Classroom Management Practices and Students' Disruptive Behavior: Teachers Experiences, and Strategies of Classroom Dynamics

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ABSTRACT

This study explored how teachers manage classroom dynamics, particularly disruptive behaviors, in public elementary schools. It used a qualitative phenomenological research design to examine the experiences of thirteen (13) teachers selected through purposive sampling. Data were collected through validated open-ended interviews and analyzed using qualitative thematic analysis. Findings revealed that common disruptive behaviors included constant talking, attention-seeking, inattentiveness, unnecessary movement, and interruptions that affected classroom instruction. Teachers used different strategies to address these behaviors, including establishing classroom rules at the beginning of the school year, applying positive reinforcement, using attention signals, redirecting students, and showing a caring or "motherly" approach. However, teachers also encountered challenges such as students' short attention spans, loss of instructional time, limited parental support, and concerns regarding child protection policies that restricted disciplinary actions. The findings emphasized that effective classroom management requires flexibility, patience, consistency, and approaches that balance curriculum requirements with students' emotional, behavioral, and developmental needs. Teachers must also recognize individual differences among learners and create supportive environments that promote participation, respect, responsibility, and self-discipline. Based on the findings, the study recommends strengthening partnerships between parents and schools, developing clear and consistent school-wide behavior policies, and providing teachers with continuous training on positive discipline and behavior management. These measures may help teachers respond more effectively to disruptive behaviors while promoting safe, inclusive, and productive learning environments for elementary students. The study also highlights the importance of collaboration among teachers, parents, school administrators, and communities in maintaining positive student behavior, improving classroom engagement, and supporting students' academic success and overall well-being in school settings.

Keywords: classroom management, disruptive behaviors, student-centeredness, teacher centeredness

INTRODUCTION

Classroom management may be considered as encompassing all actions, whether verbal or non-verbal, conducted by the teacher towards the purpose of organizing, enhancing, and optimizing the learning process of learners in the classroom setting (Evertson & Weinstein, 2021). It also involves the structured way teachers conduct instructions to create an ideal environment for learning and teaching (Marzano et al., 2022). In this regard, the physical arrangement of the classroom, behavioral aspects, and the adoption of effective pedagogical methods that promote engagement were all incorporated.

The classroom management entails various strategies and methods through which instructors can effectively educate and engage students in their learning process (Emmer & Evertson, 2021). Essential elements of a good classroom include engaging students in meaningful learning experiences, setting clear expectations, efficient use of time, and creating a productive learning atmosphere (Marzano, 2022; Jones, 2023; Pianta, 2024).

According to recent research, establishing a positive learning environment that enhances academic performance, as well as social and emotional skills, is an important element of classroom management that supports holistic student development (Jennings, 2021). Effective classroom management contributes significantly to cognitive, psychomotor, and affective learning outcomes (Durlak, 2022; Jones & Kahn, 2023; Weissberg, 2024).

The strategies that may be used include building empathic teacher-student relationships, promoting collaborative learning, developing social skills, and implementing restorative interventions (Wang, 2022; Johnson & Smith, 2023; Lee, 2021; Garcia, 2024; Thompson, 2025). Recent research also highlights that the physical classroom setup plays a crucial role in managing behavior, ensuring smooth transitions, and preventing disruptions (Hernandez, 2021; Patel & Kim, 2023; Rodriguez, 2022; Ellis, 2024).

Empirical studies further reveal that teachers frequently encounter various forms of disruptive behavior such as chatting, gadget misuse, shouting, inattentiveness, tardiness, and absenteeism (Mitchell, 2021; Chen & Liu, 2022; Walker, 2023). These behaviors significantly affect teaching and learning processes.

Disruptive behavior would make it difficult for the students to perform academically while at the same time reducing instructional time and making the learning environment uncomfortable (Davis, 2023). It would also affect the goals and skills of teachers because such disruptions made them feel exhausted, dissatisfied, and stressed (Harris & Thompson, 2021; Keller, 2022). Along with those aspects already discussed, the negative social and emotional side of the issue implies difficulties associated with higher anxiety rates, low self-esteem, and interpersonal conflicts among peers (Brooks, 2022; Vargas, 2023).

Effective classroom management emerged as an important aspect that not only influenced student behavior but was also instrumental in directing the course of students' learning process (Lindstrom, 2021; Morales, 2024). Ineffective management not only jeopardized the success of the learners in their academic studies due to missed lectures but also denied them the chance to gain vital social skills, such as collaboration, empathy, and conflict management, which were essential for holistic development, several contemporary studies proved the significance of proper classroom management for improved academic success among students (Jenkins, 2022). In this connection, a significant correlation of an efficient classroom management strategy, implying structure and proactive methods of dealing with behavior issues, with successful learning experiences of students was identified; on the contrary, ineffective classroom management related to negative academic outcomes because of chaos and disruptions experienced during class sessions (Garrett, 2023; Olson, 2024; Simmons, 2025).

Teachers also play a critical role in identifying early signs of student distress and promoting social-emotional learning to reduce behavioral issues (Martinez, 2023). They instilled good practice in students beyond the classroom so that they could be successful in different life situations (Wong, 2022). The role of teachers was crucial in spotting early signs of distress among students and finding ways of making their lives better in terms of both individual development and benefits for society (Reynolds, 2023). Classroom management is therefore essential in shaping both academic success and holistic student development (Carter, 2021). For that purpose, teachers had to track trends of disruptive behavior, assess their effectiveness in classroom management, and react flexibly considering the volatile nature of the contemporary classroom environment (Nguyen & Patel, 2023). Despite the difficulties involved, the effort paid off greatly since successful classroom management guaranteed success and happiness for all (Lopez, 2023).

The stages of development experienced by the students play an important role in determining the level of difficulty in classroom management. While a Kindergarten teacher might find it difficult to deal with the social/emotional control of the children, a teacher at Grade 6 is likely to be handling more complex social interactions (Scott, 2021). There are various challenges that the teachers face, depending on their levels. Through this analysis, it is intended to understand how the teachers adjust their approach towards students.

The significance of classroom management is also evident in studies conducted within various educational settings, highlighting its role in student achievement and classroom discipline (Putra, 2025; Almeida, 2023).

Misconduct continues to affect instructional effectiveness and disrupt classroom learning processes, impacting both students and teachers socially and academically (Sullivan, 2023).

Research shows that teachers who struggle to manage classroom distractions experience increased stress and reduced instructional efficiency (Peterson, 2021). Experts emphasize the importance of integrating social-emotional learning strategies to help students manage behavior and improve classroom interaction (Martinez, 2023). Teachers are also expected to instill positive behavior that extends beyond the classroom environment (Wong, 2022).

The role of teachers in identifying student needs and adjusting classroom strategies is crucial in improving both individual and social development (Reynolds, 2023; Carter, 2021). Effective classroom management requires continuous assessment of student behavior and flexible teaching approaches (Nguyen & Patel, 2023). Despite challenges, effective management contributes significantly to academic success and student well-being (Lopez, 2023).

While existing literature provides broad perspectives on classroom management, there is still a gap in understanding the lived experiences of teachers, particularly in Philippine public elementary schools, regarding their emotional and practical responses to student misbehavior. Most studies tend to focus on theoretical frameworks and quantitative data, with limited attention given to teachers' actual experiences in handling disruptive behavior in real classroom settings (Putra, 2025).

In the Philippine context, particularly in public elementary schools, classroom management challenges are influenced by cultural, institutional, and contextual factors that affect teachers' strategies and decision-making processes. This gap highlights the need for more qualitative exploration of teachers' perspectives on classroom dynamics, behavior management strategies, and instructional challenges.

This study therefore aims to explore how public elementary school teachers manage classroom interactions and respond to student misbehavior by analyzing their experiences, strategies, and perceptions in handling disruptive classroom behavior.

Objectives

The aim of the study was to examine how teachers manage classroom dynamics, especially in their handling of disruptive students. It also aimed to answer the main question: How do teachers describe their experiences and strategies in dealing with students' disruptive behaviors and classroom management? Specifically, it aimed to answer the following sub-questions:

- What kinds of disruptive behaviors have teachers encountered in their classes?
- What classroom management practices do teachers use to manage students' disruptive behaviors?
- What challenges do teachers face when implementing classroom management strategies for disruptive behaviors?
- What recommendations do teachers propose for improving classroom management practices, supporting students, and enhancing overall classroom dynamics?

METHODOLOGY

This chapter presented the research methods employed by the researchers for the study. It covered the study environment, research participants, research instrument, data collection technique, data analysis, and ethical considerations.

The research design used in this study was qualitative phenomenology. This design is appropriate for documenting the actual experiences of teachers in handling interruptions in the classroom because of young pupils. Qualitative phenomenology is considered a good design in collecting data on complex educational phenomena because it allows the participants to share their thoughts and strategies in their own voices (Creswell & Poth, 2021). Since it involves the analysis of perceptions, comprehension, and management of

disruptive behaviors by teachers, the phenomenological approach would be most appropriate for this research, as it looks into the essence of the experiences of teachers in dealing with disruptive behaviors from young children (Flowers & Bird, 2024). In the process, the research was able to develop effective classroom management techniques and gain insight into how teachers adapt their teaching styles to suit young learners.

This study was conducted at one of the public elementary schools in Zamboanga del Sur. The research environment has several distinctive features, which include varied classrooms with teachers who are actively engaged with students with different behaviors. The research environment is appropriate and suited for the study as it provides a natural environment for classroom management and disruptions.

The participants were public school teachers in elementary schools, selected because of their first-hand experience in managing disruptive students in class. This selection meets the phenomenological study requirements, which assert that when participants are selected based on their personal experience of the phenomenon, it is ensured that the information collected is accurate and pertinent (Creswell & Poth, 2021). Contemporary literature has also confirmed the efficacy of the selection criteria, which targets teachers managing daily challenges in the classroom, such as student attention deficit or emotional issues (Vasileiou et al., 2023; Flowers & Bird, 2024). Participants must have at least eight (8) years of teaching experience to ensure that they have encountered various classroom management situations. These criteria help to ensure that the participants have attained enough professional experience and knowledge in dealing with classroom interactions and disruptions. Research has shown that becoming an expert in the field of education takes a considerable amount of time, those within the range of approximately seven (7) to ten (10) years or more of service demonstrate stronger classroom management skills, higher instructional confidence, and more refined behavioral intervention strategies compared to novice teachers (Graham et al., 2023; Mantuhac & You, 2024). These improvements are attributed to accumulated teaching experience, repeated exposure to diverse classroom situations, and continuous professional adaptation over time. A total of thirteen (13) teachers participated in this study who were willing to share their approaches to classroom discipline and improving learning outcomes.

This study employed purposive sampling design, which is considered a non-probability design in which the selection of participants depends on the specific characteristics selected by the researcher (Palinkas et al., 2021). In the case of this study, the participants were the teachers of the elementary school who have personal experience in dealing with classroom setting and behavioral concerns of students, especially impulsive behaviors and interpersonal issues among early grade students. It is one of the most efficient ways to collect data in a qualitative method because of the deliberate selection of participants, which are called “information-rich cases” (Vasileiou et al., 2023). It is also regarded as the most appropriate sampling strategy for phenomenological research in education since it facilitates exploring the experience of teachers regarding classroom management practices.

During the implementation of the sampling procedure, the researchers started with defining the target population, in this case, elementary school teachers having classroom experience in managing student behaviors. Thereafter, inclusion criteria were outlined, like experience in teaching and being exposed to class management problems, for purposes of selecting qualified participants. The researchers then engaged in coordination with school principal to locate prospective participants that matched the selection criteria. Qualified participants willing to take part in the study were invited to the research while the rest opted out. Those who volunteered to be involved in the study were registered as participants. Informed consent was then obtained from the participants.

Researchers are considered the primary instrument of the research. The questions in the interview questionnaire were developed by the researchers before the collection of the key data. Based on the key questions in the research, the researchers have worked hard in developing the questions in the interview questionnaire. Open-ended questions were used in the interview questionnaire so that the participants were given the liberty to express their experiences, opinions, and insights about classroom management and student behavior. To validate the interview questionnaire and ensure that the interview questionnaire was consistent with the research objectives, the interview questionnaire was reviewed by an expert in educational research. The data collected in the interview questionnaire was the primary source of information. The interview guide

questionnaire is divided into four primary parts. The first part focused on the traits of the participants and the specific disruptive behaviors that they have witnessed, such as non-stop talking, attention-getting acts, or disengagement due to lack of interest. The second part explores the various approaches and strategies employed by the teacher to manage classroom behavior, including rule formulation, positive reinforcement, and the use of attention triggers. The challenges and problems encountered by teachers in implementing these approaches are the focus of the third part, particularly regarding disruption within classroom routines. Finally, the fourth part entails seeking the opinions and recommendations of the teachers on improving classroom climate and promoting proper behavior among students. Every section is meticulously planned and designed to make sure that the lived experiences of the thirteen teachers who took part in the study are well reflected and represented.

During the data gathering process, researchers meticulously planned and implemented steps to gather reliable, valid data from public school teachers on their classroom management practices and strategies for addressing disruptive student behaviors. To begin with, the researchers secured formal approval from the school principal and the Dean of the College of Teacher Education before conducting the study. Ethical considerations such as voluntary participation and confidentiality of responses were given utmost importance (Putra, 2025; Nobles et al., 2025). An interview guide questionnaire was developed, with questions being targeted at the overall research objectives to elicit more information regarding the classroom management techniques adopted by teachers, the problems encountered by teachers in maintaining order in the classrooms, and the techniques adopted to control the behavior of students who are disruptive. The questionnaire was validated by experts to assess its clarity, relevance, and comprehensiveness. The study used a qualitative method involving interviews with purposively selected teachers from public schools who had practical experience in handling classrooms with varying degrees of behavioral issues among students, with the permission of the school administration. Every participant was made to understand that the information he/she provided would remain entirely confidential, voluntary participation, and that he/she could discontinue participation whenever desired without any repercussions. The information gathered from these interviews would serve as the main source of information in the analysis and interpretation of the results, which would provide rich qualitative information on strategies, experiences, and insights on effective classroom management in the context of the public school.

The findings of the interview guide questionnaire were analyzed by using the process of qualitative thematic analysis. The results gathered from the interview guide questionnaires were analyzed using thematic qualitative analysis following the six-step process proposed by Creswell (2021). The first step that was taken by the researchers in analyzing the lived experiences of the teachers was to conduct a transcription of the recorded interview and a reading of the transcripts to understand their experiences. Second, they created some preliminary codes by identifying significant statements and phrases relating to disruptive behavior and classroom management. Third, the researchers moved on to conduct the theme search by grouping their initial codes into meaningful clusters. Fourth, the researchers checked the possible themes for accuracy and relevance to the data gathered and the research aimed. Fifth, the themes were defined and named, producing categories for types of misbehavior, preventive approaches, responses to the misbehaviors, and teacher challenges. Lastly, the report was written, presenting the analysis results in a way that describes how the teachers approach classroom dynamics.

The main themes emerging from the study were the experiences of the teachers with regard to examples of student misconduct, proactive approaches used in handling classroom management, reactive approaches used in addressing classroom management issues, and the challenges associated with classroom management. The participants emphasized the importance of establishing classroom rules, building good relationships with students, and employing proper interventions to ensure productive learning environments. Participant validation, peer review, and documentation logs were used in verifying the validity of the data obtained (Nobles et al., 2025). Proactive approaches related to the preventive measures put in place by teachers before the emergence of disruptive behavior, which included, among others, creating proper expectations, establishing routines in the classroom, making sure lessons are engaging, and building positive relationships in the class. Reactive approaches, on the other hand, entailed the immediate measures taken by the teachers after the occurrence of disruptive behavior in the classroom, which included corrective feedback, redirection, reminders, and discipline among others. Overall, the findings suggested that effective classroom management

required a balanced and adaptive integration of both proactive and reactive strategies to maintain order and support a positive learning environment.

A policy that is designed to protect all types of information, whether private, personal, or sensitive. The protection of data privacy rights and the preservation thereof for entities that are accountable for personal data is in relation to the Data Privacy Act, also known as Act No. 10173.

Anonymity. To ensure anonymity of the participants, the research did not involve the collection of personal information beyond what was required. The identities of the teachers were not traceable to their responses in any report, presentation, or publication. This ensured that the potential risks associated with the responses were minimized, and the teachers were protected from any form of harm.

Data Privacy and Confidentiality. The research study fully complied with the requirements of R.A. 10173, which protects personal and sensitive data. All the data gathered from the participating teachers were treated with utmost confidentiality. The personal identifiers of the participants, including their names, affiliations, and particular classroom data, were removed to ensure that the data gathered cannot be traced from the participants. The data gathered were stored in a secure manner and could only be accessed by the researchers.

Informed Consent. All the participants in this study were voluntarily recruited to participate in this study after being fully informed about the objectives and goals of this study, besides being aware of the potential risks and benefits associated with this study. Informed consent was sought, ensuring that the teachers were fully aware of the objectives and goals of this study, besides being aware of their rights to withdraw from this study at any given point without any negative consequences.

Honesty. In the presentation of the study findings, methodologies, and data, honesty, transparency, and integrity are included. It ensures the validity of the research finding, and the researchers should honestly present their research findings, discoveries, methodology, and data without resorting to fabrication, falsification, and misrepresentation. It promotes the importance of academic integrity and intellectual honesty.

Respect for person. It implies considering individuals as capable decision-makers who have the right to make informed decisions about their involvement in research projects. This principle acknowledges and upholds the autonomy of decision-making of the participants in research studies. The participants are provided with detailed information about the purpose, procedures, risks, benefits, and rights of the research study. The researchers are required to ensure that the participants are willing to participate and have a clear understanding of the research requirements.

Voluntary Participation. It requires participants to make a choice to take part in the research of their own desire without any external factors influencing the decision. The researchers should make sure that the participants are free to take part in the research or withdraw from it at any time without any consequences. The goals of the research, procedures, possible risks, and benefits should be fully informed by the participants before they make an autonomous decision.

RESULTS AND DISCUSSION

This chapter presented the findings obtained from the interview conducted on the topic of classroom management and how students act out. Specifically, it looks at teachers' experiences with these things, and the ways they deal with the energy of the classroom. The data collected provides valuable insights into how teachers manage disruptive behaviors and classroom dynamics.

Kinds of Disruptive Behaviors Encountered by Teachers in the Classroom

For some teachers, the challenge of dealing with disruptive behaviors in the classroom is a significant challenge, and there are various factors that contribute to the challenge. Based on the data gathered by the researchers, the disruptive behaviors that are observed in the classroom are talking and chatting during

discussion, asking for attention, distracting other students, boredom, and non-participation, interrupting the flow among others.

Talking and chatting during discussion. This includes cases where students are talking to one another when they do not need to while the instructor is giving the lesson. This affects some students' attention and disrupts the flow of the lesson. Most of the students in the class are talking to one another instead of paying attention to the lesson, which causes them to miss some important information. Out of the 13 (thirteen) participants, 7 (seven) believed that talking and conversing while in class discussions was disruptive behavior. Participants responded in the following ways:

“The first one is the, kaning una, kaning magtabi ang mga bata. Diha ang akong introduction na magtabi, kaning mga bata inig magtabi, di jd na maminaw sa imong klase. Patabion na ko sila, pagmuhunong nako, kana sila mopatuo pd na sila, kanang stop talking, mosunod na sila akong pagdisiplina nila.” [The first one is the children are talking. If they start talking, they do not listen to your class. I let them talk, and when I tell them to stop, they will follow my discipline like 'stop talking'] P2

“For me, ang disruptive behavior in my class in kanang ang bata dili maminaw while I’m discussing. Magtabi sila sa ilang tapad na classmates mulabaw pa sa akoa.” [For me, disruptive behavior in my class is when a student doesn't listen while I'm discussing. They talk to their classmates next to them louder than I am.] P5

“Sometimes, ma'am, kung magtabi ang mga bata. Kinahanglan gyud nga ang maistra, kanang dili murag katulogon. Kay aron ang mga bata, mabantayan sila. Ma-correct dayon ilahang, pagkatabian.” [Sometimes, ma’am, when the children talk, the teacher must be watchful. This will enable the children to be monitored and their talk to be kept under control.] P6

“Disruptive behaviors I considered in my classroom are not keeping hands to self, kept messing, touching or tapping their seatmate. Talking out of turn, kept talking while I'm teaching. Screaming and throwing tantrum when it’s not on their way.” P10

“For me the actions or behavior that I consider disruptive in my class are kanang magtabi sila while nag discuss ko, also kanang mga unnecessary noise na ilang gibuhat.” [For me the actions or behavior that I consider disruptive in my class are when the children are talking while I'm discussing, also those unnecessary noises they make.] P11

“Disruptive behaviors are actions that interrupt the lesson. Pananglitan, sige og storya during discussion, magdula sa cellphone, ug dili maminaw sa teacher.” [Disruptive behaviors are actions that interrupt the lesson. For example, always talking during discussion, playing with cellphones and not listening to the teacher.] P9

"As a teacher ang disruptive is kaning mu-istorya ug mu-hilak ang bata nga makapawala sa focus sa lesson.” [As a teacher, disruptive is this talking and a child crying that makes the lesson lose focus.] P13

The most common forms of disruptive behavior in the classroom include talkativeness and continued speaking by students throughout the class. Students tend to overpower the sound of the teacher while they are talking to other students in the classroom. This is a major challenge to the effective conveyance of knowledge to the students and to the efficient processing of knowledge in academics (Simonsen et al., 2021). Talking out of turn and unnecessary noise not only distracts the participants themselves but also creates a chain reaction that distracts the entire class and brings a sense of laxity to academics in general, (Gage et al. 2022). In addition to this, teacher awareness is necessary as it helps to curb chatter effectively, hence preventing such interruptions from getting out of hand. Verbal interruptions such as side conversations, as well as emotional outbursts such as crying or screaming, are direct competition for the teacher’s instructions. This explains why these behaviors remain at the center of effective classroom management/engagement.

Seeking attention and distracting others during lessons. Students also show this behavior of disruption in class not only to disrupt the class but also to seek attention and to distract others from what they are being taught. Four (4) out of thirteen (13) participants also revealed that seeking attention and distracting others from what

they are being taught also contributed to the prevalence of disruption in class. The following are some of the common responses:

"Example is one time nagklase ko naay bata na nag sige og panghilabot sa iyang class bisan ang iyang classmate naminaw maka guba jd siya sa klase nimo." [Example: One time, I was in class and there was a kid who kept disrupting the class. Even if his classmates were listening, he would really ruin your class.] P5

"Sa akong experience, naay duha ka students nga sige og storya ug katawa while I was explaining the lesson. Because of that, na-distract pud ang uban students. The reason was naglingkod sila tapad ug nagstorya about something not related sa lesson." [In my experience, there were two students who kept talking and laughing while I was explaining the lesson. Because of that, the other students were also distracted. The reason was that they were seated next to each other and were talking about something not related to the lesson.] P9

"One situation is ang students nag estorya na kusog kaayo iyang tingog during group activities mura jud og nagdala og megaphone. Na triggered siya basin tungod sa iyang ka excited or nahuman siya og sayo dayon na bored." [One situation is when students talk so loudly during group activities that it's like they're carrying a megaphone. They're probably triggered because they're excited or they finished early and then got bored.] P11

"Naay usa ka bata nga nag-istorya ug ning-kalit ra og katawa og kusog kaayo, akong gipangutana nganong ningkatawa siya ning ingon siya kay naa daw siya gisulti na funny story. Ang naka trigger is na-bore siya sa math lesson, so nangita siya og attention." [There was a child who was talking and suddenly laughed really hard, I asked him why he was laughing like that because he seemed to be telling a funny story. The trigger was that he was bored in math lesson, so he was looking for attention.] P12

The findings indicate that disruptive behaviors usually originate from the student's underlying need to attract peer attention or in response to their own perceptions of boredom in the classroom setting, especially when faced with difficult learning materials such as math. When students get bored and finish their assignments ahead of time, they usually resort to social disruptions such as "laughing loudly," "sharing funny stories," and "talking loudly" to attract the attention of their peers to themselves (Simonsen et al., 2021). This "ripple effect" is significant in the sense that a student's disruptive behavior, such as "physically disturbing others," "talking inappropriately to others," could break the concentration of the entire group. These interruptions, verbal and physical, really get in the way of a classroom. They happen when students are too excited or just not interested in what's being taught. To stop these interruptions from happening teachers need to think about what students need. Students want to feel important and liked by their friends. When students are bored, they could cause trouble in the classroom. So, teachers should try to make lessons fun and interesting for the students so that way they will not get bored and cause interruptions in the classroom.

Inattentiveness and Lack of Engagement. The poor concentration and participation of the learners in learning activities that seemed either too simple or not interesting to them was the reason for their inappropriate classroom behavior. Being distracted, talking too much, and even drawing in class were some of the signs of inattention among others. The other factor to consider here is that continuous and non-interactive learning activities made the learners concentrate elsewhere.

As a way of keeping the learners interested in learning activities, engaging assignments and projects were adopted by the teachers. According to four (4) out of thirteen (13) participants, inattentiveness and lack of engagement were among the most common forms of disruptive behavior encountered in the classroom. The following are some common responses:

"Mo-occur gyud nang mga disruptive behavior kung dili interactive imong klase, kay ang mga bata man gud dali sila ma bored especially kung mag sige ra og lecture." [Disruptive behaviors will really occur if your class is not interactive, because children easily get bored especially if you just keep on lecturing.] P5

"Probably these disruptive behaviors occurs by lack of engagement and seeking attention."P10

"I think it happens because students sometimes get bored or distracted. Usahay pud gusto sila ug attention from their classmates or dili sila interested sa lesson." [I think it happens because students sometimes get bored or distracted. Sometimes they also want attention from their classmates, or they are not interested in the lesson.] P9

"I think mo occur ang behavior tungod ang students is na bored siya, usa pod is kaning KSP nga bata na guto nila kuhaon imong attention, or na influenced sa iyahang classmates. Sometimes, unclear rules and expectations also cause misbehavior." [I think the behavior occurs because the student is bored, another is these attention-seeking children who want to get your attention or were influenced by their classmates. Sometimes, unclear rules and expectations also cause misbehavior.] P11

According to the findings, the disruptive behavior by students during the learning process could be directly attributed to the fact that they did not participate in the learning process actively and that they were inattentive. It was observed that when the education process was conducted in a very lecture-oriented or poorly interactive approach, students became easily distracted and thus less attentive, hence less attentive and less engaged. Consequently, students would often get distracted, become bored with the lesson, and exhibit off-topic behaviors such as being excessively talkative and less participatory. Besides, many teachers noted that when students did not engage in the learning process actively, they became easily distracted by other students and less attentive towards the learning process. This situation suggested that low levels of engagement contributed significantly to classroom disruptions, emphasizing the importance of interactive and student-centered teaching strategies in maintaining attention and promoting positive classroom behavior (Simonsen et al., 2021; Gage et al., 2022; Sullivan et al., 2024; Oliver et al., 2023).

Interrupting the Flow of the Lesson. Students display improper remarks, queries, and behaviors that hinder the smooth flow of the lesson. This disruptive behavior is normally caused by boredom, attention-seeking, and impulsive behaviors. The disruptive behavior breaks up the class, not the flow of the lesson, which is a waste of time and annoying for both the teacher and the students. The wait times, engagement boosters, and signal cues are proactive strategies that assist in positively diverting this energy to reroute the flow. Disrupting the flow of the lesson is one of the disruptive behaviors exhibited by students in the classroom, according to three (3) out of thirteen (13) participants. Some of the participants' responses are as follows:

"Disruptive man pod nang sa kinder na "Ma'am, mangihi sa ko, ma'am, mang, mu-inom sa ko," ana. Disruptive kaayo, kapoy biya na. During our story time lang, ing- ana na sila, disruptive po kaayo." [It is also disruptive in kindergarten when they say, 'Ma'am, I'm going to pee, ma'am, I'm going to drink,' like that. It is very disruptive, it's tiring. Even during our story time, they are like that, it is very disruptive.] P3

"Disruptive kanang bitawng KSP nga bata nga maayo na kaayo ang pagtudlo nimo kalit rag sus pagka guba sa moment." [It's disruptive when there is an attention-seeking child where the teaching is going so well and then suddenly, the moment is ruined.] P8

"Examples of disruptive actions are talking loudly during discussion, interrupting the teacher, teasing classmates, and using gadgets without permission. Kini nga mga behavior maka-disturb sa learning environment." [Examples of disruptive actions are talking loudly during discussion, interrupting the teacher, teasing classmates, and using gadgets without permission. These behaviors disturb the learning environment.] P13

The researcher points out that one of the most difficult things for the teacher to deal with is the interruption of the flow of teaching, particularly when the flow of teaching is suddenly interrupted at the most critical point. Frequent requests for personal needs, like a drink of water or the need to use the restroom, often indicate a disruption in early childhood education and primary school, especially during critical engagement periods like story time (Simonsen et al., 2021). In addition, through disruptions of the class focus, behaviors like yelling loudly at the teacher, teasing other students, and using unauthorized technology create a barrier for learning (Gage et al., 2022). Studies have shown that when these interruptions suddenly interrupt the "moment" of learning, the effectiveness of the teaching pedagogy is reduced, calling for a shift from teaching to punishment

(Sullivan et al., 2024). Since even small, impulsive interruption may cause a serious loss in academic concentration, maintaining a constant flow is still a major challenge in teaching (Oliver et al., 2023).

Classroom Management Practices Teachers use to Manage Students' Disruptive Behaviors

Teachers use various classroom management techniques to manage students' disruptive behaviors effectively. From the data gathered, it shows that the participants could implement clear and structured classroom management techniques, including setting clear classroom rules to set standards and the use of positive reinforcements or rewards as motivators of good student conduct. They are also able to use attention signals to refocus students' attention, thereby maintaining order in the classroom during teaching sessions. Teachers are also able to show love, care, and a motherly approach in managing classroom interactions, thus promoting good relationships with students. They are also able to consider differences by age, thereby adapting classroom management techniques according to the students' ages. If one approach is not working, the teacher is flexible enough to switch to another strategy in managing student behaviors.

Setting Clear Classroom Rules. To effectively manage the classroom, it is important to set the classroom rules, boundaries, and punishments even before the class commences. This is an effective classroom management technique that encourages a culture of respect in the classroom, eliminates interruptions caused by miscommunication, and allows the students to have a sense of ownership. Five (5) out of the thirteen (13) participants reported that they effectively managed disruptive behaviors by using the classroom rules setting technique. Some of the participants' responses are as follows:

"My strategies to set rules on the first day in the class. Mag-set nako og rules and regulations para makabalo sila unsa yung mga buhatonon, para mamintina nimo ang ilahang kua... Makabalo na sila kung, for example, makakita sila sign nga, sa sign nganha ngano, but pasabot nga milum sila. Then when they want to answer, they should raise their hand before they are going to speak." [My strategies are to set rules on the first day in the class. I set rules and regulations so they know what to do, so you could maintain their... They will know if, for example, they see a sign there, it means they should be quiet. Then when they want to answer, they should raise their hand before they are going to speak.] P4

"First I have a clear classroom expectation. Go over with the classroom rules over and over again especially during the first 2 weeks of school."P10

"Ang strategy or routines na akong ginabuhat is mag set jud ko og classroom rules. Din akong ginabuhat akong ang mg activity is interactive jud sya para dili sila ma bored. Im also using a television in my activity para lang jud malingaw sila." [The strategy or routines that I do is I really set classroom rules. Then what I do is make sure the activities are interactive, so they won't get bored. I am also using a television in my activity just so they were be entertained.] P5

"As grade 5 teacher ako gyud na strategy is kaning mag set ko og clear rules and positive reinforcement. For example, manghatag ko og rewards sa students na mo follow sa instructions and maggamit pod ko og signals like clapping patterns para makuha nako ang attention nila." [As a grade 5 teacher, my strategy is providing clear expectations and positive reinforcement. I reward students who comply with instructions and use cues, such as a pattern of clapping, to grab their attention.] P11

"Akong gamit kay classroom rules nga clear, sama sa "Raise your hand before speaking!" Examples: Positive reinforcement, maghatag og reward sa mga maayo nga behavior, mugamit pud ko ug quiet signals like hand signal." [What I use are classroom rules that are clear, like 'Raise your hand before speaking!' Examples: Positive reinforcement, giving rewards for good behavior, I also use quiet signals like a hand signal.] P13

In the view of the researcher, the implementation of specific rules and regulations within the classroom environment during the initial weeks of the academic term is the backbone of an effectively designed learning environment. This is done by outlining specific expectations to the students, such as the need to use hand-raising techniques before speaking or the use of a specific "silence" technique (Simonsen et al., 2021). When the rules are regularly reviewed and reinforced by non-verbal cues such as hand gestures or rhythmic clapping

that help teachers to effectively transition without interrupting the flow of the lesson, this highly structured method proves to be effective (Gage et al., 2022). In addition to that, the involvement of interactive aspects such as tasks that require a lot of engagement through chores that are facilitated via television helps to eliminate boredom that may result in rule-breaking (Sullivan et al., 2024). Ultimately, a culture of respect and order is created through the consistent application of incentive schemes for those students who adhere to these set norms at the onset of the term (Oliver et al., 2023).

Positive Reinforcement and Rewards. It is the strategy of giving the pupils some kind of reward, praise, or attractive prize for exhibiting certain behaviors, like turning in assignments on time, participating actively in class, and/or behaving well. For the repetition of desirable behaviors to be encouraged, teachers clearly communicate expectations for student behaviors and/or performances. They then give some kind of reward, like a sticker, playtime, praise, or privilege points. This strategy enables teachers to develop a conducive environment for the pupils to be attentive, active, and successful in their studies. Among the participants, four (4) out of the thirteen (13) said that one of the tactics they used in efficient classroom management was positive reinforcement or rewards. Some of the responses from the participants are as follows:

" I use clear classroom rules, gentle reminders, and positive reinforcement to manage disruptions. Pananglitan, kung naay student nga sige og storya during discussion, akong i-remind politely nga maminaw sa lesson or muduol ko sa iyang area para mohunong siya." [I use clear classroom rules, gentle reminders, and positive reinforcement to manage disruptions. For example, if there is a student who is talking during the discussion, I politely remind them to listen to the lesson or I move closer to their area so they will stop what they are doing.] P9

"Show a picture or model them what you want them to do for better understanding, positive reinforcement and reward system." P15

"As grade 5 teacher ako gyud na strategy is kaning mag set ko og clear rules and positive reinforcement. For example, manghatag ko og rewards sa students na mo follow sa instructions and maggamit pod ko og signals like clapping patterns para makuha nako ang attention nila. " [As a Grade 5 teacher, my strategy is to set clear rules and use positive reinforcement. For example, I will give rewards to those students who follow my instructions, and I also use signals like clapping patterns to get their attention.] P11

"Akong gamit is positive reinforcement, maghatag og reward sa mga maayo nga behavior, dayon ang dili motoo sa rules then walay reward." [I use positive reinforcement by giving rewards for good behavior, and those who do not follow the rules will not receive rewards.] P12

The findings suggest that "the development and implementation of a formal incentive system and positive reinforcement are critical strategies to manage disruptions in the classroom and ensure student compliance with rules." Teachers could create a motivating classroom environment where positive behaviors are reinforced and disruptive students are automatically marginalized by providing rewards to students who comply with instructions and behave well (Simonsen et al., 2021). To steer wayward behaviors without escalating conflict levels, this strategy is often paired with gentle but polite prompts and proximity controls, which involve moving towards a student's space (Gage et al., 2022). Moreover, the inclusion of visual aids or modelling of behaviors alongside rewards will ensure that students understand the expectations that are required of them (Sullivan et al., 2024). Another significant part of the effective behavioral management of students within modern classrooms entails the use of positive reinforcement techniques, as well as other interactive tools such as clapping, to help maintain student engagement while promoting a respectful learning environment (Oliver et al., 2023).

Attention Signals. This strategy entails the utilization of unique non-verbal signs, like hand gestures, lights, sounds, or words, to quickly and effectively redirect the student's attention to the teacher or learning process with minimal disruption. The application of attention signals may prevent conflicts, ensure smooth learning processes, and sustain a positive learning environment in busy learning processes or conflicting student responses. Teachers may effectively manage the learning processes of students, minimize noise levels, and develop learning resilience in students by utilizing attention signals like raising their hand to signal "quiet

please," switching off the lights to signal focus, ringing a bell to signal learning transitions, or utilizing catchphrases to signal learning processes. Instead, it could empower the students to manage themselves, hence making the learning environment ready to deliver positive learning outcomes. Three (3) out of the thirteen (13) participants agreed that the prioritization of the use of attention signals is a necessary strategy in managing the learning processes. The following are some common responses from the participants:

" Ang ilang disruptive behavior kang moingon ka, "One, two, three, eyes on me." Mo catch sa attention ba, dayon clapping of hands. One, two, three, four, five, clap, clap, clap, five fingers, five fingers, clap, clap, clap. Four fingers and... one finger, ana ma na. So murag mawala ang ilang pag-disrupt sa klase. Pero maputol sa gyud imong klase, ang moment sa imong pag-listen." [Their disruptive behavior is when you say, "One, two, three, eyes on me." You get their attention, and then clapping of hands. One, two, three, four, five, clap, clap, clap, five fingers, five fingers, clap, clap, clap. Four fingers and... one finger, that's it. So it seems like their disruption of class is gone. But it really does interrupt your class, the moment of your listening".] P3

" As grade 5 teacher ako gyud na strategy is kaning mugamit ko og signals like clapping patterns para makuha nako ang attention nila." [As a Grade 5 teacher, my strategy is to use signals like clapping patterns to get their attention.] P11

" Akong gamit kay quiet signals like hand signal to get their attention." [I use quiet signals like hand signals to get their attention."] P12

The participants highlight the importance of the application of rhythmic routines and attention signals as a crucial strategy in dealing with disruptions in the classroom. The teachers, in their attempt to divert the classroom behavior, would incorporate a mix of kinesthetic strategies such as complex clapping patterns that involve finger counts and verbal strategies such as "one, two, three, eyes on me," which is a call-and-response pattern (Simonsen et al., 2021). Although the non-verbal cues, like hand gestures, are effective at controlling the students' disruptions, there exists a trade-off, as the change process often calls for a short break in the flow of the instructional process (Gage et al., 2022). Studies have indicated that the inclusion of rhythmic cues allows the teacher to control the classroom environment without yelling, thus maintaining a happier mood (Sullivan et al., 2024). Ultimately, even if these are quite successful at controlling behavior, their regular use requires that there be precise timing to avoid the "moment" of instruction being broken up too much (Oliver et al., 2023).

Showing Love, Care, Touch and Motherly Approach. To establish an emotional relationship with the students, create trust, and take care of their well-being, it requires showing genuine empathetic feelings, offering physical support like patting the students on the back or hugging them if the situation requires it, and showing a maternal attitude. This empathetic attitude may not get much importance in the busy schedule of a class, considering the various behavioral requirements to be met, but it plays an important role in maintaining a conducive environment while keeping teacher fatigue at bay. The teacher could reduce their stress levels, anxiety, and have a positive influence on the mental states of the students by showing such empathetic attitudes like offering words of encouragement, consoling touches, listening attentively, or showing personal concern. Rather than showing undue forgiveness, this maternal attitude helps the students feel valued enough to cope with their problems. Three (3) out of thirteen (13) participants agreed that showing love, care, touch, and motherly approach is a needed strategy in effective classroom management. The following are some of the responses of the participants:

" Ang effective bitaw jd no sa kadugay nako tinudlo sa mga bata almost fifteen years kay kanang I touch sila kay ang ubang bata kulang sa pansin or kulang sa mga paghigugma sa ilang balay siguro na sila. Ana gyud, i-care gyud nimo kay kong imo silang syagitan bitaw sila tas murag mosamot. Kay mao man na akong magtikdan gud, kon imong duolon sila itap nimo, "hilom sa", kana na sila. Kana ang pinakanindot na strategy. Show love and care." [The most effective thing that I've been teaching children for almost fifteen years. When I touch them, because some children lack attention or love at home, they respond so well. That's right you really need to care for them. If you shout to them, they'll probably get worse. That's what I've really noticed: if you approach them gently, touch them, and say be quiet, that's it. That's the best strategy showing love and care.] P3

" Ang strategy na effective para sa akoa is duolon siya dayon I touch para ma get iyang attention kay naa man gud ubang bata diri na sila ning gara og kiat kay kulang sila og pansin sa ilang parents. Bisan pa man mapungot ta ato gud I love og I care ang mga bata." [The strategy that is effective for me is approaching the child and touching them to get their attention because there are some children here who act out and are naughty because they lack attention from their parents. Even if we get annoyed with them, we should love and care for the children.] P5

"."Strategy dapat gyud ang teacher, na kuan gyud kanang model gyud ka sa klase, nga ang mga bata, motan-aw nimo, nga teacher gyud ka. Nga labaw kanila. Pero dili labaw nga kuan ha, kanang sa mga pag-inisog, kondili as mother ka nila sa klase. Oh. Dili nimo sila isipon nga laing tawo. Imo silang isipon nga imo ha silang anak, kinasingkasing imong pagtudlo kay aron mosulod sa ilang hunahuna, kon unsa imo gipakita nila nga maayo, mosulod na silang hunahuna, mao ni ilang palahubon, nga kanang mudeli ka, murag kag mama, pero kanang mama nga respeitoan pod ka. ["The teacher should really have a strategy, that you are really a model in the class, that the children, look up to you, that you are really a teacher. That you are above them. But not above them, that is, in terms of bullying, but that you are their mother in the class. Oh. You don't consider them to be someone else. You consider them to be your children, you teach with all your heart because in order to get into their minds, what you show them is good, will get into their minds, that is what they will interpret, that you are a model, like a mother, but that mother that you also respect.] P6

Based on the above-mentioned observation of the participants, it has been found that having a kind and "motherly" attitude is an effective way of controlling the dynamics in the classroom, especially in the case of problematic students. This involves teaching from the heart so that there is a feeling of respect and belonging, treating the students as if they are your own and not like strangers (Simonsen et al., 2021). In fact, since most problem students in their teens are believed to crave attention or affection, which they may not receive at home, teachers emphasize that physical contact and touch, like a gentle tap or entering the area of a problem student, is much more beneficial than shouting (Gage et al., 2022). The teacher could also resolve disruptions and help the student internalize positive values by being a role model of kind behavior and treating the student patiently rather than harshly (Sullivan et al., 2024). Lastly, this inclusive method of discipline creates a complex dynamic whereby the teacher utilizes power and maternal softness to ensure that they are revered as a role model who values the emotional well-being of all students above everything else (Oliver et al., 2023).

Differences by Age. It involves changing strategies, expectations, and interactions in ways that meet the different developmental levels and needs of students at different ages. The importance of differentiation by age is sometimes forgotten in the face of hectic class timetables and different behavioral demands. However, it is essential to keep the students engaged and interested in the class to avoid any kind of frustration and apathy. Teachers who adopt different strategies such as play learning for younger students, hands-on learning for pre-teens, abstract thinking for teenagers, and so on could effectively deal with different demands, conflicts, and challenges by bringing new life to the classroom. Five (5) of the thirteen (13) participants agreed that prioritizing differences based on age is a necessary approach in effective classroom management. The following are some of the common answers of the participants:

"Effective jud siya since ang mga learners have different developmental levels, interests, and ways how to respond to the instruction. Sa lower grade like kinder to grade 3 dapat ilang activity is more interactive and engaging. In grade 5 group activities and problem-solving jud na ilaha, for example collaboration learning is more effective in higher level." [It is effective since the learners have different developmental levels, interests, and ways how to respond to the instruction. In lower grades like kinder to grade 3, their activity should be more interactive and engaging. In grade 5, group activities and problem-solving are for them, for example, collaboration learning is more effective in higher levels."] P5

"Depende pud sa age ug personality sa students. Ang younger students usually morespond dayon sa simple reminders ug praise, while older student's mas maayo kung klaro ang explanation ug respectful ang approach." [It also depends on the age and personality of the students. The younger students usually respond immediately to simple reminders and praise, while for older students, it is better if the explanation is clear and the approach is respectful.] P9

"Age group or student personalities varies for the strategy I used. I handled grade 2, so candy & stickers are good rewards for them."P10

"So sa mga lower grades ang mga bata mas dali sila motoo kung hatagan nimo sila og rewards and simple rules, while sa grade 4 to 6 need jud nila og clear explanations and responsibilities. Kay ang ubang mga students need pa og more attention, while others mas gusto nila mag-inusara." [So, in the lower grades, the children believe/follow more easily if you give them rewards and simple rules, while in grade 4 to 6, they really need clear explanations and responsibilities. Because some students need more attention, while others prefer to be alone.] P11

"Nag differ jud siya ang mga younger kids like Grade 1-3, simple routines rana ilaha like singing a songs or games mao nay effective sa ilaha kay short ra kaayo ilahang attention span. Sa older ones like Grade 4-6 mas okay ang collaboration sa ilaha." [It really differs; for younger kids like Grade 1-3, they only need simple routines like singing songs or games, that is what is effective for them because their attention span is very short. For the older ones like Grade 4-6, collaboration is better for them.] P12

The answers provided by the participants indicate that effective classroom management requires an adaptation to the specific developmental phase of each student. The highest levels of engagement, simplicity of routines, and immediate positive reinforcement such as candy, stickers, or praise are the best teaching strategies for young students, such as those at kindergarten through third grade (Simonsen et al., 2021). The engagement of young children through games, songs, and simplicity of routines is essential to maintain their interest since they have short attention spans. Contrary to this, children at Grades 4 to 6 need to be managed using a polite method that involves group learning and problem-solving, as well as an explanation of their responsibilities. However, based on research findings, when the child ages, they tend to appreciate academic autonomy and group participation rather than responding to their behavioral needs. This, therefore, requires a change in the teacher's role from being the sole disciplinarian to becoming a facilitator in encouraging cooperation among the students (Sullivan et al., 2024). Lastly, being aware of the differences in terms of age enables the teacher to effectively employ the most suitable student management strategies (Oliver et al., 2023).

Switch to Another Strategy. It also involves having the flexibility to alter tactics or activities when the one being used is no longer keeping the students interested or maintaining classroom behavior. While switching tactics is an important tool in the classroom, it is also a waste of time for a teacher to adhere strictly to a particular tactic in their busy schedules and divergent student expectations. A teacher could effectively manage disruptions in the classroom, reduce levels of frustration, and improve the flow in the classroom by having the flexibility to switch tactics. The focus on classroom management by switching tactics ensures that the classroom regains momentum rather than becoming inconsistent. Six (6) out of thirteen (13) participants agreed that a necessary tool for classroom management effectively is the emphasis on the need to switch to another strategy. Some of the common responses from the participants include:

“Lahi-lahi man jd ang strategy depende lang jd na sa imong pag introduce sa lesson sa mga bata. Naa man gd ubang subject matter nga ang bata di gyud interesado ana na lesson. Change na pd kag lain na strategy, every day lahi man na subject matter ang imong I tudlo sa bata. Naa may guide sa competency dili man kapataka mao natoy imong sundon." [Strategies really vary depending on how you introduce the lesson to the students. There are some subject matters that the students are not really interested in. You need to change your strategy. Every day, the subject you teach is different. There is a guide based on competencies, so you cannot just teach anything randomly, you need to follow that guide.] P2

"Karong time ma kon dili siya effective, simpre pagka ugma ana next time, imo na pud i-change, maghunahuna na pod ko. Siyempre kita nga mga teacher, resourceful man ta or mangita jud tag paagi ba unsaon nato na kay lisod man kung sa klase dili makasabot, ato jd ng pangitaan og paagi." [At this time if it is not effective, of course the next day or next time, you will change it again, I will think again. Of course, we as teachers, we are resourceful or we really find a way how to do it because it’s hard if they don't understand in class, we really find a way.] P3

"Kung paminaw nimo nga dili effective ang imong strategy, mangita na pud kag laing way, another strategy nga, nga mo suit sa ilaha para dili ka mag-stick bitaw na sa strategy nga bisag wala na ni-effective sa ilaha, padayon gihapon mangita kag laing way or another strategy nga, uh, para ma-kuha nimo, makuan mo ang imong, ang mga bata nimo." [If you feel that your strategy is not effective, you look for another way again, another strategy that will suit them so that you don't just stick to a strategy that is no longer effective for them, you continue to look for another way or another strategy to get/reach your children.] P4

"Kung ang akong strategy dili effective mag change napud ko og lain. Dili man ta kaingon na kung effective na strategy karon, dili buot pasabot effective napud na siya in the next day. Kana man gud sila need jud og daghan na strategy." [If my strategy is not effective, I will change to another one again. We cannot say that if a strategy is effective today, it doesn't mean it will also be effective the next day. They really need many strategies.] P5

“Dili effective sa mga bata. So, you are going to use another strategy. As a good teacher, as a master teacher, use another strategies that suited to your learners." [If it's not effective for the children. So you are going to use another strategy. As a good teacher, as a master teacher, so use other strategies that suited to your learners.] P7

" Kung dili effective din mag change nganong ipugos ang dili effective the strategy." [If it's not effective then change it, why would you force a strategy that is not effective.] P8

The answers provided by the participants highlight the importance of being flexible with teaching pedagogy, as they reveal that a method which is quite effective today might not work as well the next day. Educators are naturally resourceful, they continuously assess the effectiveness of their teaching methods and are always ready to change their strategy when the children show disinterest in the lesson or are unable to comprehend it (Simonsen et al., 2021). They connect their teaching to the competency guide rather than using an ineffective strategy; however, they are ready to change to more appropriate strategies that meet the needs of the children now (Gage et al., 2022). As research indicates, the ability to "think again" and be diverse in approach to teaching is a hallmark of effective teaching since it ensures that the material is presented in a manner that is responsive to the varying levels of student engagement. Ultimately, the search for "another way" ensures that the process of teaching remains aligned with the various ways that students receive information, thereby avoiding stagnation.

Challenges Teachers Face When Implementing Classroom Management Strategies for Disruptive Behaviors

Challenges experienced in the management of disruptive behavior among students may sometimes impact on the learning environment and the teaching process. From the data gathered, some of the challenges experienced by the teachers in managing the disruptive behavior of the students include the short attention span and need for repetition of the instructions which could slow down lesson delivery. The teachers will also experience a loss of teaching time and unfinished teaching sessions due to the frequent interruptions. Further, disruptive behavior may result in a loss of motivation for both the students and the teachers. Besides, the policy of limiting children may at times limit the teachers in their efforts to discipline the children.

Short Attention Spans and Need for Repetition. This challenge stems from students’ inability to focus their attention, which makes them easily sidetracked. This means that the teacher must constantly remind them of their work. The students are unable to take part in class because they are easily agitated or restless because of lack of sleep or distraction by media. The teacher could control the class efficiently and prevent disturbances by using time management, breaking up class activities, and encouraging students to take part in energetic movements or repetitions. Repetition, which is helpful for developing students’ attention skills, is as dull as possible. 3 out of 13 participants said that one of the challenges teachers face in implementing classroom management strategies for disruptive behaviors is the fact that students have short attention spans and require repetition. Some of the common responses of the participants are:

“Dili maminaw, pero kung diri ka sa kinder, dapat visually gyud siya listening ears, kanang imo gyud i-action sila, na makita nila kanang seeing eyes, ana gyud siya kanang working hands. Dapat naa gyud silay makita nilang visual og mahimo routine or daily nga ipahinumdom ang rules." [They don't listen, but if you are here in kindergarten, it really should be visual like 'listening ears,' you really have to act it out so they could see 'seeing eyes,' it's really like that, like 'working hands.' They really need to see something visual and make it a routine or daily reminder of the rules.] P3

“If students doesn't follow so I need to re-teach it again until they get it. Repetitions is a must when handling lower grade students."P10

“Ang challenge jud nako is dali ra sila ma bored. Ang mga bata man gud is short ra kaayo ilahang attention span, so dali kaayo sila makalimot sa rules." [My challenge is they easily get bored. Children really have a very short attention span, so they easily forget the rules.] P12

The biggest challenge that is involved with teaching kids is how to deal with their short span of attention that demands the use of visual methods, as indicated in the study. Teachers must incorporate daily routines in which they use visual modeling strategies such as "listening ears," "seeing eyes," and "working hands" to help students concretize abstract expectations, given that young students tend to easily forget classroom rules and become disengaged when stimulation is low (Simonsen et al., 2021). In addition to this, re-teaching and repetition of behavioral norms should also be done on a regular basis to help students internalize these norms, especially younger students in the lower grades who tend to easily forget information over time. In addition to this, according to research, these guidelines must become an integral part of the regular and day-to-day routine in bridging the gap created by cognitive developmental limitations. This would ensure the flow of guidance despite the inherent distractibility of this age group (Sullivan et al., 2024). Ultimately, one of the significant strategies in the management of boredom and behavioral development in the primary classroom has been a mix of visual cues and reinforcement (Oliver et al., 2023).

Loss of Instructional Time and Unfinished Lessons. The time lost in class due to disruptions, transitions, or interruptions, where the lesson is not finished due to disturbances, transitions, or interruptions, is a problem in the classroom management of disruptive behaviors. According to 4 out of 13 participants, one of the problems that teachers face in the classroom management of disruptive behaviors is the loss of time in class due to disruptions, transitions, or interruptions, where the lesson is not finished as a result. Some of the common reactions are:

"These challenges sometimes interrupt my lesson because I need to stop first to remind the students. Tungod ani, ma-divide akong attention between teaching and managing the class." [These challenges sometimes interrupt my lesson because I need to stop first to remind the students. Because of this, my attention is divided between teaching and managing the class] P9

"It consumed our instruction time and not able to finish the lesson within the allotment time."10

"Maka affect jud siya sa imong teaching kay ma interrupt man ang flow sa imong lesson og maka reduce siya og time sa imong teaching. Maglisod pod ka og achieve sa imong lesson objectives." ["It ccould affect your teaching because it could interrupt the flow of your lesson and reduce your teaching time. It will also make it harder for you to achieve your lesson objectives."] P11

"Mag-short ta ug time sa lesson kay mag-focus ko sa pag-discipline instead sa teaching math or reading. So, less energy ko para mag-fun activity sa klase." [We'll have a short lesson time because I'll focus on discipline instead of teaching math or reading. So, I'll have less energy to do fun activities in class.] 13

The results indicate that the disruptions in the classroom have a significant impact on the teaching process. This is because disruptions in the classroom cause the teacher to divide their time and attention between student discipline and teaching. This disruption in the flow of the class and the division of the teacher's time and attention make it difficult to complete the set lessons within the set time. This is because disruptions in the classroom make it difficult to complete the set lessons within the set time; in fact, it is almost impossible

to complete the set lessons within the set time (Simonsen et al., 2021). It is difficult to complete specific objectives in the set lessons or to get the class engaged in "fun" lessons in specific subjects such as reading and math when a lot of time is spent on student discipline. This loss of instructional momentum may also reduce the quality of the learning process by draining the teacher's energy levels and reducing the total time available to devote to academic studies (Sullivan et al., 2024). This reduces the academic rigor considerably and ensures that the students always struggle to meet their curriculum milestones because of these minor disruptions. (Oliver et al., 2023)

Loss of Motivation and Focus. This problem in handling disruptive behavior in the classroom is seen in the instructor's own lack of motivation and focus as they try to deal with the disruptions that affect their energy levels, causing emotional exhaustion. The constant problem-solving in handling disruptions or disengagement causes instructors to experience "overload," which is like "work-study stress" and manifests itself in instructors being impatient, having "decision fatigue," or taking "shortcuts." Teachers could fight this by taking "self-care breaks," getting "peer support," "reframing motivation," and "quick win reinforcements." Recognizing one's own lack of motivation in teaching is far from being a sign of weakness; it is a sign of maintaining classroom management. 3 out of 13 participants reported that loss of motivation and focus for teachers is one of the challenges when implementing classroom management strategies for disruptive behaviors. The following are some common responses among participants:

"Sometimes makaluya biya siya, makaapekto gyud. Maka-affect gyud siya, ako nalang po iisip na diri man ko nanginabuhi. So go on with this teaching profession, i challenge na lang ang kaugalingon nga katong mga bata ni mabuhi pa rako, mabuhi akong pamilya." [Sometimes it makes me weak, and it really affects me. But I just remind myself that I am earning a living here. So I will continue with this teaching profession and challenge myself, believing that through these children, I will survive, and my family will survive as well.]P3

“Murag ang imong kuan ba, wa na ka naka-focus sa imong pag-discuss, naa naka sa bata naka-focus. Pero, i-kuwan man gihapon. Maapektahan man gyud pero dili gyud siya nga to the extent nga mag-walk, di na lang gihapon padayon og discuss. After sa imong pag-call out sa bata, i-call out nimo ang iyang attention, proceed na lang ka sa discussion.” [It seems like your child is not focused on your discussion, you are focused on the child. But still talk to him. He was affected, but not to the extent of walking, just don't continue the discussion. After you call out the child, call out his attention, just proceed with the discussion.] P4

"Maka affect jud siya makawala og gana sa pagtudlo kung dili sila maminaw, kanang part ana nimo og tabi pero wala sila naminaw useless imong laway og energy kung wala sila naminaw. Makawala jud og gana." [It could affect and make me lose interest in teaching if they don't listen. That's the part where you talk but they don't listen. Your saliva and energy are useless if they don't listen. It could make me lose interest.".] P5

According to the observations of the participants, the motivation of the teacher is greatly decreased due to the interruptions that occur in the classroom; this leads to teaching being "useless" since the efforts of the teacher are not being utilized. By giving more attention to talking than listening, the educator feels a sense of exhaustion or weakness that leads to a loss of motivation since their efforts are being "wasted" (Simonsen et al., 2021). Even though the teacher chooses to persevere for their livelihood, they find it hard to maintain the "flow" of the talk since they are often distracted from teaching to control the behavior of the students (Gage et al., 2022). As research has shown, this emotional and mental toll could lead to instructional fatigue as the educator's efficacy is challenged by the cycle of calling students to attention and losing their place in the curriculum (Sullivan et al., 2024). Finally, as the struggle to re-engage students' interest continues to be a major obstacle to maintaining a vibrant, engaged learning environment, teachers continue to pour their hearts into their work as a means of financial and personal survival (Oliver et al., 2023).

Child Policy Limits and Strictness. The reason for this problem is the strict rules that govern discipline and the strict nature of policies that govern child protection. This makes teachers angry because they are not allowed to make interventions that come to mind. Excessive limitations, such as reporting, no-touch policies, and limited seclusion options, may result in psychological stress and exhaustion, as is the case when policies are adhered to. The teachers may be able to prevent this problem by using creativity in lobbying, alternatives, and adhering to policies. What makes the management of the child safe and moral is the effectiveness of

adaptive adherence to the rules that govern that management. 2 out of 13 participants stated that the limits and strictness in the child policy are a challenge that the teachers face in the implementation of the classroom management strategy for disruptive behaviors. The following are some common responses:

“Ang difficult diri sa akoa, kana bitawng inisstricktahay jud difficult kayo na diri sa akoa kung muingon ka og strategy nga kanang listen jud ang mga bata, kanang strict nga lider dili jud na pwede diri sa kinder. Diri bitaw sa kinder kay flexible jud ka dapat kahibalo jud muoyon-oyon sa ilaha.” [The difficult part for me is it's hard to be strict. If you try to use a strategy where the children will just listen, a very strict leader is really not allowed here in kindergarten. In kindergarten, you really need to be flexible and know how to adjust to the children.] P3

“Kanang strategies na pinakalisod namo buhaton na among gusto nga dili matuman is because we are under the child policy. Bisan gud mag-punish ka og gamay kanang sitting on the air. Kung ang bata pd imong hawiran sa tiil, ikaw na noy pasanginlan. Dili ka ka-impose.” [The strategies that are the hardest for us to implement are those that we want but cannot do because we are under the Child Protection Policy. Even if you give a small punishment like making them sit in the air, or if you hold the child by the leg, you are the one to blame. You cannot impose strict discipline.] P8

In accordance with the observations made by the participants, the Child Protection Policy's demands significantly restrict the practice of severe discipline measures. The instructors emphasize that "old" and "severe" forms of discipline, such as physical repositioning or "sitting on the air" punishments, cannot be applied in any way because "even small physical interventions might have a significant impact on the teacher's career and legal status" (Simonsen et al., 2021). Thus, rather than exerting strong authority, instructors must become extremely flexible and adaptive, learning to "adjust" to the behavior of the children rather than enforcing compliance. According to research, these regulations protect the rights and interests of the children; however, this has made it incumbent upon the teacher to be creative so that peace is maintained without being unlawful (Sullivan et al., 2024). This has led to a situation where the modern educator must transform himself/herself from being a strict leader to being a flexible facilitator to attain efficiency and lawfulness (Oliver et al., 2023).

Recommendations teachers propose for improving classroom management practices, supporting students, and enhancing overall classroom dynamics

Teachers who manage disruptive behaviors in the classroom often feel stressed because of the multiple challenges involved. Based on the gathered data, participants use helpful ways to cope with these challenges, such as parental support and home discipline, school policies and administrative support, home environment shapes, support for classroom management through policy adjustments, adapt to learners over strict curriculum, and set clear rules, routines and time management.

Parental Support and Home Discipline. This suggestion focused on the need to ensure cooperation with parents to ensure that there is consistency in terms of discipline at home when it comes to classroom management techniques. Since they are exposed to the same material at home and in school, this ensures that the kids are well controlled. This creates a triangle of support that gives the kids a sense of belonging. This ensures the stability of the students, which is essential to their success in overcoming obstacles. Eight (8) out of the thirteen (13) participants agreed that one of the most important suggestions concerning how to improve classroom management techniques, students, and the classroom was parental support and discipline at home. The following are some of the responses given by the participants:

"Ang mga bata, ready ba jud sila mo learn. Og ang mga ginikinan mao na sila ang biggest support nato." [Are the children ready to learn? And the parents are our biggest support.] P1

“Makatabang bitaw ani no, iapil ang ginikanan simpre kay discipline start at home. Ang bata nga disiplinado daan sa ilang balay, gamay na lang og kulang diri. So pahinumdom na lang.” [The only thing that could help is involved the parents, of course, because discipline starts at home. A child who is already disciplined at home only needs a little more here. So, it’s just a reminder.] P3

“Ang support bitaw jud para ma improve ang classroom management is ang parents jud. Ang discipline biya sa bata is nag start sa ilang balay. Need nato og support nila kung dili na jud Makaya ang behavior sa bata.” [The support needed to improve classroom management is really the parents. The discipline of a child starts in their home. We need their support if we can't manage the behavior of the child.] P5

“Kong ang parents, ma'am, apil ni mo tabang, ma'am, pagdisiplina sa bata, mag follow up sila. Aron kon, kuan gani ang bata , naa siya'y deferensya sa iyahang kinaiya matul id na kay e follow up man sa parents. Ikaw teacher, kita nga teacher, naa gid tay close contact sa parents. Mag-istorya.” [If the parents will help in disciplining the child, they should follow up. So if the child has problem with their behavior, the parents follow up. As teachers, we should have close contact with the parents. We should talk.] P6

"My approach with our learners, we consider also the parents of our learners is naa pud sa imong approach magamit. Kay og dili nimo e apil ang parents pod, dili nimo pahibaloon nga maingon ana ang mahitabo. So dili gyud sila. So, strategy nga mabuhat nimo ana nga approach is dapat ma-attach ka sa imong mga learners." [In my approach with learners, we also consider the parents. Because if you don't involve the parents, you won't be informed that something like that will happen. So, they really won't. So, the strategy to implement that approach is to be attached to your learners.] P7

“Because sometimes they are bored also so give them activities to do to avoid them getting bored. Number one jud ay support from parents gyud. Mao jud na. Kana bang dili lang gyud unta nila ipakita sa ilang anak na gikonsente nila. Sauna kita makasab-an tag maestra, Pero karon sulungon ang maestra, kung imuhang kasab-an, kana ba ipakita nila sa ilang anak nga kana bang murag ninglaban sila sa ilang anak. Ikonsente nila tung sayop nga nahimo. Dapat, sila jud una mo displina kay responsibility nila I discipline tung ilahang mg anak. Sa balay man jud mo una ang disiplina." [Because sometimes they are bored also, so give them activities to do to avoid them getting bored. But the number one thing is support from parents. They shouldn't show their children that they tolerate/consent to bad behavior. Before, if we were scolded by a teacher, we'd be punished more at home for misbehaving. But now, parents confront the teacher... They agree with what they did wrong. They should be the first to discipline them because it is their responsibility to discipline their children. At home, discipline comes first.] P8

“Kung supportive ang parents ug school, mas dali ma-manage ang behavior sa students inside the classroom." [If the parents and school are supportive, it is easier to manage the behavior of students inside the classroom.] P9

“Ang kailangan gyud kaayo namo is kaning gyung teaching materials kay dili tanan sa amoa is kabalo mugamit og technology. Also is kaning clear school policies and the most important is support from parents, pero naa ra bay mga parents na grabe ka konsintidor sa ilahang anak.” [What we really need are teaching materials because not all of us know how to use technology. Also, these clear school policies and the most important is support from parents, but there are some parents who are too indulgent/consenting with their children.] P11

According to the participants' observation, the most important bases upon which successful classroom management is achieved include discipline at home and parental involvement. The teachers assert that a child who is always disciplined at home does not require any discipline in the classroom since the foundation is laid at home (Simonsen et al., 2021). Further, the study highlights the importance of having “close contact" between teachers and parents to ensure that corrections to behavioral problems are implemented after school hours (Gage et al., 2022). The trend whereby parents spoil their children by opting to challenge their instructors or accept their child’s misbehavior rather than adhering to school rules has been cited as one of the major issues (Sullivan et al., 2024). Research has indicated that it is easier to control a child’s behavior when there is a strong and supportive alignment between the family and school, as the child does not receive mixed signals (Oliver et al., 2023). Any technique in classroom management depends on the parents being their child's "biggest support" and primary disciplinarians.

School Policies and Administrative Support. In terms of classroom management techniques, this suggestion encourages the development of strong policies and administrative support to ensure that teachers are provided

with the necessary tools and flexibility to assist students and classroom operations. In any turmoil, there is an opportunity to succeed and relieve stress with policy-based strategies to ensure teachers could manage classroom situations properly with administrative support. They could regain their ability to manage classroom situations properly with administrative support. 3 out of 13 participants agreed that the support of policies and administration is an important recommendation for improving classroom management practices, supporting students, and improving classroom dynamics. Some common responses among participants:

"I think clear school policies, support from school administrators, and cooperation from parents could help improve classroom management." P9

"Kaning clear school policies dapat ang school makatabang sa behavior sa mga bata dapat naay policy na e implement sa school not just in the classroom but in whole campus." [With this Clear school policies, the school should help in managing the students' behavior. There should be policies that are implemented in the school not just in the classroom but in the whole campus.] P11

"Ang makatabang jud is more training sa behavior management para teachers, sama sa workshops on positive discipline. Para pud sa ako is kaning, counselor support sa school para sa bata nga adunay home problem." [What would be helpful is more training in behavior management for teachers, like workshops on positive discipline. For me, it would also be counselor support in school for children who have problems at home.] P13

The answers given by the participants also emphasize the need to have a systemic strategy that is not limited to individual classrooms alone but also extends to include the administrative supports to effectively manage the classrooms. To ensure that discipline is a shared institutional endeavor and not a localized endeavor, it is important to have behavioral norms implemented universally across the entire campus, as emphasized by the educators (Simonsen et al., 2021).

In addition to this, the research also focused on the importance of teachers receiving professional development training in specialized fields such as positive discipline workshops to ensure they are equipped with the latest behavioral management techniques (Gage et al., 2022). To ensure that underlying home-related issues that manifest themselves in disruptive behavior in the classroom are dealt with, the research also suggests that schools should incorporate support services such as guidance counselor services (Sullivan et al., 2024). Ultimately, a more cohesive learning environment that allows teachers to manage their students' behavior more effectively and professionally is created when school administration provides clear policy guidelines and professional development training (Oliver et al., 2023).

Home environment shapes behavior. In relation to classroom management techniques, the above recommendation focused on the importance of working with parents to promote a nurturing home environment to control student behavior, which could assist the student in behavior regulation to promote positive classroom dynamics. The psychological aspects of positively reinforcing student behavior through the home environment may assist the student in coping with disruptions in the classroom. The above positive classroom management techniques may motivate the student to cope with challenges. 3 out of 13 participants agreed that the above recommendation is a significant recommendation to improve the overall classroom management practices to support the students and promote positive classroom dynamics. Some common responses from the participants:

"Apil jud siya ang external, kailangan jud na apil jud ang atong environment. Maestra nalay makalulooy. Kasuhan ra ba dayon mao na karong panahona ang imong pailub dapat mas taas pa sa imong height. Taas pa sa imong height then magsigi na jud ka og hunahuna og mga disiplina. Daghan na ko nay experience-han. I-change bitaw jud ang strategy or call the attention of the parents." [It really includes external factors; we need to include our environment. Teachers are the ones who are often at a disadvantage. They could be easily reported or accused, so in this time, your patience should be higher than your height. You should keep thinking of different ways to discipline. I have experienced many situations like this. I really change my strategy or call the attention of the parents.] P3

“Unsay ilang pamatasan sa ilang balay mao na ilang madala. Mao ni gi ingon nga family up bringing is very important. Kung tudloon mo didto, bahalag mag dingoy-dingoy siya, maka hindom diay ko. Pero wala didto kay perting busyha paningabuhi or abroad. Mao ni ang mga bata nga nag tubo sa ilahang lola sa ilahang aunties mga titos. Grabe kaau ni ang mga kinaiya sa mga bata. Spoiled kay ngano mn pananglitan mga bata pa gibilin kay kong dli tagaan mo iyak og dayon kay kong unsa iyahang na dungog maoy na kuha sa ilahang environment. Abot na sa panahon niya, sakto na siya sa panahon. Ang environment na niya nga gipuy an. Pag-abot sa eskuylahan, kay kong unsa iyahang na dungog kay mao man to iyang nakat-onan. Whereas kon misinterpret sa uban. So karong mga bataa nga twenty, consider nimo nga they are coming from, distressed families." [Whatever their behavior is at home, that is what they bring to school. Family upbringing is very important. If they are taught there, even if they wander, they will remember. But some parents aren't there because they are busy working or abroad. These are the children raised by grandmothers, aunts, or uncles. Their behaviors could be extreme. They are spoiled because they are left behind; if they don't get what they want, they cry immediately because they mimic their environment. By the time they reach school, they've learned from what they've heard. We consider these children as coming from distressed families.] P8

"Yes, external factors influence my approach. Ang Batasan sa mga bata makuha gyud na nila sa ilang panimalay kay mao man na ilang first na environment. Mao biya ng kung unsa ang Batasan na nakita sa bata sa ilang panimalay madala na nila diri sa school. Dapat gyud unta ang parents mao gyud untay mudisiplina sa ilang anak. Pero mo ingon man pd hinoon sila og “ikaw na bahala ana Ma’am” imbes sila ang modisiplina ipasa man hinoon sa atoa na teacher." [Yes, external factors influence my approach. The behavior of the children is acquired from their homes because that is their first environment. So whatever behavior they see at home, they bring to school. Parents should be the ones to discipline their children, but they also say 'you take care of it, ma'am ,instead of disciplining their own children they just pass the responsibility to the teacher.] P11

According to the participants' observation, youngsters tend to imitate what they see in terms of values and behaviors in their respective homes, thus making the home environment the most influential factor in terms of student behavior. In accordance with this research, "family upbringing" is considered to play an important role in "classroom dynamics." According to this research, "children inevitably bring their family behaviors to the classroom." Teachers have observed that children coming from "distressed families, especially those whose parents are absent or are working overseas while the children are left to be taken care of by their relatives, may exhibit "excessive" or "spoilt" behavior because of the punishment or lack of attention from their parents. One major problem that has been recognized is the tendency of some parents to abdicate their responsibility as disciplinarians, often passing the buck to the teacher with a "you take care of it" mentality. This makes the teacher "patient… higher than their height" and continually adjust their strategies (Sullivan et al., 2024).

Ultimately, an unstructured family life leads to disruptions that must be controlled by the teacher, shifting their role from teacher to behavioral intervention specialist because "the first environment in which a child learns about social boundaries" was their family (Oliver et al., 2023).

Support for Classroom Management Through Policy Adjustments. This recommendation ensures that there are changes to policies that will assist teachers who need support with classroom management techniques. This "break" or change from the usual classroom rules ensures mental refueling, as there are reduced pressures and increased freedoms. A teacher who is assisted in this way returns with stability, creativity, and focus, which are all required to prevent burnouts and disturbances. 4 out of 13 participants found support for classroom management practices through policy adjustments to be a critical recommendation for improving practices, supporting students, and generally enhancing classroom dynamics. Some common responses from the participants include:

"Pressure jud. Grabe ka pressure kay mentag nagfocus lang ta sa curriculum, mentag na-focus ta tag tudlo, ana na. Daghan pa kaayong mga buhaton, mga reports, mga paperworks, mga-- na kay mga problema sa mga bata. Murag grabe ka stress, grabe ka pressure. Munang kuan jud. Munang, ina na, daghan jud og kanang maka-affect sa imong kuan, pagtudlo." [It's a pressure. It’s a huge pressure because we are just focused on the curriculum, just focused on teaching. There are so many things to do, paperwork, and then there are the

problems with the children. It's so stressful, so pressuring. That's why there's so much that affects your teaching.] P4

"Maka pressure kayo siya since naa mi guide sa among lesson dili man kaingon na mahuman dayon na nimo tudlo sa imong mga bata kung daghan pud kayo og paper work. May unta igo rami magtudlo naa pay mga paper work na need na I submit mabiyaan na pud bata." [It's very pressure since we have a lesson guide, but you can't say you'll finish teaching the children immediately if there's also too much paperwork. I wish we could just teach, but there's paperwork to submit, so the children end up being neglected.] P5

"Maka pressure gyud siya kay mao na man hinungdan nganong paspasan na ang lessons, na ang mga Batasan sa mga napabayaan tungod kay naay paper works na need na I pass, mga deadline. So grabe ka pressure." [It's really pressuring because it's the reason why lessons are rushed, and the students' behaviors are neglected because of paperwork that needs to be passed, deadlines. So it's very pressuring.] P11

"Pressure siya kay need naman nimo mag-rush sa lesson, so less time para build sa routines. Nag-cause pud ug shorter warnings or less breaks kay kinahanglan ma-cover ang lesson on time. Dili na ko ka-consistent sa routines kay rush mode kaayo." [It's a pressure because you need to rush the lesson, so there is less time to build routines. It also causes shorter warnings or fewer breaks because the lesson needs to be covered on time. I could no longer be consistent with routines because of the 'rush mode.] P12

The answers provided by the participants indicate that there is a lot of pressure for teachers to focus more on documentation than on the behavioral management of their kids. For a teacher to fulfill the curriculum requirements, there is a "rush mode" that causes the class to be sped up. This leaves the instructor with little time to develop routines for their kids or to give the kind of behavioral management they require (Simonsen et al., 2021). As research indicates, there is a likelihood for a teacher to reduce the length of their warnings or breaks when they are overwhelmed with paperwork and deadlines, which affects the quality of education, as well as the involvement of the students (Gage et al., 2022). In addition to this, when dealing with student problems while meeting administrative responsibilities, the educator feels stressed, with the feeling that the overall needs of the children are being neglected to comply with administrative regulations (Sullivan et al., 2024). All this is a result of the need to have changes in policy to ease the paperwork so that the educator regains the lost time to create a disciplined yet encouraging learning environment (Oliver et al., 2023).

Adapt to learners over strict curriculum. In terms of classroom management practices, this recommendation highlights the importance of student-based adaptations over strict curriculum adherence. The "break" from strict adherence to curriculum requirements allows for mental refueling through student-based engagement, reduced frustration, and adaptations. Teachers who utilize this recommendation promote student-based concentration, creativity, and emotional stability, which helps everyone. 3 of the 13 participants agreed that adapting to the students rather than adhering to the curriculum is a vital recommendation for improving classroom management practices, students, and dynamics. The common answers from the participants are as follows:

"Dapat jud flexible dili man ta permanent na mag sege rata og follow sa atong curriculum, but ang level sa bata, unsa ilang need, ana man jud ta kay learner-centered man ta. dili man ta pwede nga curriculum-centered. Learner-centered will adapt what the learners needs. Unsa gyud ang kinahanglanon nila. So, naa man gali tay ibasehan na competency sa curriculum pero base gyud ta sa learner." [We should really be flexible. We cannot just keep following the curriculum all the time, but we should consider the level of the students and their needs because we are learner-centered. We cannot be curriculum-centered. Being learner-centered means adapting to what the learners need. We should focus on what they really need. Of course, we still base our teaching on the competencies in the curriculum, but we should prioritize the learners.] P3

"Ang kanang sa curriculum karon, kanang matatag naman ta karon, matatag curriculum. Sa matatag curriculum, daghan, kuan na man siya, mura syag gi-unpack na mo nga kuan ba. Maka-- ikaw naman as a teacher, kabalo na ay naa man kay different ways, different strategies para makuan nimo ang imong klase, ang curriculum para patupad nimo. So it really de-depends upon the teacher on how to handle or how to conduct it to your classroom. So, daghan, bisag kuan nimo, paminaw nimo nga murag dili, dili siya effective ana nga

kanang strategies nimo gamit, dili effective na kanang pama kuanang curriculum, mag-change na pud ka. Mm, sigilan niyo jud kuan, nga hangtod nga murag effective ma kuan nimo, effective na sa mga bata ang kanang strategy nimo gamit. Mao na diay dayon imohang gamiton . Kay lain-lain mn gd effective pani nila karon pag pila kaelse adlaw ma wla na. So mangita na pd tag lain para ma maintain nmo ang kuan sa klase distruption." [Yes, they could be demanding. The curriculum now, like the MATATAG curriculum, is different. It feels like it has broken down into smaller. As a teacher, you already know that there are different ways and strategies to implement the curriculum in your class. It really depends on the teacher how to handle or conduct it in the classroom. So even if you feel that your strategy is not effective, you could change it. You just keep trying until you find a strategy that works for the students. Because what is effective for them now may not work after a few days, so we need to look for other ways to maintain order and manage the class.] P4

"As a teacher a teacher dapat flexible ta kay dili raman mag sige og sunod sa curriculum pero kung unsa jud ang need sa bata. Lisod biya pud na magtudlo ta ana na ang bata dili pa ready sila. So, need nato mo adjust we need to be flexible. [As teachers, we should be flexible because we cannot just keep following the curriculum; we should focus on what the students need. It is also difficult to teach when the students are not ready. So, we need to adjust and be flexible.] P5

The perspectives provided by the participants underscore the significance of a learner-centered approach to teaching, where emphasis is given to the teacher's flexibility rather than the teacher's conformance to the curriculum. Teachers argue, in this respect, that even though the MATATAG curriculum has a set list of abilities, the application thereof must be flexible to address the unique stages and pressing needs of the children (Simonsen et al., 2021). Teachers must think creatively in "unpacking" the lessons and adapting approaches to suit the changing landscape until they find what "works" to connect with their students, since teaching is useless if the students are not "ready" to receive it or when what has worked in the past is no longer "working" (Gage et al., 2022). According to research, by ensuring that the instructional delivery is intrinsically responsive to the students' changing levels of engagement, this move from curriculum-centered to learner-centered teaching is believed to enable teachers to effectively manage disruptions and order in the classroom (Sullivan et al., 2024). In the end, it is argued that master teaching involves the teacher's flexibility to meet the student's needs over the schedule, such that the curriculum is effectively implemented while at the same time the students' real understanding and engagement are ensured (Oliver et al., 2023).

Set clear rules, routines and time management. In terms of classroom management practice, this recommendation emphasizes the importance of developing clear rules and routines and definite time management from day one to create structure and avoid ambiguity. Additionally, it emphasizes student support and dynamics. This structure could be likened to a series of "pauses" to provide mental refueling through transitions and breaks. Teachers who follow this recommendation could achieve increased focus, creativity, and stability while minimizing disruptions and burnout 5 out of 13 participants agreed that setting clear rules and routines and definite time management is an essential recommendation to develop better classroom management practice to support students and enhance dynamics. The following are some general responses:

"One, setting classroom rules. Hapsay ang klase kung nag-set ka og classroom rules." [One is setting classroom rules. The class run smoothly when you set classroom rules.] P3

"For me, para jud ma balance siya is by maintaining the discipline and covering the curriculum in a Grade 5 classroom nag requires og clear na routines, dayon consistent rules, and the most important is effective time management. As a teachers kailangan nato I ensure na ma follow sa mga bata ang atoang classroom rules while still completing the required lessons. Mao na akong pamaagi sa pagbalance sa discipline while covering the curriculum." [For me, to balance it, maintaining discipline and covering the curriculum in a Grade 5 classroom requires clear routines, consistent rules, and most importantly, effective time management. As teachers, we need to ensure students follow rules while still completing lessons. That is my way of balancing both.] P5

"I balance it by setting clear rules and routines in the classroom. Kung disciplined ang students, mas dali ma-focus sa lesson and mas dali pud ma-complete ang curriculum." [I balance it by setting clear rules and routines

in the classroom. If the students are disciplined, it is easier to focus on the lesson and it's easier to complete the curriculum.] P9

"I balance both by setting clear rules also by managing the time well and of course using engaging and interactive activities that will keep students focused while still covering the lesson." P11

"Gamit ko og routines og priority sa key rules. Need pud og short breaks para reset, para both covered without burnout. Balanse gyud." [I use routines and prioritize key rules. There is also a need for short breaks for a 'reset,' so both are covered without burnout. It's a real balance.] P12

According to the participants' insights, it is important to develop a strategic approach in which there is a balance between curriculum coverage and classroom discipline using clear routines, regulations, and effective time management. The teacher emphasizes the importance of a well-organized classroom in order for the students to be able to advance in their academic work, as when the students have internalized classroom norms, it is possible for them to advance more quickly towards a state of concentrated learning, which allows the teacher to cover the required work more quickly (Simonsen et al., 2021). In addition to the "short breaks" that provide a mental break for the teacher as well as the students to avoid burnout, there is also the use of "interesting and interactive" activities to maintain the students' focus (Gage et al., 2022). By giving priority to important norms and adhering to a specific routine, as per research, it is ensured that the smooth flow of teaching is not affected in any way in the name of correcting behavior, thus providing a productive environment in which it is possible to attain academic milestones on time (Sullivan et al., 2024). Ultimately, it is believed that the only way in which it could be ensured that discipline as well as the quality of education is not compromised is by being able to manage time properly (Oliver et al., 2023).

CONCLUSION

Students in the classroom display disruptive behavior mostly because of inattentiveness and the need to attract the attention of their peers. Other reasons for disruptive behavior in the classroom may be that the students find the lessons either too easy or too hard. Other disruptive behavior in the classroom may be talking and making noise by the students to entertain themselves.

The teacher may employ several strategies in the classroom to manage disruptive behavior. Effective classroom management skills such as the setting of rules and the use of interactive activities in the classroom are important in controlling disruptive behavior. The teacher may also communicate well with the students and create a positive classroom environment.

Despite all these efforts, disruptive behavior continues to be a challenge in the classroom. Frequent interruption in the form of talking out of turn, making unnecessary noise, emotional outbursts, and so on affects the concentration of other students. Such behavior also creates what is known as a "ripple effect," where one student's behavior influences other students in the classroom, thereby making it more difficult for teachers to manage their students.

To cope with all these challenges, teachers make use of different strategies in dealing with disruptive behavior in the classroom. Some of the strategies include redirecting students' attention, instilling positive behavior in students, and making learning more interesting and stimulating. Teachers also make sure that students get more attention in a positive manner, which also reduces disruptive behavior in students.

Overall, disruptive behavior in students is still a challenge for teachers. However, with effective strategies, teachers could minimize disruptive behavior in students.

RECOMMENDATION

Based on the findings mentioned above, the researchers endorse the following recommendations:

- Schools may consider holding regular close contact sessions with parents. This would strengthen the pupils' support network by keeping everyone in agreement on standards for behavior at home and at school.
- Teachers may be offered regular workshops on positive discipline, rhythmic attention signals, and kinesthetic teaching strategies that could help maintain the interest of the students and reduce boredom.
- Parents may become more involved in supporting discipline at home, as behavior is also influenced by the home environment.
- Future researchers may expand the study by including private schools or comparing different educational settings to gain broader insights.

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