

Documentation Practices in Monitoring Learners' Behavioral Challenges: Positive Guide for Desirable Behavior

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Abstract

This study assessed documentation practices in monitoring learners' behavioral challenges in six public elementary schools in Zone 3, Guindulman District, Division of Bohol, as basis for developing a Positive Guide for Desirable Behavior. Anchored on Operant Conditioning Theory, Choice Theory, Positive Behavioral Interventions and Supports, Assertive Discipline Theory, and School Climate Theory, the study employed a quantitative descriptive-correlational design supplemented by a qualitative component. A structured, adapted questionnaire was administered through Google Forms to 53 education professionals comprising 42 teachers, five Master Teachers, and six school heads. Frequency, percentage, mean, standard deviation, Pearson Product-Moment Correlation, and thematic analysis were used to analyze the data. Learners' behavioral challenges were generally sometimes manifested, with distractive behavior emerging as the most noticeable concern, particularly unnecessary noise and classroom disruptions. Documentation practices were generally assessed positively, although follow-up and monitoring and timeliness required further attention. A weak positive but statistically non-significant relationship was found between learners' behavioral challenges and documentation practices ($r = 0.175$, $p = 0.209$), indicating that documentation practices did not significantly vary according to the frequency of behavioral challenges. Major documentation concerns included limited time, heavy workload, insufficient training, inconsistent documentation, inadequate follow-up and monitoring, and limited administrative support. The study recommends implementing the Positive Guide for Desirable Behavior, supported by standardized documentation procedures, timely recording, systematic monitoring, continuous training, administrative support, and stakeholder collaboration. The study supports SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions) by promoting safe, supportive, accountable, and learner-centered school environments. Its sustainability impact lies in strengthening systematic documentation, positive behavior management, policy implementation, evidence-based decision-making, learner protection, and home-school collaboration.

Keywords: Behavioral Challenges; Child Protection; Documentation Practices; Positive Behavior Management; Positive Guide for Desirable Behavior; School Environment; Systematic Monitoring

1. Introduction

A safe, orderly, and supportive school environment is essential to effective teaching and learning. Teachers play a critical role in managing learners' behavioral challenges through appropriate interventions, classroom management, systematic documentation, and compliance with child protection policies. Behavioral concerns may disrupt instruction and academic performance (Vidic, 2022), while some incidents may not be formally reported when teachers address them immediately (Pelo et al, 2023). Proper documentation is therefore necessary to

identify behavioral patterns, monitor interventions, facilitate communication, and support evidence-based decisions (DepEd Teacher Education Council, 2022; Delos Reyes, 2023; Dilabayan & Sambo, 2024). This study focuses on documentation practices in monitoring learners' behavioral challenges in Zone 3, Guindulman District, Division of Bohol, as basis for developing a Positive Guide for Desirable Behavior.

Teacher competence in managing learner behavior involves guidance and counselling, collaboration, child protection, and appropriate disciplinary practices (Delos Reyes, 2023; Dilabayan & Sambo, 2024). Effective behavior management requires identifying behavioral concerns and their contributing factors, applying appropriate positive interventions, documenting incidents, and monitoring learner responses. Within Zone 3, Guindulman District, teachers and school heads manage behavioral concerns alongside instructional, managerial, and administrative responsibilities. Inconsistent implementation of prescribed procedures may result in incomplete disciplinary documentation, making it difficult to substantiate actions when complaints, disputes, or child protection cases arise.

Pedagogical documentation can strengthen classroom management by supporting planning, behavior management, classroom relationships, and time management (Gangal and Yilmaz, 2023). Teacher data literacy also facilitates the collection and use of evidence to monitor learners and inform instruction (Kim and Yu, 2023). Positive behavior support, non-punitive discipline, teacher-parent collaboration, and evidence-based classroom management can help address behavioral concerns (Tesfay and Elias, 2025). Learner behavior may also be influenced by parenting, peers, media, school conditions, and broader social circumstances (Zambezi, 2025), while effective classroom management can strengthen school connectedness (Wilkins et al., 2022). Teachers nevertheless continue to encounter challenges in balancing discipline and child protection requirements (Quinto and Samson, 2021). Clear and supportive discipline (Palomer, 2024) and stronger Child Protection Policy awareness and implementation (Aguilar and Carbonell, 2024) are therefore important. Challenges involving behavior management, discipline, engagement, communication, and classroom climate also persist despite policy awareness (Almada and Andang, 2026; Marquez and Oropa, 2025).

Locally, Zone 3, Guindulman District faces concerns regarding inconsistent implementation and incomplete documentation of behavioral incidents. Nationally, DepEd Order No. 40, s. 2012 (Child Protection Policy) requires positive, non-violent, and rights-based discipline. Republic Act No. 7610 protects children from abuse, exploitation, and discrimination, while Republic Act No. 10627 requires schools to establish mechanisms for preventing, reporting, documenting, and addressing bullying. Globally, safe and supportive learning environments are recognized as important to learner development. School climate is associated with engagement, well-being, safety, bullying, and delinquent behavior (Charlton et al. (2021); Zynuddin et al. (2023)). These local, national, and global perspectives emphasize systematic documentation, positive discipline, and learner protection.

The study is anchored on B.F. Skinner's Operant Conditioning Theory (1938), which explains behavior through reinforcement and consequences, and William Glasser's Choice Theory (1998), which views behavior as purposeful choices intended to satisfy psychological needs. Positive Behavioral Interventions and Supports (PBIS) (1997) further emphasizes proactive strategies, positive reinforcement, data-driven decisions, and continuous behavioral monitoring. The Assertive Discipline Theory of Canter and Canter (1976) supports clear expectations, consistent rules, appropriate consequences, and systematic documentation. Contemporary perspectives of School Climate Theory further emphasize relationships, safety, teaching practices, and organizational conditions. Identifying the causes of behavioral challenges and providing appropriate interventions within supportive classrooms can improve learner behavior and learning outcomes (Salarvand et al. (2023)).

Although existing studies emphasize classroom management, documentation, positive discipline, and policy awareness, inadequate documentation of learner behavioral challenges, disciplinary incidents, and interventions remains evident. In Zone 3, Guindulman District, inconsistent procedures and incomplete records may limit effective monitoring and the ability to provide evidence when disciplinary or child protection concerns arise. The study therefore assesses learners' behavioral challenges and documentation practices in terms of timeliness, accuracy and objectivity, completeness, confidentiality and ethical record-keeping, and follow-up and monitoring. It also examines the relationship between behavioral challenges and documentation practices and identifies related issues and concerns as basis for developing a Positive Guide for Desirable Behavior.

The study aligns with SDG 4: Quality Education, which promotes inclusive, equitable, safe, and supportive learning environments, and SDG 16: Peace, Justice, and Strong Institutions, which emphasizes accountability, protection, and inclusive institutions. Systematic documentation, positive discipline, and child protection practices support these goals by promoting safe, accountable, and learner-centered school environments.

The study contributes to educational sustainability by supporting safe and orderly learning environments and strengthening positive behavior management. It promotes institutional sustainability through systematic documentation, consistent policy implementation, accountability, and evidence-based decision-making. It also supports social and community sustainability through learner protection, clearer parent-school communication, and stronger home-school collaboration. The proposed Positive Guide for Desirable Behavior may provide teachers and school heads with practical guidance for consistent, positive, and policy-compliant management of learners' behavioral challenges.

2. Material and methods

2.1 Research Design

The study employed a quantitative methodology using a descriptive-correlational research design supplemented by a qualitative component. The descriptive component examined respondents' profiles, learners' behavioral challenges, and teachers' documentation practices, while the correlational component determined the relationship between behavioral challenges and documentation practices. The qualitative component identified issues and concerns related to documentation practices. The study followed a systematic process beginning with instrument adaptation and validation, securing permissions, and coordinating with participating schools. The questionnaire was administered through Google Forms, after which responses were organized, analyzed, and interpreted. The findings were used to identify strengths, gaps, and areas for improvement and to develop a Positive Guide for Desirable Learner Behavior.

2.2 Locale of the Study

The study was conducted in six public elementary schools in Zone 3, Guindulman District, Division of Bohol: Pansul Elementary School, Cabantian Elementary School, Guinacot Elementary School, Canhaway Elementary School, Cansiwang Elementary School, and Tabunoc Elementary School. These schools represent varied geographic and educational contexts, including remote, highway-accessible, and upland locations, with different learner populations and staffing complements. Collectively, these settings provided an appropriate context for examining documentation practices and positive guidance in managing learners' behavioral challenges.

2.3 Respondents of the Study

The study involved 53 education professionals from the six participating elementary schools. As presented in Table 1, the respondents consisted of 42 teachers (79.25%), five Master Teachers (9.43%), and six school heads (11.32%). The teachers included three males and 39 females, while the six female school heads consisted of two Principals, three Head Teachers I, and one Teacher-in-Charge. The respondents had varying teaching and leadership experiences and were directly involved in learner discipline, classroom behavior management, and implementation of child protection policies. Their experience in addressing learners with diverse needs and behavioral concerns made them relevant sources of information on documentation practices.

2.4 Sample and Sampling Procedure

The study involved 53 respondents drawn from the six public elementary schools in Zone 3, Guindulman District. These comprised teachers, Master Teachers, and school heads who were directly involved in classroom management, learner discipline, and child protection implementation. The source material does not specify a separate sampling technique or sample-size computation.

2.5 Research Instrument

The study used a structured questionnaire adapted from established sources and modified according to the research objectives. The first part gathered respondents' age, gender, civil status, position/designation, highest educational attainment, length of service, and relevant trainings, seminars, and workshops attended. The second part assessed disrespectful, distractive, attendance-related, and peer-aggressiveness behaviors. Indicators for disrespectful and distractive behaviors were adapted from Aniñon and Obiso (2025) and Wettstein et al. (2021), while attendance-related and peer-aggressive behavior indicators were adapted from Singian (2026) and Almazan (2023). The third part assessed documentation practices and was adapted from Palma and Caballes (2022). It covered timeliness, accuracy and objectivity, completeness, confidentiality and ethical record-keeping, and follow-up and monitoring documentation. For learners' behavioral challenges, scores of 3.26–4.00, 2.51–3.25, 1.76–2.50, and 1.00–1.75 were interpreted as Always Manifested, Often Manifested, Sometimes Manifested, and Never Manifested, respectively. For documentation practices, the corresponding ranges were interpreted as Always Practice, Practice, Less Practice, and Not Practice at All.

2.6 Data Gathering Procedure

The researcher secured approval from the graduate school and permission from the District Supervisor of Guindulman District and the school heads of the six participating schools. The study's purpose, significance, and procedures were explained to respondents before data collection. The adapted questionnaire was converted into Google Forms and distributed to teachers, Master Teachers, and school heads through the assistance of their respective school heads. Participation was voluntary, and confidentiality and privacy were maintained. Respondents were given adequate time to complete the questionnaire, with follow-up reminders provided when necessary. After collection, responses were downloaded, organized, coded, and prepared for statistical analysis. The findings were subsequently interpreted and used as basis for developing the Positive Guide for Desirable Behavior.

2.7 Data Analysis Techniques

Frequency and percentage were used to describe respondents' demographic profiles. Mean and standard deviation were used to determine the extent of disrespectful, distractive, attendance-related, and peer-aggressive behaviors and to assess documentation practices in terms of timeliness, accuracy and objectivity, completeness, confidentiality and ethical record-keeping, and follow-up and monitoring. Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to determine the significant relationship between undesirable learner behavior and teachers' documentation practices. Thematic Analysis was used to identify recurring themes and patterns in respondents' qualitative responses concerning issues and concerns related to documentation practices.

3. Results and Discussion

3.1 Relevant Information of School Heads and Teachers

3.1.1 Age

The six school heads were equally distributed across the 31–40, 41–50, and 51–60 age groups, with two respondents (33.33%) in each category and a mean of 3.00 ($SD = 0.89$). Among teachers, 22 (46.81%) were aged 31–40, 10 (21.28%) were 51–60, 9 (19.15%) were 41–50, 4 (8.51%) were 21–30, and 2 (4.26%) were 61–65, with a mean age category of 2.47 ($SD = 0.99$). The findings suggest a generally mature and professionally experienced workforce. Older teachers demonstrate better management skills in guidance, counseling, and collaboration (Delos Reyes, 2023), while teachers' age, experience, and qualifications influence behavioral management (Batingolo, 2025). Teaching experience also affects the management of disruptive behavior (Adewale & Moyo, 2025), and behavioral issues may vary according to teachers' age (Austero & Mananquil, 2025).

3.1.2 Gender

All six school heads (100%) were female. Similarly, 44 teachers (93.62%) were female, while only 3 (6.38%) were male, indicating that both school leadership and the teaching workforce were predominantly female. This pattern is consistent with Philippine evidence showing the predominance of women among school heads (Bingat & Herrera, 2025) and elementary administrators (Camara, 2024). Elementary teaching likewise remains female-dominated in the Philippines (Sebastian et al., 2022) and internationally (OECD, 2022), reflecting strong female participation in Philippine education (Manimtim & Perez, 2021). However, the distribution does not indicate that documentation is gender-based. Positive discipline and structured monitoring promote desirable behavior (Bazar & Baluyos, 2023; Nofitasari & Mundiri, 2026), while clear codes of conduct provide consistent bases for discipline (Zondo & Mncube, 2022).

3.1.3 Civil Status

All six school heads (100%) were married. Among teachers, 40 (85.11%) were married, 4 (8.51%) were single, and 3 (6.38%) were widowed, showing that most respondents were married. This finding is consistent with Philippine studies reporting that most public school teachers are married (Mostera & Digo, 2023; Oplas, 2024), as are most school heads (Mercader-Roa & Balanga, 2024). Married teachers often balance family and professional responsibilities (Pablo et al., 2025), while a predominantly married workforce is often characterized as stable and professionally experienced (Cabatu-an, 2026).

3.1.4 Highest Educational Attainment

Among school heads, three (50.00%) had completed the academic requirements for a Doctor of Education degree, while one (16.67%) held a doctorate, one (16.67%) had master's degree units, and one (16.67%) held a bachelor's degree. Among teachers, 15 (31.91%) held full-fledged master's degrees, 13 (27.66%) bachelor's degrees, 10 (21.28%) had master's degree units, and 9 (19.15%) had completed academic requirements for a master's degree. The results indicate substantial participation in graduate education. Teachers demonstrate strong commitment to graduate schooling as a professional development pathway (Garcia, 2024), while graduate education provides advanced knowledge and competencies for improving educational practice (Ganzan & Labitad, 2025). Advanced educational qualifications also support effective school leadership (Bingat & Herrera, 2025), while continuing professional development strengthens educators' competence throughout their careers (Dayagbil & Alda, 2024).

3.1.5 Plantilla Position

Among the school heads, three (50.00%) were Head Teachers I, two (33.33%) were Principals I, and one (16.67%) was a Teacher III/Teacher-in-Charge. Among the 47 teachers, 34 (72.34%) were Teacher III, 8 (17.02%) Teacher I, 4 (8.51%) Master Teacher II, and 1 (2.13%) Master Teacher I. The predominance of Teacher III positions reflects patterns in other Philippine settings where Teachers-in-Charge may occupy Teacher III positions while performing teaching and leadership responsibilities (Montehermoso & Orge, 2026). The respondents' professional positions also indicate considerable exposure to classroom situations. Teaching experience is significantly linked to classroom and behavior management (Porte, 2026), while professional experience and qualifications influence teachers' ability to manage pupil behavior (Batingolo, 2025).

3.1.6 Number of Years in Service

Three school heads (50.00%) had 21 years or more of service, two (33.33%) had 11–15 years, and one (16.67%) had 16–20 years. Among teachers, 13 (27.66%) had 11–15 years of service, 12 (25.53%) had 21 years or more, 9 (19.15%) had 6–10 years, 6 (12.77%) each had 1–5 and 16–20 years, and 1 (2.13%) had less than one year. The respondents' length of service indicates substantial professional experience. Teaching experience is significantly associated with behavior and classroom management (Porte, 2026) and shapes adaptability, confidence, and decision-making (Puckett, 2026). Nevertheless, experience does not guarantee systematic documentation because experienced teachers may still apply documentation inconsistently (Miñoza, 2025), while documentation and assessment practices may require further professional learning (Elden & Aras, 2024).

3.1.7 Relevant Trainings, Seminars, and Workshops Attended

Four school heads (66.67%) attended division-level training, while one (16.67%) each attended international and national training. Among teachers, 17 (36.17%) attended division-level, 15 (31.91%) district-level, 8 (17.02%) international, 5 (10.64%) regional, and 1 (2.13%) each national and school-level training. The findings indicate active professional development participation, particularly at division and district levels. Teachers commonly participate in these activities to improve content knowledge, pedagogical skills, and classroom practices (Quilapio & Callo, 2022). Training aligned with competency needs also improves school heads' instructional leadership (Madera, 2024), while participation in professional development demonstrates commitment to personal and professional improvement (Gonio & Bauyot, 2024).

3.2 Behavioral Challenges Manifested by Learners

3.2.1 Disrespectful Behavior

School heads rated disrespectful behavior as "Sometimes Manifested" (Composite Mean = 1.96, SD = 0.87). Refusal to follow teacher instructions received the highest rating (WM = 2.06, SD = 0.76), followed by entering or leaving the classroom without permission (WM = 2.04, SD = 0.86). Teachers rated disrespectful behavior overall as "Never Manifested" (Composite Mean = 1.75, SD = 0.47), although talking back, inappropriate language, and mocking or ridiculing others were each rated "Sometimes Manifested" (WM = 1.83). The findings show that school heads perceived disrespectful behaviors more frequently than teachers. Failure to follow teacher instructions has been identified as a frequent classroom misbehavior (Vidić, 2022), while leaving one's seat or classroom without permission is also common (Aniñon & Obiso, 2025). Teachers likewise encounter defiance and resistance to instruction (Falcon et al., 2024), while offensive language remains a behavioral concern (Shala et al., 2025). These behaviors underscore the importance of proactive and supportive classroom management (Korpershoek et al. (2023)).

3.2.2 Distractive Behavior

Both school heads and teachers rated distractive behavior as "Sometimes Manifested," with composite means of 2.11 (SD = 0.75) and 1.92 (SD = 0.47), respectively. School heads rated unnecessary noise highest (WM = 2.64, SD = 0.76), while teachers likewise identified unnecessary noise as the most common distraction (WM = 2.33, SD = 0.52). Non-academic gadget use received the lowest ratings from school heads (WM = 1.23, SD = 0.48) and teachers (WM = 1.33, SD = 0.52), both interpreted as "Never Manifested." The findings indicate that unnecessary noise, talking out of turn, and movement were more evident than gadget-related distractions. Shouting, speaking out of turn, and excessive movement have been identified as frequent elementary classroom disruptions (Sagario & Mojica, 2025), while classroom noisiness is also commonly observed (Pelo et al., 2023). Talking out of turn is similarly documented as a frequent disruption (Hou et al., 2024), although non-academic gadget use is recognized as a distraction in other contexts (Chen, 2025). Effective classroom management supports concentration and engagement (Herman et al., 2022), while systematic data collection and progress monitoring strengthen behavioral management (Zoder-Martell et al., 2023).

3.2.3 Attendance-Related Behavior

School heads and teachers rated attendance-related behavior as "Sometimes Manifested," with composite means of 1.82 (SD = 0.67) and 1.86 (SD = 0.53), respectively. School heads rated arriving unprepared highest (WM = 2.23, SD = 0.72), followed by failure to bring required materials (WM = 2.19, SD = 0.70). Teachers rated arriving unprepared at WM = 2.17 (SD = 0.41), while leaving the classroom without justification and failure to bring materials both obtained WM = 2.00 (SD = 0.63). Skipping classes received the lowest ratings from both groups. The findings indicate that attendance-related concerns were more evident in preparedness and classroom participation than in severe absenteeism or class skipping. Attendance problems are multifaceted and require systematic assessment rather than punitive responses (Havik & Ingul, 2021; Kearney et al., 2023). Kearney et al. (2023) identified such behaviors as possible early indicators of disengagement, while Havik and Ingul (2021) emphasized early identification and intervention. Absenteeism may adversely affect academic achievement (Keppens, 2023), while attendance may also be influenced by classroom environment and school climate (Moldero et al., 2024). Strong teacher-student relationships can reduce truancy and disengagement (Mamba and Phebeni, 2026).

3.2.4 Peer-Aggressive Behavior

School heads and teachers rated peer-aggressive behavior as “Sometimes Manifested,” with composite means of 1.91 (SD = 0.84) and 1.89 (SD = 0.66), respectively. School heads rated verbal bullying highest (WM = 2.26, SD = 0.84), followed by name-calling or teasing (WM = 2.15, SD = 0.88). Teachers rated verbal bullying and name-calling or teasing highest at WM = 2.17 (SD = 0.75). Social exclusion received the lowest ratings from both groups. The findings show that verbal aggression was more commonly observed than physical and relational aggression. Pedorych (2022) identified name-calling, teasing, ridicule, aggressive remarks, false accusations, rumors, and gossip as common manifestations of bullying. Peer relationship management and anger regulation can protect against bullying perpetration (Espino et al. (2022)), while peer-tutoring programs may improve assertiveness, conflict-resolution skills, social skills, and empathy (O’Hara Soto-García et al. (2024)). These findings support positive guidance, social-emotional learning, and systematic monitoring of peer-aggressive incidents.

3.3 Documentation Practices in Handling Learners’ Behavioral Challenges

School heads rated teachers’ overall documentation practices at 3.01 (SD = 0.52), interpreted as “Agree.” Confidentiality and ethical record-keeping received the highest rating (WM = 3.17, SD = 0.41), while follow-up and monitoring received the lowest (WM = 2.89, SD = 0.63). Teachers rated their practices at 3.40 (SD = 0.51), interpreted as “Strongly Agree,” with accuracy and objectivity highest (WM = 3.46, SD = 0.52) and timeliness lowest (WM = 3.33, SD = 0.54). The findings indicate generally sound documentation practices, although follow-up, monitoring, and timeliness require further attention. Owens et al. (2022) emphasized baseline tracking, goal setting, and monitoring behavior over time, while Riden et al. (2021) noted the value of behavior report cards in implementing and evaluating interventions. Documentation should therefore involve recording behavior, documenting interventions, monitoring progress, evaluating outcomes, and providing follow-up (Zoder-Martell et al., 2023).

3.4 Summary of Learners’ Behavioral Challenges

School heads rated learners’ behavioral challenges overall as “Sometimes Manifested” (M = 1.95, SD = 0.78), with distractive behavior highest (M = 2.11), followed by disrespectful behavior (M = 1.96), peer-aggressiveness (M = 1.91), and attendance-related behavior (M = 1.82). Teachers also rated behavioral challenges as “Sometimes Manifested” (M = 1.86, SD = 0.53), with distractive behavior highest (M = 1.92) and disrespectful behavior lowest (M = 1.75), interpreted as “Never Manifested.” The findings indicate that serious behavioral difficulties were not dominant, although distractive behaviors remained the most noticeable concern. Positive behavior supports are associated with active classroom engagement (Larson et al. (2021)). Behavioral data may also support classroom troubleshooting, student check-ins, family communication, and collaborative problem-solving (Cho et al. (2021)). Thus, documentation can assist teachers and school heads in identifying recurring concerns, monitoring progress, and selecting appropriate interventions.

3.5 Relationship Between Learners’ Behavioral Challenges and Documentation Practices

The Pearson Product-Moment Correlation analysis revealed a weak positive correlation between learners’ behavioral challenges and teachers’ documentation practices ($r = 0.175$, $p = 0.209$). Since the p-value was greater than the 0.05 level of significance, the relationship was not statistically significant; therefore, the null hypothesis was not rejected. The result indicates that teachers’ documentation practices did not significantly vary according to the frequency of behavioral challenges. Documentation should therefore be maintained as a routine and preventive professional practice rather than only when behavioral problems become frequent or serious. Zoder-Martell et al. (2023) emphasized the value of systematic behavioral documentation for guiding interventions and monitoring learner progress, supporting proactive and consistent documentation regardless of the frequency of behavioral challenges.

3.6 Issues and Concerns in Documenting Learners’ Behavioral Challenges

Limited time to prepare and update behavioral records was the most common concern, reported by 37 respondents, followed by delayed documentation due to heavy workload (29) and insufficient training on documentation procedures, child protection policies, and behavior management (22). Other concerns included inconsistent documentation (17), inadequate follow-up and monitoring and difficulty coordinating with parents or guardians (16 each), limited administrative support (14), confidentiality concerns (12), incomplete documentation (11), and difficulty maintaining objectivity (10). The findings indicate that time constraints, workload, and insufficient training were the major barriers to effective documentation. Workload intensification and administrative responsibilities contribute to teachers’ time poverty (Creagh et al. (2023)), while additional workloads may interfere with core teaching responsibilities (Medez, 2024). Continuous capacity-building is also important, as data-driven professional development can strengthen classroom-management practices (Sims et al. (2023)). Structured behavioral data collection and progress monitoring further support effective classroom management (Zoder-Martell et al. (2023)). These findings support simple and time-efficient documentation procedures, continuous training, administrative support, and systematic follow-up within the proposed Positive Guide for Desirable Behavior.

4. Conclusion & Recommendations

The study concluded that teachers generally maintained consistent documentation practices in addressing learners' behavioral challenges, regardless of how frequently these behaviors occurred. Distractive behaviors, particularly unnecessary noise and classroom disruptions, were the most commonly manifested concerns, while documentation practices were generally assessed positively by both teachers and school heads. However, follow-up and monitoring and the timeliness of documentation emerged as areas needing improvement. The absence of a significant relationship between learners' behavioral challenges and documentation practices indicates that documentation remained relatively consistent across varying levels of behavioral occurrence. Nevertheless, effective documentation was constrained by limited time, heavy instructional and administrative workloads, delayed recording, insufficient training, inconsistent procedures, and limited administrative support, underscoring the need to strengthen systematic documentation and monitoring practices.

The study recommends implementing the proposed Positive Guide for Desirable Behavior to strengthen teachers' documentation and management of learners' behavioral challenges. Emphasis should be placed on standardized and practical documentation procedures, timely recording, systematic follow-up and monitoring, continuous training and coaching, positive behavior management strategies, and adequate administrative support. Strengthening collaboration among teachers, school heads, parents, and other stakeholders is also recommended to improve the consistency and effectiveness of interventions and promote desirable learner behavior within a safe, supportive, and child-friendly school environment.

The study was limited to teachers and school heads from six public elementary schools in Zone 3, Guindulman District, Division of Bohol, during School Year 2026–2027. It focused specifically on learners' behavioral challenges involving disrespectful, distractive, attendance-related, and peer-aggressive behaviors and on teachers' documentation practices in terms of timeliness, accuracy and objectivity, completeness, confidentiality and ethical record-keeping, and follow-up and monitoring. Consequently, the findings are specific to the respondents, variables, and school context covered by the study and should be interpreted within these defined boundaries.

5. Compliance with ethical standards

The author declares no conflict of interest. This study received no external funding. The researchers acknowledge the teachers and school heads of the six public elementary schools in Zone 3, Guindulman District, Division of Bohol, for their participation and institutional support. Participation was voluntary, informed consent was obtained, and data were collected through non-invasive methods while maintaining confidentiality and ensuring that no identifying information was disclosed.

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