IJGGSD
ISSN: 3155-7716
International Journal of Global Goals and Sustainable Development
RESEARCH | INNOVATION | INCLUSION | SUSTAINABLE FUTURES
DOI: https://doi.org/10.65339/ijggsd.V1.I1.102

Frequency of Disruptive Behaviors and Classroom Management Strategies Among Elementary Learners

Clythie U. Chipo[1], Arme K. Canaya[1], Senjay M. Taguiba[1], Lemar A. Ablasa[1]
[1]Benguet State University–Buguias Campus – Loo, Buguias, Benguet, Philippines

Email:lemar.ablasa@gmail.com

ABSTRACT

This study examined the frequency of disruptive behaviors among elementary learners, the classroom management strategies employed by teachers, and the level of difficulty experienced in managing these behaviors at Loo Elementary School, Buguias District, Benguet, during School Year 2025–2026. Using a quantitative descriptive research design, data were gathered from 31 respondents composed of 17 elementary teachers and 14 pre-service teachers through an adapted survey questionnaire. Total population sampling was employed, and the data were analyzed using weighted means. Results showed that disruptive behaviors occurred often (overall mean = 2.80), with interrupting lessons (3.13) and talking without permission (3.00) receiving the highest ratings. Classroom management strategies were used to a great extent (overall mean = 3.67), particularly explaining unacceptable behaviors (3.84), corrective feedback (3.81), and behavior monitoring (3.81). Despite the extensive use of these strategies, respondents found managing disruptive behaviors difficult (overall mean = 2.55), especially learners who refused to follow instructions (2.77) and off-task behavior (2.70). The study concludes that disruptive behaviors remain recurring classroom concerns and that teachers continue to experience difficulty managing them despite employing various strategies. It recommends sustained teacher development, mentoring, proactive classroom routines, and further research involving broader samples and varied methods.

Keywords: *Disruptive Behaviors, Classroom Management Strategies, Elementary Learners, Positive Reinforcement, Clear Classroom Rules, Corrective Feedback, Behavior Monitoring*

1. INTRODUCTION

Disruptive behaviors among elementary learners continue to pose a significant challenge in classroom instruction across educational systems worldwide. These behaviors, which include talking without permission, inattentiveness, refusal to follow instructions, and off-task activities, interfere with lesson flow, disrupt peer learning, and weaken classroom order (Simonsen et al., 2008; Evertson & Weinstein, 2021). When disruptive behaviors occur frequently, they compromise instructional time and may negatively affect academic outcomes and the psychosocial climate of the classroom (Korpershoek et al., 2025; Salama et al., 2025).

Research indicates that disruptive behaviors are multifactorial. Classroom environment, instructional quality, teacher–student relationships, and learners' socio-emotional development contribute to behavioral patterns observed in elementary classrooms (OECD, 2019; Poulou et al., 2024). Learners who consistently exhibit inattentiveness or noncompliance may experience learning gaps, while teachers managing persistent disruptions may report occupational stress and instructional fatigue (Granger et al., 2025; Ahmed, 2024).

Theoretical perspectives provide a foundation for understanding and addressing classroom disruptions. Behaviorism emphasizes that learner behavior is shaped through reinforcement, corrective feedback, and consistent consequences (Simonsen et al., 2008). Social-Emotional Learning (SEL) underscores the importance of emotional regulation, self-awareness, and interpersonal skills in preventing disruptive behavior (Poulou et al., 2024; Sumastre & Oco, 2025). Positive Behavioral Interventions and Supports (PBIS) integrates these principles through proactive rule-setting, structured routines, and continuous behavior monitoring (Korpershoek et al., 2025; Petkou et al., 2025).

Post-pandemic educational contexts have intensified concerns regarding inattentiveness, difficulty following routines, and weakened self-regulation among elementary learners (Abamonga & Combuan, 2024; Van Rensburg et al., 2024). Technology may also introduce distractions that challenge traditional classroom management, although it can enhance engagement when used strategically (National Center for Education Statistics, 2023; Yuni et al., 2024).

Effective classroom management strategies include positive reinforcement, clear classroom rules, corrective feedback, and behavior monitoring. Teachers who apply these strategies consistently may experience fewer behavioral incidents and improved instructional effectiveness (Evertson & Weinstein, 2021; Simonsen et al., 2008; Granger et al., 2025). Teacher self-efficacy also influences the consistency and effectiveness of classroom management practices (Duan et al., 2024; Zeb et al., 2024).

In the Philippine context, teachers report challenges involving talking without permission, inattentiveness, and off-task behavior, which may be intensified by large class sizes and limited instructional resources (Contreras, 2023; Barredo, 2025; Rosa & Istifarin, 2026). Post-pandemic studies likewise describe difficulties in readjusting learners to face-to-face classroom expectations and maintaining engagement (Abamonga & Combuan, 2024; Espinal & Paglinawan, 2025).

Although literature on disruptive behaviors and classroom management is extensive, fewer studies simultaneously examine the frequency of disruptive behaviors, the extent of classroom management strategies, and the difficulty experienced by teachers, particularly in rural

Philippine elementary schools. This study addresses that local need by documenting these dimensions at Loo Elementary School, Buguias District, Benguet.

Research Problem and Objectives

This study aimed to determine the frequency of disruptive behaviors among elementary learners and the classroom management strategies employed by teachers. Specifically, it sought to determine the frequency of disruptive behaviors observed among elementary learners in terms of talking without permission, inattentiveness, refusal to follow instructions, and off-task behavior. It also aimed to assess the extent to which elementary teachers employed classroom management strategies, particularly positive reinforcement, clear classroom rules, corrective feedback, and behavior monitoring. Furthermore, the study sought to determine the level of difficulty experienced by elementary teachers in managing disruptive behaviors among their learners.

Conceptual and Theoretical Framework

This study is anchored on Behaviorism Theory and Social-Emotional Learning (SEL) Theory. Behaviorism explains how learner behavior may be influenced through reinforcement and consequences, making positive reinforcement and corrective feedback relevant classroom management practices (Simonsen et al., 2008; Saha, 2025). SEL highlights learners' capacity to manage emotions and build relationships, which may help prevent disruptive behavior (Poulou et al., 2024).

The study is also informed by Ecological Systems Theory, which recognizes the influence of learners' environments, including family, school, and community, on behavior (Agustina et al., 2025), and Self-Regulation Theory, which emphasizes learners' ability to control thoughts and actions (Putra & Yanto, 2025). Guided by an independent variable–dependent variable perspective, the framework considers disruptive behaviors, classroom management strategies, perceived difficulty in managing behaviors, teacher classroom management capacity, and the classroom learning environment.

Disruptive behaviors were described in terms of talking without permission, inattentiveness, refusal to follow instructions, and off-task behavior. Classroom management strategies included positive reinforcement, clear classroom rules, corrective feedback, and behavior monitoring. The level of difficulty represented teachers' perceived challenges in addressing these behaviors. Teacher classroom management capacity and the classroom learning environment provided contextual dimensions for interpreting the interaction of learner behavior and teacher practices.

Sustainable Development Goal Relevance

The study is relevant to SDG 4 (Quality Education) through its focus on classroom conditions that support learning and effective instruction. Its findings may also inform teacher support and professional development initiatives. This relevance is discussed conceptually; the study did not directly measure SDG outcomes.

2. METHODOLOGY

Research Design

This study employed a quantitative descriptive research design to determine the frequency of disruptive behaviors among elementary learners, the extent of classroom management strategies employed by teachers, and the level of difficulty experienced in managing these behaviors. The design was appropriate because the study described existing classroom behaviors and management practices without manipulating variables or establishing cause-and-

effect relationships. Creswell and Creswell (2018) describe descriptive research as a means of portraying the characteristics of a population or phenomenon as they naturally occur.

Research Locale or Study Setting

The study was conducted at Loo Elementary School, Buguias District, Benguet, Philippines, during School Year 2025–2026. The school served as the research locale because of its substantial elementary learner and teacher population and its suitability for examining disruptive behaviors and classroom management practices in an elementary school setting. The school caters to learners from diverse cultural backgrounds, with differences in language, home environments, and community practices that may influence classroom behavior and interactions. Its learning environment also reflects varying instructional conditions and classroom management demands encountered by teachers in delivering elementary education.

The study focused on the general classroom environment of Loo Elementary School, particularly the occurrence of disruptive behaviors among elementary learners and the classroom management practices employed by teachers. Specifically, the investigation examined behaviors such as talking without permission, inattentiveness, refusal to follow instructions, and off-task behavior, as well as the strategies used to maintain classroom order and address behavioral concerns. The selection of this setting provided an opportunity to examine classroom management challenges within an actual public elementary school context and generate findings that may contribute to improving instructional practices and promoting a positive, orderly, and conducive learning environment.

Participants or Data Sources

The study involved a total of 31 respondents, consisting of 17 elementary school teachers handling Grades 1 to 6 and 14 pre-service teachers assigned to Loo Elementary School, Buguias District, Benguet, during School Year 2025–2026. These participants were considered appropriate sources of information because of their direct involvement in classroom instruction and their experiences in observing and managing disruptive behaviors among elementary learners. The study employed total population sampling, wherein all eligible elementary school teachers and pre-service teachers involved in classroom teaching at the selected school were included as respondents. This approach enabled the researchers to obtain information from the entire identified group of participants rather than selecting only a portion of the population.

Data were obtained from the respondents through a structured survey questionnaire covering three major areas: the frequency of disruptive behaviors observed among elementary learners, the extent of classroom management strategies employed, and the level of difficulty experienced in managing disruptive behaviors. The responses served as the primary data for describing classroom behavioral concerns and the management practices applied in the school. The study was limited to the 31 participating teachers and pre-service teachers from Loo Elementary School. Consequently, the findings represent their reported observations and experiences and are interpreted within the context of the selected research setting.

Research Instruments or Materials

The study utilized an adapted structured survey questionnaire as the primary instrument for gathering data on the frequency of disruptive behaviors among elementary learners, the extent of classroom management strategies employed by teachers, and the level of difficulty experienced in managing these behaviors. The questionnaire was based on existing instruments and related literature on classroom management and learner behavior, with modifications to suit the objectives and context of the present study. Specifically, the indicators of disruptive

behaviors were adapted from Simonsen et al. (2008), while the classroom management strategy items were drawn from Evertson and Weinstein (2021). The questionnaire consisted of four parts. Part I gathered information about the respondents' profiles, particularly their grade level handled and years of teaching experience. Part II assessed the frequency of disruptive behaviors observed among elementary learners, including talking without permission, inattentiveness, refusal to follow instructions, and off-task behavior. Part III determined the extent of classroom management strategies employed by teachers, specifically positive reinforcement, establishing clear classroom rules, providing corrective feedback, and monitoring learner behavior. Part IV examined the level of difficulty experienced by teachers in managing disruptive behaviors.

The questionnaire utilized a four-point Likert scale to measure the respondents' perceptions and experiences. For Part II, the scale ranged from 4 (Very Often) to 1 (Never). For Part III, responses ranged from 4 (Great Extent) to 1 (Not at All). Meanwhile, Part IV used a scale ranging from 4 (Very Difficult) to 1 (Not Difficult). These rating scales provided a systematic basis for quantifying the responses and determining the corresponding weighted means for each research variable. The instrument underwent expert validation to ensure the clarity, relevance, and alignment of its items with the objectives of the study. Its internal consistency was also examined using Cronbach's alpha, with a coefficient of 0.70 or higher considered acceptable for educational research. The finalized questionnaire served as the primary source of quantitative data for the subsequent statistical analysis.

Data Gathering Procedure

Prior to the conduct of the study, the researchers secured approval from their research adviser and obtained permission from the school head of Loo Elementary School, Buguias District, Benguet. Upon approval, the researchers coordinated with the participating elementary teachers and pre-service teachers to explain the purpose and objectives of the study. The respondents were informed that their participation was voluntary and that all information gathered would be treated with confidentiality and used solely for academic purposes. The researchers personally distributed the survey questionnaires to the 31 respondents at a time convenient to them. Sufficient time was provided for the respondents to complete the questionnaires, which were retrieved after completion. The accomplished questionnaires were then checked for completeness, organized, and tabulated. Finally, the gathered data were subjected to appropriate statistical treatment, particularly weighted mean, to determine the frequency of disruptive behaviors, the extent of classroom management strategies employed, and the level of difficulty experienced by teachers in managing disruptive behaviors.

Data Analysis

The data gathered from the respondents were organized, tabulated, and analyzed using descriptive statistics, particularly frequency counts, percentages, and weighted mean, as appropriate to the research questions. Frequency counts and percentages were used to describe the distribution of respondents according to their profile, while the weighted mean was employed to determine the frequency of disruptive behaviors observed among elementary learners, the extent of classroom management strategies employed by teachers, and the level of difficulty experienced in managing disruptive behaviors. The computed weighted means were interpreted using the corresponding descriptive equivalents based on the four-point Likert scales. For the frequency of disruptive behaviors, responses were interpreted as Always, Often, Sometimes, and Never. For classroom management strategies, the interpretations were Great Extent, Moderate Extent, Slight Extent, and Not at All. Meanwhile, the level of difficulty was interpreted as Very Difficult, Difficult, Slightly Difficult, and Not Difficult. The results were presented in tabular form

and supported by narrative discussions to provide meaningful interpretations of the findings in relation to the objectives of the study.

Ethical Considerations

The study observed ethical principles to protect the rights, privacy, and welfare of the respondents. Permission was secured from the research adviser and the school head of Loo Elementary School before conducting the data gathering. The purpose of the study was explained to the participating teachers and pre-service teachers, emphasizing that participation was voluntary and that they could withdraw at any time without penalty. Confidentiality and anonymity were maintained, and all information gathered was used solely for academic purposes. The researchers also ensured the accurate presentation of data, proper acknowledgment of sources, and adherence to academic integrity throughout the research process.

3. RESULTS AND DISCUSSION

3.1 Frequency of Disruptive Behaviors Observed Among Elementary Learners

The frequency of disruptive behaviors observed among elementary learners obtained an overall weighted mean of 2.80, interpreted as Often. Among the indicators, interrupting lessons obtained the highest weighted mean of 3.13, followed by talking without permission (3.00) and distracting classmates while instruction was ongoing (2.87). Off-task behavior obtained a weighted mean of 2.65, followed by inattentiveness (2.61). Meanwhile, refusal to follow instructions obtained the lowest weighted mean of 2.55. Despite having the lowest rating, it was still interpreted as Often.

The findings indicate that classroom instruction is regularly affected by learner behaviors that interrupt lesson delivery, reduce concentration, and affect classroom discipline. The relatively high ratings for verbal disruptions highlight the importance of developing active listening, turn-taking, and learner engagement among elementary pupils. These findings are consistent with studies identifying talking out of turn, inattentiveness, and off-task behavior as recurring classroom concerns (Barredo, 2025; Contreras, 2023; Korpershoek et al., 2025).

3.2 Extent of Classroom Management Strategies Used

The extent of classroom management strategies employed by elementary teachers obtained an overall weighted mean of 3.67, interpreted as Great Extent. Among the indicators, explaining unacceptable behaviors received the highest weighted mean of 3.84, followed by corrective feedback and behavior monitoring, both with a weighted mean of 3.81. Consistent reminders obtained a mean of 3.77, while clear classroom rules received 3.74. Using praise to encourage positive behavior obtained a weighted mean of 3.68, followed by keeping records of disruptive behaviors with 3.52. Meanwhile, providing rewards or incentives received the lowest weighted mean of 3.23, interpreted as Moderate Extent, based on the given interpretation scale.

The findings suggest that teachers regularly employ classroom management strategies, particularly those involving corrective feedback, behavioral monitoring, consistent reminders, and explaining unacceptable behaviors. However, the comparatively lower rating for providing rewards or incentives indicates that reinforcement-based practices may be less emphasized than corrective approaches. This highlights the importance of balancing corrective interventions with preventive and motivational strategies to encourage positive learner behavior. The results are consistent with literature emphasizing the importance of clear classroom rules, corrective

feedback, behavior monitoring, and positive reinforcement in effective classroom management (Evertson & Weinstein, 2021; Aniñon & Obiso, 2025; Jayme & Tantiado, 2025).

3.3 Level of Difficulty in Managing Disruptive Behaviors

The level of difficulty experienced by elementary teachers in managing disruptive behaviors obtained an overall weighted mean of 2.55, interpreted as Difficult. Among the indicators, managing learners who refuse to follow instructions received the highest weighted mean of 2.77, followed by managing off-task behavior during lessons with 2.70. Managing repeated disruptive behaviors obtained a weighted mean of 2.55. Meanwhile, managing inattentive learners received a mean of 2.39, interpreted as Slightly Difficult, while managing learners who talk without permission obtained the lowest weighted mean of 2.35, also interpreted as Slightly Difficult. The findings indicate that managing disruptive behaviors remains a challenge for elementary teachers despite their extensive use of classroom management strategies. The difficulty experienced in addressing learners who refuse to follow instructions suggests the need for consistent behavioral interventions, structured classroom routines, and approaches that promote learner accountability. Similarly, the difficulty in managing off-task behavior emphasizes the importance of interactive, engaging, and learner-centered instructional strategies. These findings are consistent with studies indicating that noncompliance and repeated disruptive behaviors may contribute to teacher stress and affect instructional effectiveness (Granger et al., 2025; Espinal & Paglinawan, 2025).

3.4 General Discussion

Taken together, the results show that disruptive behaviors occurred often, classroom management strategies were used to a great extent, and managing disruptive behaviors remained difficult. The results suggest that the use of management strategies does not necessarily eliminate behavioral challenges. Continued teacher development, peer collaboration, proactive routines, and school-based support may help strengthen classroom management capacity.

4. CONCLUSION, RECO, LIMITATION OS THE STUDY

The study concludes that disruptive behaviors, particularly interrupting lessons and talking without permission, frequently occurred among elementary learners at Loo Elementary School. Teachers employed classroom management strategies to a great extent, particularly explaining unacceptable behaviors, providing corrective feedback, and monitoring learner behavior. However, despite the consistent application of these strategies, teachers still experienced difficulty managing disruptive behaviors, especially refusal to follow instructions and off-task behavior. These findings suggest that effective classroom management remains an important instructional concern that requires consistent, proactive, and developmentally appropriate interventions.

Based on the findings, teachers are encouraged to strengthen their classroom management practices by establishing predictable routines, implementing positive reinforcement, setting clear behavioral expectations, and providing engaging learning activities that promote learner participation and self-discipline. School administrators may also provide professional development programs, mentoring, and collaborative learning opportunities to enhance teachers' competencies in addressing disruptive behaviors. Furthermore, teachers are encouraged to balance corrective approaches with preventive and positive behavior support strategies to create a more conducive learning environment.

The study was limited to elementary learners and teachers of Loo Elementary School; hence, its findings may not fully represent the classroom management experiences of teachers in other schools or educational settings. The study also focused only on selected disruptive behaviors, classroom management strategies, and the difficulties experienced by teachers. Future researchers may consider including more schools and participants, examining additional factors influencing disruptive behaviors, and employing qualitative approaches such as interviews and classroom observations to gain deeper insights into learner behavior and teachers' classroom management experiences.

5. REFERENCES

Abamonga, M. C., & Combuan, M. C. (2024). Investigating the impact of the COVID-19 pandemic on elementary students' behavioral patterns. International Journal of Research and Innovation in Social Science, 8(6), 177–185. https://doi.org/10.47772/IJRISS.2024.806177

Agustina, A., Wilade, S., Rizal, R., and Pahriadi, P. (2025). Agustina, A., Wilade, S., Rizal, R., & Pahriadi, P. (2025). Analyzing the Role of Classroom Management in Enhancing Fifth-Grade Elementary Students' Learning Outcomes. Journal of Innovation and Research in Primary Education, 4(4), 3323–3335. https://doi.org/10.56916/jirpe.v4i4.2269

Ahmed, N. (2024). An enquiry into the role of classroom management in enhancing learners' social skills. Journal of Management and Business Education, 7(1), 174–193. https://doi.org/10.35564/jmbe.2024.0010

Alimahan, G. A., & Ubayubay, R. M. (2025). Classroom management practices and learning environment in select districts, Division of Misamis Oriental. International Journal of Multidisciplinary Research and Arts, 8(5), 38–52. https://doi.org/10.47191/ijmra/v8-i05-38

Aniñon, A., & Obiso, D. (2025). Teachers' strategies in managing students' misbehavior in the classroom in Dumanjug District I. Psychology and Education: A Multidisciplinary Journal, 43(7), 870–879. https://doi.org/10.70838/pemj.430705

Barredo, B. S. (2025). Classroom management challenges of elementary education student teachers. International Journal of Learning in Higher Education, 33(2), 25–41. https://doi.org/10.18848/2327-7955/CGP/v33i02/25-41

Contreras, M. C. M. (2023). Students' behaviors and teachers' classroom management strategies at public secondary schools in Lemery District. International Journal of Research Studies in Education, 12(5), 37–45. https://doi.org/10.5861/ijrse.2023.2018

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications. https://books.google.com/books?id=335ZDwAAQBAJ Department of Education. (2022). DepEd Order No. 034, s. 2022: School calendar and activities for the school year 2022–2023. https://www.deped.gov.ph/wp-content/uploads/2022/07/DO_s2022_034.pdf

DepEd Buguias District. (2026). District statistical enrollment and personnel report [Unpublished district report]. Department of Education, Benguet Division.

Dolosa, A.H. (2025). Effective strategies in dealing with learners' disruptive behaviors. International Journal of Innovative Science and Research Technology, 10(4), 350-363. https://doi.org/10.38124/ijisrt/25apr100

Duan, S., Bissaker, K. & Xu, Z. Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. Educ Psychol Rev 36, 43 (2024). https://doi.org/10.1007/s10648-024-09881-2

Espinal, A. E., & Paglinawan, J. L. (2025). Teachers' perspectives on addressing student misbehavior in the classroom. International Journal of Research and Innovation in Social Science, 9(5), 1–12. https://doi.org/10.47772/IJRISS.2025.90500087

Evertson, C. M., & Weinstein, C. S. (2021). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed.). Routledge. https://doi.org/10.4324/9780203874783

Frontiers in Education. (2024). Using differential reinforcement for all to manage disruptive behaviors: Three class interventions at kindergarten and primary school. Frontiers in Education, 9, Article 1411743. https://doi.org/10.3389/feduc.2024.1411743

Gonzales, M., and Reyes, J. (2021). Disruptive behaviors in Filipino classrooms: Implications for teaching and learning. Philippine Journal of Education, 98(2), 45-59

Granger, K. L., Chow, J. C., Montesion, A., Stouffer, J. M., Sutherland, K. S., & Conroy, M. A. (2025). Teachers' classroom management self-efficacy and teacher–child conflict as a function of child ordinal behavior ranking. School Mental Health, 17, 90–105. https://doi.org/10.1007/s12310-025-09741-6 Jayme, P. I. B., & Tantiado, R. C. (2025). Teachers' classroom management practices and learners' behavior. International Journal of Multidisciplinary Research and Arts, 8(5), 4–18. https://doi.org/10.47191/ijmra/v8-i05-04

Korpershoek, H., de Boer, H., & Mouw, J. M. (2025). An update of the meta-analysis of the effects of classroom management interventions on students' academic, behavioral, social-emotional, and motivational outcomes. Review of Educational Research, 95(3), 890–923. https://doi.org/10.3102/00346543251361903

Mangarin, R. A., & Comilang, K. G. D. (2024). Strategies in managing disruptive behavior: A review of research studies. International Journal of Research and Innovation in Applied Science, 9(10), 407–414. https://doi.org/10.51584/IJRIAS.2024.910036

Mehonda, C.A., and Guhao, E.S., (2023). Teacher classroom management strategies and learning motivation of students in public schools. EPRA International Journal of Multidisciplinary Research, 9(6), 112-120. https://doi.org/10.36713/epra23608

National Center for Education Statistics. (2023). Teachers' reports of disruptive student behaviors and staff rule enforcement. U.S. Department of Education. https://nces.ed.gov/programs/coe/indicator/a11

OECD. (2019). TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners. OECD Publishing. https://doi.org/10.1787/1d0bc92a-en

Paynandos, K. P., & Doronio, R. G. (2025). Classroom management approaches in relation to students' engagement and study habits. International Journal of Research and Innovation in Social Science, 9(7), 1–15. https://doi.org/10.47772/IJRISS.2025.907000168

Petkou, D., Galani, A., Galani, Z., Katsipi, A., & Kraniti, I. (2025). Classroom management strategies in Greek public kindergartens: A pilot study. Research on Preschool and Primary Education, 3(1), 191–206. https://doi.org/10.55976/rppe.320251421191-206

Poulou, M. S., Reddy, L. A., Dudek, C. M., & Lekwa, A. J. (2024). Teachers' instructional and behavior management practices and students' emotional and behavioral difficulties. European Journal of Psychology and Educational Research, 7(4), 207–223. https://eric.ed.gov/?id=EJ1454496 Putra, E., & Yanto, M. (2025). Classroom management: boosting student success—a meta-analysis review. Cogent Education, 12(1). https://doi.org/10.1080/2331186X.2025.2458630

Putra, E., and Yanto, M. (2025). Classroom management: Boosting student success – a meta-analysis review. https://doi.org/10.1080/2331186X.2025.2458630

Rosa, R., & Istifarin, N. A. (2026). Obstacles in elementary education classroom management in the Cordillera Administrative Region. Academia Open, 11(1), Article 13032. https://doi.org/10.21070/acopen.11.2026.13032

Saha, R. R. (2025). Effective classroom management practices techniques A review. https://www.researchgate.net/publication/391599992

Salama, M. S., Utaminingsih, E. S., Ramadhani, M. H., & Intania, B. Y. (2025). Classroom management and student behavior in primary schools: A systematic review. Jurnal Ilmiah Profesi Pendidikan, 10(2), 1668–1678. https://doi.org/10.29303/jipp.v10i2.3383

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31(3), 351–380. https://www.jstor.org/stable/42899983

Sumastre, R., & Oco, E. (2025). Teachers' classroom management practices and pupils' self-efficacy. International Journal of Multidisciplinary Research and Arts, 8(4), 13–27. https://doi.org/10.47191/ijmra/v8-i04-13

Tiu, J.S. (2024). Managing disruptive behavior in classrooms: A systematic review of intervention strategies for social, emotional, and behavioral difficulties (SEBD). International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence, 1(11), 208-218. Zenodo.

Van Rensburg, M. S., Condy, J. L., & Nyewe, P. K. (2024). Managing challenging behaviours in Grade 3 learners post-COVID-19. South African Journal of Childhood Education, 14(1), Article a1517. https://doi.org/10.4102/sajce.v14i1.1517

Wilkins, N.J., Verlenden, J.M., Szucs, L.E., and Johns, M.M. (2022) Classroom management and facilitation approaches that promote school connectedness. Journal of School Health, 93(7), 582-593. https://doi.org/10.1111/josh.13279

Yuni, Y., Ripki, A. J. H., Masrum, M., Brahma, I. A., & Erwianti, A. (2024). Effective classroom management: Student behavior management strategies in the digital era. J-CEKI: Jurnal Cendekia Ilmiah, 3(6), 8095–8101. https://ulilalbabinstitute.co.id/index.php/J-CEKI/article/view/5791

Zamayla, M. P., & Labitad, G. F. (2025). Teachers' classroom management practices and learners' behavior. International Journal on Science and Technology, 16(3). https://doi.org/10.71097/IJSAT.v16.i3.8245

Zeb, I., Zhang, Y., and Khan, A. (2024). The relationship between teachers' self-efficacy and classroom management practices in secondary schools. Forum for Education Studies, 2(4) 1564. https://doi.org/10.59400/fes1564