involving parents and guardians is highly successful in preventing further disruption in the classroom. Indicator, makes unruly learners accountable for their actions, received a mean score of 4.21, which is categorized effective. This suggests that parental involvement plays a significant role in holding students accountable for their behavior. Indicator, prompts the learners to adjust behavior accordingly, has scored 4.00, categorized effective. This shows that involving parents and guardians encourages learners to modify their behavior in response to guidance.

The overall score for all indicators is 4.26, which is categorized effective. This reflects that involving parents and guardians is a highly effective strategy for preventing disruptive behavior, ensuring accountability, and promoting positive behavior adjustments among learners. It stands out as one of the most effective approaches compared to the others evaluated in the previous tables.

Cheng and Chen (2018) explored the effectiveness of parental involvement in classroom management, highlighting how it can prevent the escalation of disruptive behavior and hold students accountable. Moreover, Đurišić and Bunijevac (2017) analyzed the positive effects of parental involvement on student behavior and accountability, emphasizing its role in preventing disruptive behavior and promoting positive adjustments.

Table 10. *Level of Effectiveness of Providing Individualized Support*

Indicators	Mean	Description
Prevents escalation of disruptive behavior	4.23	Effective
Maintains open communication between home and school	4.17	Effective
Creates supportive network among learners	4.00	Effective
Average	4.13	Effective

Table 10 evaluates the effectiveness of providing individualized support to learners. The data suggest that this approach is effective in fostering positive behavior and communication within the classroom. Indicator, prevents escalation of disruptive behavior, has a mean score of 4.23, categorized as effective. This indicates that individualized support is successful in preventing disruptive behaviors from worsening. Indicator, maintains open communication between home and school, received a mean score of 4.17, is also categorized as effective. This suggests that individualized support helps strengthen the communication between parents and teachers, ensuring better coordination in addressing students' needs. Indicator, creates supportive network among learners, scored 4.00, falls under effective. This shows that individualized support contributes to building a collaborative and supportive environment among students.

The overall average of 4.13, falls under effective category. This reflects that providing individualized support is a highly effective strategy for preventing disruptive behavior, ensuring communication between home and school, and creating a supportive atmosphere among learners.

Kraft and Blazar (2017) emphasized individualized support, in reducing disruptive behavior and improving student outcomes. They also discussed the impact of individualized coaching on teacher practices and student behavior, highlighting the benefits of tailored support.

Table 11/ *Level of Effectiveness of Professional Support*

Indicators	Mean	Description
Facilitates early interventions	3.74	Effective
Develops collective efforts	4.27	Effective
Improves learners' positive adjustment	4.13	Effective
Average	4.0	Effective

Table 11 illustrated the effectiveness of professional support and shows that the indicator with the highest mean score of 4.27 is Develops Collective Efforts, this suggests that professional support is particularly strong in fostering collaboration and teamwork. Improves Learners' Positive Adjustment has a score of 4.13 and shows that the support provided is also effective in helping learners adjust positively, which is a crucial aspect of their overall development. The indicator Facilitates Early Interventions received a mean score of 3.74, which, while still categorized

as effective, is somewhat lower compared to the other indicators. This may indicate a slight area for improvement in early intervention efforts.

The average mean score of 4.05 overall reflects that professional support is, in general, highly effective. The data suggest that the support system is successful in addressing early interventions, promoting collective efforts, and aiding learners in making positive adjustments, though there is some room for improvement in facilitating early interventions.

Henig Riehl Rebell and Wolff (2015) proposed an approach that involves collaboration across various sectors, including government, business, education, and nonprofits, to address complex educational challenges. The study found that such collaborative efforts can lead to significant improvements in educational outcomes, highlighting the importance of fostering teamwork and collective efforts. Additionally, Azpiazu, Antonio-Aguirre, Izar-de-la-Funte and Fernández-Lasarte (2024) found that support from teachers and peers, along with resilience and positive affect, significantly predicted better school adjustment, including emotional engagement and perceived academic performance.

D. Issues and Concerns of Teachers in Dealing with Learners' Disruptive Behaviors

Table 12. *Issues and Concerns of Teachers in Dealing with Learners' Disruptive Behavior*

Issues and Concerns	Frequency	Rank
Limited time for parents or guardians for follow-ups	26	1
Uncomfortable impact with the majority of learners	16	2
Limited support or resources for behavior behavior modification	15	3.5
Physically and emotionally draining for teachers	15	3.5
Learning space becomes unsafe and uncomfortable	14	5
Lack of training among teachers to handle learners' disruptive behavior	13	6
Delay in lesson delivery	12	7
The absence of trained school personnel to handle Cases of learners manifesting disruptive behaviors	10	8

The table illustrates the key concerns and challenges that teachers face when dealing with learners' disruptive behavior. The most pressing issue which is ranked first, as indicated by 26 teachers, is the **limited time for parents or guardians**, this suggests that teachers feel the need for more opportunities to communicate with parents or guardians to address behavioral issues, but time constraints hinder such interactions. The second concern is ranked second with 16 responses, is the **uncomfortable impact with the majority**

of learners indicates that disruptive behavior has a significant negative effect on teachers' interactions with students, contributing to a strained classroom atmosphere. The third-ranked issues, both with 15 responses, are **limited support or resources for behavior modification** and the **physically and emotionally draining nature of managing disruptive behavior,** which are tied for third place, these concerns suggest that teachers often feel unsupported when it comes to modifying disruptive behaviors and that dealing with such behaviors takes a significant emotional and physical toll on them. Teachers also expressed concern that **learning spaces become unsafe and uncomfortable**, ranking fifth with 14 responses. This points to the negative impact disruptive behaviors have on the classroom environment, making it less conducive to learning and potentially unsafe.

Additionally, 13 teachers indicated a **lack of training among teachers to handle learners' disruptive behavior**, ranking sixth. This reveals a gap in professional development and suggests that teachers may not feel equipped to manage disruptive behavior effectively. **Delay in lesson delivery** is ranked seventh with 12 responses, highlighting that time spent addressing disruptive behavior often causes interruptions to lesson plans and affects the quality of education. Finally, the **absence of trained school personnel** to assist with disruptive behaviors is ranked eighth, with 10 responses, indicating a lack of specialized support within schools.

In summary, the data highlight that teachers face a range of challenges in managing disruptive behavior, with time constraints, insufficient resources, and emotional strain being prominent concerns. It suggests a clear need for better communication with parents, increased support for behavior management, professional development in handling disruptive behaviors, and additional trained personnel to assist in addressing these issues.

E. Proposed Positive Reinforcement Activities to Manage Learners' Behavior
   Positive Reinforcement Activities;

➢ *Behavior Reward Charts*
• Create a visual chart where learners earn stars, stickers, or points for demonstrating desired behaviors (e.g., completing tasks, helping others, or following rules).
• Offer a reward once a certain number of points are accumulated, such as extra playtime, a privilege, or a small prize.

➢ *Praise and Recognition*
• Provide verbal praise specific to the behavior (e.g., "Great job staying focused during the activity!").
• Use certificates, badges, or public recognition in the classroom to celebrate consistent positive behavior.

➢ *Classroom Token Economy*
- Use tokens or play money learners can earn for good behavior, which they can exchange for rewards like extra computer time, choosing the next group activity, or tangible items like stationery.

➢ *Privilege-Based Rewards*
- Allow learners to select their favorite activity, sit in a special chair, or act as the class helper for the day as a reward for positive behavior.

➢ *Task Adjustment*
- If a learner consistently engages in positive behavior, reduce a less preferred task (e.g., fewer practice questions or shorter homework).

➢ *Classroom Escape Privileges*
- Allow short breaks or early transitions from tasks for learners who exhibit effort and cooperation during structured learning activities.

➢ *Behavior Modeling Games*
- Use role-playing or games to demonstrate appropriate behaviors and how to handle challenging situations.

➢ *Daily Goal-Setting and Reflection*
- Begin the day with a group discussion on behavior goals. At the end of the day, reflect together on progress made, reinforcing positive outcomes.

➢ *Social Skills Groups*
- Facilitate activities where learners practice cooperation, communication, and empathy through structured group games or tasks.

➢ *Behavior Reflection Journals*
- Have learners write or draw about their behavior, what went well, what didn't, and how they plan to improve.

➢ *Restorative Practices*
- When conflicts arise, encourage learners to participate in a restorative circle where they can express feelings, acknowledge harm, and collaboratively find solutions.

➢ *Choice Consequence Framework*
- Teach learners that each behavior has a consequence, and let them experience logical outcomes in a
- Student of the Week/Day
- Highlight a learner who exhibits positive behavior and give them a special role or privilege, like leading the line or choosing a classroom activity.

➢ *Activity Choice Time*
- Allow learners who meet behavior expectations to choose a favorite activity or game at the end of the day or week.

➢ *Treasure Box*
- Maintain a small box with prizes like stickers, small toys, or fun erasers. Learners earn a chance to pick from the treasure box for consistently following rules or showing kindness.

➢ *Peer Recognition System*
- Encourage peers to acknowledge each other's positive behavior with notes or tokens, which can be celebrated collectively.

➢ *Behavior Certificates or Badges*
- Create certificates or digital badges to recognize specific positive behaviors, such as "Excellent Listener" or "Teamwork Star."

➢ *Reminder and Reflection Time*
- Provide a quiet space for learners to reflect on their behavior, encouraging them to consider how they could make better choices.

➢ *Positive Replacement Activities*
- Offer an alternative, constructive activity in response to minor disruptions, helping learners redirect their energy positively.

➢ *Behavior Contracts*
- Collaboratively create a written agreement outlining expected behaviors and associated rewards.

➢ *Class Goals and Rewards*
- Set a collective goal (e.g., "Five days of clean transitions") and celebrate with a group reward like a movie afternoon or outdoor game.

➢ *Team Competitions*
- Divide the class into teams and award points for positive behaviors. Celebrate the winning team with a small prize or group privilege.

➢ *Jar of Good Behavior*
- Add a marble or token to a jar each time the class demonstrates positive behavior. Once the jar is full, celebrate with a class party or special event.

➢ *Self-Monitoring Tools*
- Provide learners with checklists or journals to track their own behavior, fostering self-awareness and accountability.

➢ *Personal Goal Setting*
- Work with learners to set achievable personal goals related to behavior, and celebrate when they accomplish them.

➢ *Encouraging Leadership Roles*
- Assign leadership roles (e.g., line leader, materials manager) to learners who consistently demonstrate positive behavior, boosting their confidence and motivation.

➢ *Digital Badges or Points*
- Use apps or platforms such as ClassDojo, Hero and LiveStand that reward points for positive behavior, allowing learners to exchange points for rewards.

➢ *Interactive Feedback Tools*
- Use tools like interactive whiteboards or tablets to instantly acknowledge and reward positive behavior during lessons.

➢ *Applause Moments*
- Create an impromptu celebration when a learner displays positive behavior (e.g., a round of applause, cheers, or a fun clap pattern).

➢ *Positive Notes Home*
- Send written or digital notes to parents or guardians praising a learner's behavior, creating a home-school connection that reinforces positivity.
- "Caught Being Good" Tickets
- Hand out tickets when learners are "caught" behaving well. These can be exchanged for privileges or entered into a raffle for a special reward.

➢ *Wall of Fame*
- Dedicate a classroom bulletin board to highlight learners who demonstrate positive behavior, with photos, achievements, or their names displayed prominently.

➢ *Shout-Out Box*
- Provide a box where learners can write compliments or acknowledgments for their peers. Read these aloud periodically to encourage kindness and teamwork.

➢ *Special Helper Roles*
- Assign learners leadership tasks (e.g., being a "classroom librarian," "line leader," or "tech assistant") as a reward for positive behavior.

➢ *Mystery Reward Envelope*
- Prepare envelopes with small surprises (e.g., extra recess, a fun sticker, or a free-choice activity). Allow learners to pick an envelope when they meet behavioral expectations.

➢ *Themed Days*
- Grant learners a fun privilege, such as wearing pajamas to school or bringing a stuffed animal for the day, as a reward for consistent good behavior.

➢ *Interactive Games*
- Reward learners with participation in an engaging classroom game like "Simon Says," charades, or a quick quiz competition.

➢ *Golden Time*
- Offer "Golden Time" where learners choose a preferred activity (e.g., arts and crafts, playing with toys, or extra reading time).

➢ *Compliment Chain*
- Create a paper chain where each link represents a positive behavior noticed in the class. When the chain reaches a certain length, celebrate with a group reward.

➢ *Buddy System Rewards*
- Pair learners as accountability partners. When both exhibit positive behaviors, reward the pair with a shared privilege, such as being classroom DJs for the day.

➢ *Group Achievement Tracker*
- Use a collective goal chart (e.g., a puzzle or bar graph) to track the class's positive behavior. Celebrate milestones with a class party, movie day, or picnic.

➢ *Peer Choice Award*
- Let peers vote on a "Role Model of the Week" to recognize exemplary behavior, fostering peer appreciation and motivation

➢ *Brain Break Activities*
- Reward learners with a quick physical or sensory activity like stretching, dancing, or mindfulness exercises.

➢ *Art and Creative Time*
- Offer time for creative activities like drawing, painting, or crafting as a reward for positive behavior.

➢ *Snack Pass*
- Offer a special snack or "bring your favorite treat" day for learners who achieve behavior goals

➢ *Daily Kindness Challenge*
- Set a kindness challenge where learners earn points or stickers for acts of kindness, then celebrate their collective success.

➢ *Morning or Closing Positivity Circles*
- Begin or end the day by recognizing learners who displayed positive behavior, sharing compliments, and setting goals for the next day.

By varying reinforcement activities and making them engaging, the teachers can sustain learners' interest and encourage long-term behavioral improvement. These activities can be tailored to learners' needs and preferences for maximum impact. The assistance of the parents and other school stakeholders is essential in the adaption of any of these suggested activities.

V. CONCLUSIONS

Based on the foregoing findings, the formulated conclusion is presented: (1.) The most common disruptive behaviors among key stage 2 learners in the classroom are creating unproductive noise and not listening, followed by bullying, lesson interruptions, and a lack of focus, with varying frequencies indicating the diverse range of behavioral challenges that need to be addressed. (2) The primary classroom management strategies to handle

disruptive behavior include immediately calling learners' attention when they act out, setting classroom norms, and assigning duty roles, with further use of strategies such as peer support, technology integration, and professional assistance also playing significant roles in maintaining classroom order. (3) The classroom management strategies, including calling out students' names, setting classroom norms, and involving parents, as well as using peer support, technology integration, and professional assistance, all proved to be effective in handling disruptive behaviors. (4) The key challenges teachers face in addressing learners' disruptive behaviors include limited parental involvement, the discomfort caused by the behaviors, and a lack of resources for behavior modification, with additional concerns such as making the learning spaces unsafe, delayed lesson delivery, and the absence of trained staff. (5) The proposed positive reinforcement activities are designed to effectively manage learners' behaviors by creating a nurturing and motivating classroom atmosphere.

RECOMMENDATIONS

(1) Active listening exercises and conflict resolution training be attended by teachers, parents, and learners to address the diverse range of disruptive behaviors among key stage 2 learners. (2) Positive discipline be implemented by teachers to further enhance classroom order and student engagement. (3) It is recommended that teachers consistently apply effective classroom management strategies and consider incorporating regular training on new approaches to further enhance their ability to handle disruptive behaviors and promote a positive learning environment. (4) The school has to provide additional resources for behavior modification,
(5) The school has to offer professional development for teachers on managing disruptive behaviors. (6) The school has to encourage more parental involvement to address the key challenges faced in managing learners' disruptive behaviors. (7) The proposed positive reinforcement activities be adopted, fostering and motivating environment to handle learner's disruptive behaviors.

REFERENCES

[1]. Abeygunawardena, K. A. V., & Vithanapathirana, M. V. (2019). The role of teacher to address issues of disruptive behavior of student learners in mathematics classrooms: A study in the Sri Lankan context. PUPIL: International Journal of Teaching, Education and Learning, 2(3), 152-173

[2]. Ahmed, N., & du Plessis, P. (2024). The Role of Classroom Management in Enhancing Learners' Academic Performance:Teachers' Experiences. Studies in Learning and Teaching, 5(1), 1-16. Retrieved from https://scie-journal.com/index.php/SiLeT/article/view/364

[3]. Akalin, S., & Sucuoglu, B. (2015). Effects of classroom management intervention based on teacher training and performance feedback on outcomes of Teacher-Student DYADs in inclusive classrooms. *Educational Sciences Theory & Practice*. https://doi.org/10.12738/estp.2015.3.2543

[4]. Arduini-Van Hoose, N.(2023).Classroom Management and Why It Matters. In Educational Psychology. Retrieved from https://edpsych.pressbooks.sunycreate.cloud/chapter/classroom-management-and- why-it-matters/

[5]. Aspiranti, K. B., Bebech, A., & Osiniak, K. (2018). Incorporating a class-wide behavioral system to decrease disruptive behaviors in the inclusive classroom. Youngstown State University.

[6]. Azpiazu, L., Antonio-Aguirre, I., Izar-de-la-Funte, I., & Fernández-Lasarte, O. (2024). School adjustment in adolescence explained by social support, resilience and positive affect. European Journal of Psychology of Education.Retrieved from https://link.springer.com/article/10.1007/s10212-023-00785-3

[7]. Bear, G. G., Cavalier, A. R., & Manning, M. A. (2005). Developing self-discipline and preventing and correcting misbehavior. In *Pearson eBooks*. https://ci.nii.ac.jp/ncid/BA74227764

[8]. Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. International Universities Press.

[9]. Bozkuş, K. (2021). A Systematic Review of Studies on Classroom Management from 1980 to 2019. International Electronic Journal of Elementary Education, 13(4), 433-441. Retrieved from https://files.eric.ed.gov/fulltext/EJ1297870.pdf

[10]. Brown, A. (2020). *Understanding classroom disruption: A review of factors and interventions*. Journal of Educational Psychology, 112(3), 456-470.

[11]. Castillones, C. S. (2024). Disruptive behavior in the classroom: The students' perspective. International Journal of Advanced Multidisciplinary Studies, 4(5), 508-520. Retrieved from https://www.ijams-bbp.net/wp-content/uploads/2024/06/5-IJAMS-MAY-2024-508-520.pdf.

[12]. Cheng, Y., & Chen, Y. (2018). Enhancing Classroom Management through Parental Involvement by Using Social Networking Apps. South African Journal of Education, 38(2), 1-10. Retrieved from https://scielo.org.za/scielo.php?script=sci_arttext&pid=S0256- 01002018000600010

[13]. Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Pearson.

[14]. Cooper, L., & Frantz, K. (2020). The relationship between classroom environment and student course attrition and perceptions of engagement. Journal of Learning Spaces, 9(2), 93-102. Retrieved from https://files.eric.ed.gov/fulltext/EJ1273638.pdf.

[15]. Cruz, J., & Santiago, M. (2022). *Challenges in managing disruptive behaviors in Filipino classrooms*. Philippine Journal of Education, 39(1), 45-62.

[16]. Del Rosario, A., & Tan, L. (2023). *Cultural and socio-economic influences on student behavior in the Philippines*. Asian Education Review, 29(3), 98-112.

[17]. DiGennaro, F. D., Martens, B. K., & Kleinmann, A. E. (2017). A comparison of performance feedback procedures on teacher's implementation integrity and students' inappropriate behaviour in special education classrooms. Journal of Applied Behavior Analysis, 40, 447- 461.

[18]. Drexel University School of Education. (n.d.). How to Integrate Technology in the Classroom. Retrieved from https://drexel.edu/soe/resources/student-teaching/advice/how-to-use- technology-in-the-classroom/

[19]. Đurišić, M., & Bunijevac, M. (2017). Parental Involvement as an Important Factor for Successful Education. Center for Educational Policy Studies Journal, 7(3), 137-153. Retrieved from https://files.eric.ed.gov/fulltext/EJ1156936.pdf

[20]. Epstein, J. L. (2016). School, Family, and Community Partnerships: Preparing Educators and Improving Schools (2nd ed.). Boulder, CO: Westview Press.

[21]. Evertson, C., Poole, I., & the IRIS Center. (2003). Establishing Classroom Norms & Expectations. Retrieved from https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/IRIS_establishing_classroom_norms_and_expectations_case_study.pdf

[22]. Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: Examining classroom behaviour support in second grade. Exceptional Children, 73(3), 288-310.

[23]. Franklin, H., & Harrington, I. (2019). A Review into Effective Classroom Management and Strategies for Student Engagement. Journal of Education and Training Studies, 7(12), 1- 16. Retrieved from https://rune.une.edu.au/web/bitstream/1959.11/27556/6/openpublished/AReviewHarrington2019JournalArticle.pdf

[24]. Ghavifekr, S., & Rosdy, W. A. W. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. International Journal of Research in Education and Science, 1(2), 175-191. Retrieved from https://files.eric.ed.gov/fulltext/EJ1105224.pdf

[25]. Gleason, M. M., Goldson, E., Yogman, M. W., & COUNCIL ON EARLY CHILDHOOD; COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH; SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS. (2016). Addressing early childhood emotional and behavioral problems. Pediatrics, 138(6), e20163025. https://doi.org/10.1542/peds.2016-3025

[26]. Harris, M., & Fallot, R. D. (2001). *Using trauma theory to design service systems*. Jossey-Bass.

[27]. Henig, J., Riehl, C., Rebell, M., & Wolff, J. (2014). TC team to study collective impact approach to education reform. Teachers College, Columbia University. Retrievedfrom https://www.tc.columbia.edu/articles/2014/march/tc-team-to-study-collective- impact-approach-to-education-ref/

[28]. Iqbal, Z., & Zahoor, I. (2024). Students' behavioral problems in the classroom and coping strategies: Experiences of secondary school teachers. Bulletin of Education and Research, 46(1), 107-129.

[29]. Jacob, L., & Aloka, P. J. (2023). Identification of problematic behaviors among learners in classrooms by teachers in primary schools South Africa. International Journal of Humanity Studies (IJHS), 7(1), 147-158.

[30]. Johnson, L., & Lee, M. (2023). *Diverse classrooms and behavior management: Strategies and challenges*. Australian Journal of Education, 67(1), 15-30.

[31]. Kern, L., & Clemens, N. H. (2017). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*(1), 65-75. https://doi.org/10.1002/pits.20206

[32]. Kim, A. J., & Rodriguez, L. M. (2023). *Effects of mandatory homeschooling during COVID-19 on conflict in romantic couples*. Journal of Family Psychology, 37(2), 275-281

[33]. Kleinman, K. E., & Saigh, P. A. (2011). The effects of the good behavior game on the conduct of regular education New York City high school students. *Behavior Modification, 35*(1), 95-105. https://doi.org/10.1177/0145445510392213

[34]. Kraft, M. A., & Blazar, D. (2017). Individualized coaching to improve teacher practice across grades and subjects. Educational Policy. Retrieved from https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_2017_individualized_coaching_to_improve_teacher_practice_ep.pdf

[35]. Krasniqi, D., & Ismajli, H. (2022). Teacher evaluation feedback and their Self-Efficacy in Classroom Management skills. *International Electronic Journal of Elementary Education*. https://doi.org/10.26822/iejee.2022.275

[36]. Lee, J. Y., & Patel, S. J. (2020). *An Innovating Business Model for the Higher Education Sector: A Platform-Based Approach to University Career Services*. Industry and Higher Education, 34, 91-99. This paper discusses a new business model for higher education, focusing on university career services

[37]. Martinez, R., & Wighting, M. (2023). Teacher-Student Relationships: Impact of positive Behavioral interventions and Supports. *Athens Journal of Education*, *10*(3), 397–410. https://doi.org/10.30958/aje.10-3-2

[38]. Medland, M. B., & Stachnik, T. J. (1972). Good behavior game: A replication and systematic analysis. *Journal of Applied Behavior Analysis, 5*(1), 45- 51. https://doi.org/10.1901/jaba.1972.5-45

[39]. Mitchell, B. S., Hirn, R. G., & Lewis, T. J. (2017). Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior. Teacher Education and Special Education, 40(2), 140-153. Retrieved from https://files.eric.ed.gov/fulltext/EJ1137898.pdf

[40]. Mkonto, N. (2015). Students' learning preferences. Journal of Studies in Education, 5(3), 926-937. https://doi.org/10.5296/jse.v5i3.8125

[41]. Ng, M. (2019). Teachers' experiences with disruptive student behaviour: A grounded theory study. Academia.edu. Retrieved from https://www.academia.edu/69009931/Teachers_experiences_with_disruptive_student_behaviour_A_grounded_theory_study.

[42]. Nguyen, T. D., Cannata, M., & Miller, J. (2016). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. https://doi.org/10.1080/00220671.2016.1220359

[43]. Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2015). Teacher classroom management practices: Effects on disruptive or aggressive student behavior. Campbell Systematic Reviews, 7(1),1 55. https://doi.org/10.4073/csr.2011.4

[44]. Pajarillo-Aquino, I. (2019). The classroom environment and its effects on the students' academic performance of the College of Teacher Education. International Journal of Advanced Research in Management and Social Sciences, 8(3), 63-76. Retrieved from https://garph.co.uk/IJARMSS/Mar2019/G-2628.pdf.

[45]. Paolini, A. & Kean University. (2015). Enhancing teaching effectiveness and student learning outcomes. In *The Journal of Effective Teaching* (Vol. 15, Issue 1, pp. 20–33) [Journal- article]. https://files.eric.ed.gov/fulltext/EJ1060429.pdf

[46]. Parsonson, B. S. (2015). Evidence-based classroom behaviour management strategies. Kairaranga, 13(1), 16-23. https://files.eric.ed.gov/fulltext/EJ976654.pdf

[47]. Parsonson, B. S. (2015). Evidence-based classroom behaviour management strategies. Kairaranga, 13(1), 16-23. Retrieved from https://files.eric.ed.gov/fulltext/EJ976654.pdf.

[48]. Paige, A. (n.d.). 12 Best Behavior Management Techniques for the Classroom. SplashLearn. Retrieved from https://www.splashlearn.com/blog/behavior-management-techniques-for- the-classroom/

[49]. Rakiro, L., Otara, A., Otengah, W., & Rongo University. (2021). Effectiveness Of School Principals' Positive Reinforcement Approach On Management Of Students' Discipline In Public Secondary Schools In Migori County, Kenya [Journal-article]. *American International Journal of Business Management (AIJBM)*, *4*(11), 17–43. https://www.aijbm.com/wp-content/uploads/2021/11/B4111743.pdf

[50]. Recalde, J. M., Palau, R., & Márquez, M. (2021). How classroom acoustics influence students and teachers: A systematic literature review. *Journal of Technology and Science Education*, *11*(2), 245. https://doi.org/10.3926/jotse.1098

[51]. Reinke, W. M., Herman, K. C., Newcomer, L., & University of Missouri. (2016). The briefStudent–Teacher Classroom Interaction Observation: Using dynamic indicators of behaviors in the classroom to predict outcomes and inform practice. In *Assessment for Effective Intervention* (Vol. 42, Issue 1, pp. 32–42) [Journal-article]. https://doi.org/10.1177/1534508416641605

[52]. Sarokoff, R. A., & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis, 37*(4), 535-538. https://doi.org/10.1901/jaba.2004.37-535

[53]. Sayal, K., Washbrook, E., & Propper, C. (2015). Childhood behavior problems and academic outcomes in adolescence: Longitudinal population-based study. *Journal of the American Academy of Child & Adolescent Psychiatry, 54*(5), 360–370. https://doi.org/10.1016/j.jaac.2015.02.007

[54]. Scheeler, M. C., McKinnon, K., & Stout, J. (2011). Effects of immediate feedback delivered via webcam and bug-in-ear technology on preservice teacher performance. *Teacher Education and Special Education, 35*(1), 77-90. https://doi.org/10.1177/0888406411401919

[55]. Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. BMC Psychology, 12, Article 278. Retrieved from https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-024-01780-z.

[56]. Sheridan, S. M., Holmes, S. R., Coutts, M. J., & Smith, T. E. (2017). Preliminary effects of conjoint behavioral consultation in rural communities. R2Ed Working Paper No. 2012-1. Retrieved from https://r2ed.unl.edu/resources/downloads/2012-wp/2012_1_Sheridan_Holmes_Coutts_Smith.pdf

[57]. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2016). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31(3), 351-380. https://doi.org/10.1353/etc.0.0007

[58]. Sinclair, A. C., Gesel, S. A., LeJeune, L. M., & Lemons, C. J. (2019). A review of the evidence for real-time performance feedback to improve instructional practice. The Journal of Special Education, 54(2), 90-100. DOI: 10.1177/0022466919878470

[59]. Skinner, B. F. (1953). *Science and human behavior*. Free Press.

[60]. Smith, J. A., & Nizza, I. E. (2022). *Essentials of interpretative phenomenological analysis*. American Psychological Association. This book provides a comprehensive guide to interpretative phenomenological analysis (IPA), focusing on lived experiences and how people make sense of these experiences within their personal and social worlds

[61]. Stout, M. (2024). Performance Feedback Influence on Special Education Teacher Self-Efficacy (Doctoral dissertation, Liberty University). Retrieved from https://digitalcommons.liberty.edu/doctoral/5764.

[62]. Sugai, G., & Horner, R. H. (2009). *Response to intervention and schoolwide positive behavior supports: Integration of multi-tiered systems*. Exceptional Children, 75(3), 296-309.

[63]. Sulzer-Azaroff, B., & Mayer, G. R. (1991). *Behavior analysis for lasting change*. Holt, Rinehart & Winston.

[64]. Swinson, J., & Knight, R. (2007). Teacher verbal feedback directed towards secondary pupils withchallenging behaviour and its relationship to their behaviour. *Educational Psychology in Practice, 23*(3), 241-255. https://doi.org/10.1080/02667360701507327

[65]. Tan, C. Y. (2024). Socioeconomic status and student learning: Insights from an umbrella review. Educational Psychology Review, 36, Article 100. Retrieved from https://link.springer.com/article/10.1007/s10648-024-09929-3.

[66]. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. Child Development, 88(4), 1156–1171. https://doi.org/10.1111/cdev.12864

[67]. Unlu, V. (2017, December 11). Managing disruptive behaviour in the classroom. Cambridge English. https://www.cambridge.org/elt/blog/2017/12/11/managing-disruptive-behaviour-in-the-classroom/

[68]. Wan Yusoff, W. M., & Mansor, N. (2016). The effectiveness of strategies used by teachers to manage disruptive classroom behaviors: A case study at a religious school in Rawang, Selangor. IIUM Journal of Educational Studies, 4(1), 133-150. Retrieved from https://journals.iium.edu.my/ijes/index.php/iejs/article/view/87.

[69]. Weissberg, R. (2016b, February 15). Why social and emotional learning is essential for students. Edutopia. https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

[70]. Whalen, C., & Moore, A. (2023). Preparing educators to address the rising problem of behavior problems. RethinkEd. Retrieved from https://www.rethinked.com/wp-content/uploads/2023/10/preparing-educators-address-rising-problem-behavior-problems-white-paper-rethinked.pdf.

[71]. White, G., & Thomas, H. (2022). Innovative approaches to managing disruptive behavior in Australian schools. Educational Research and Reviews, 17(2), 78-93.

[72]. White, L. (2018). Peer Support: A Collaborative Approach to Teacher Improvement. BU Journal of Graduate Studies in Education, 10(1), 8-18. Retrieved from https://files.eric.ed.gov/fulltext/EJ1230261.pdf