

Confidence, Strategies of Teachers in Managing Classroom Behaviors, Response to the Demeanor of Students, and Performance

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ABSTRACT

This study is titled “Confidence, Strategies of Teachers in Managing Classroom Behaviors, Response to the Demeanor of Students, and Performance”. It determined the relationship among confidence, strategies of teachers in managing classroom behaviors, response to the demeanor of students, and performance of 141 public elementary school teachers in one of the divisions in the Negros Island Region during the school year 2025–2026. A quantitative descriptive-correlational research design was employed using a validated and reliability tested questionnaires. The result revealed that teachers' confidence in managing classroom behavior was rated very high, the strategies of teachers in managing classroom behaviors was rated high where rules obtained the highest mean among the four dimensions, their level of response to the demeanor of students was rated moderate where hyperactivity obtained the highest mean among the four dimensions, and the performance of teachers was rated outstanding. The result also showed that there were no significant relationships between the confidence of teachers in managing classroom behavior and their performance, between the strategies of teachers in managing classroom behaviors and their performance, and between the level of response to the demeanor of students and teacher's performance. The study concludes that teachers' confidence alone does not determine professional performance. The strategies of teachers in managing classroom behaviors employed by teachers is influenced by a combination of factors beyond classroom behavior management practices and teachers' level of response to the demeanor of students did not prevent them from maintaining high professional standards.

Keywords: Classroom behavior management, teacher confidence, classroom management strategies, demeanor of student, performance of teacher

INTRODUCTION

The effectiveness of schools largely depends on the competence and performance of teachers. Globally, educators are expected to demonstrate confidence in their professional roles while effectively managing student behavior and responding to the increasing demands of education. Teacher confidence and behavior management have been recognized as important factors that contribute to instructional effectiveness, positive classroom environments, and improved learner outcomes (Duan et al., 2024; Sun et al., 2023).

In the Philippines, educational reforms and post-pandemic learning recovery have increased the responsibilities of teachers. Aside from delivering quality instruction, teachers are expected to manage diverse learner behaviors, maintain student engagement, and meet professional performance standards; on the other hand, they are responsible for instructional supervision and creating supportive learning environments that enhance teacher performance. Despite these expectations, many educators continue to experience concerns related to classroom management, workload, and professional responsibilities that may influence their confidence and overall performance (Department of Education, 2023; Organization for Economic Co-operation and Development [OECD], 2020).

At the local level, schools continue to face challenges in maintaining effective classroom discipline and improving educational outcomes. While previous studies have examined teacher performance, leadership, and

classroom management separately, limited research has explored how confidence, behavior management strategies, and response of teachers to demeanor of students, collectively relate to the performance of teachers. This gap highlights the need for the present study, which aims to determine the relationship among these variables. The findings may provide valuable information for school administrators, teachers, and policymakers in designing interventions that strengthen professional competence, improve behavior management practices, and enhance school performance (Espinosa et al., 2023; Duan et al., 2024).

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to determine the relationship between the confidence and strategies of teachers in managing classroom behaviors and response to the demeanor of teachers and teacher's performance. The quantitative approach was appropriate because it enabled the researcher to collect numerical data using a structured survey questionnaire and analyze the data through appropriate statistical techniques. The descriptive aspect of the design was used to describe the levels of confidence, behavior management strategies, and response to the demeanor of students, and the performance of teachers. This design provided an accurate description of the characteristics of the respondents and the variables investigated without manipulating any of the study conditions (Creswell & Creswell, 2023).

Subject and Respondents of the Study

The subject and respondents of this study were the District II–A elementary teachers in one of the division in Negros Island Region during school year 2025-2026.

Population and Sample Size

The population of the study consisted of 143 teachers from District II-A of a particular division in the Negros Island Region. Since the population was relatively small and manageable, the researcher utilized the total population in the study.

Of the 143 teachers, 141 participated and completed the questionnaire. One (1) teacher did not participate in the study, while one (1) teacher was the researcher and was therefore excluded from the respondents. As a result, the data analysis was based on the responses of 141 teachers.

Data Gathering Instrument

The researcher utilized a researcher-made survey questionnaire as the primary instrument for gathering the data needed in the study. The questionnaires were developed after an extensive review of related literature, theories, and empirical studies on teachers' confidence, concerns regarding student behavior, behavior management strategies, and educator performance. It consisted of four parts designed to measure the variables included in the study.

The first part of the questionnaire measured the level of confidence of teachers in managing classroom behavior. It consisted of 15 indicators that assessed the respondents' confidence in handling student behavior, maintaining classroom discipline, and implementing appropriate behavior management practices. The items were developed based on Bandura's Self-Efficacy Theory (1997), which emphasizes individuals' beliefs in their capability to perform specific tasks successfully, and were further supported by the Teacher Sense of Efficacy framework of Tschannen-Moran and Hoy (2001). Responses were measured using a five-point Likert scale, where 5 indicated Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree, and 1 Strongly Disagree.

The second part measured the strategies in managing classroom behaviors employed by teachers in addressing student behavior. It consisted of 33 items with four dimensions: Rules (13 items), Response to Class Disruption (6 items), Response to Continuous Non-Compliance (7 items), and Reinforce for Appropriate Behavior (7 items). These indicators were developed based on the principles of Positive Behavioral Interventions and Supports (PBIS), evidence-based classroom management practices, and the works of Simonsen et al. (2021) and Reinke

et al. (2022), which emphasize proactive classroom management, consistent implementation of classroom rules, and positive reinforcement. Each item measured the frequency with which the respondents applied these strategies. Responses were rated using a five-point Likert scale, where 5 indicated Very Often, 4 Often, 3 Sometimes, 2 Rarely, and 1 Never.

The third part of the questionnaire determined the level of response to the type of conduct encountered in school. It consisted of 22 items with four behavioral dimensions: hyperactivity (6 items), aggression (5 items), disobedient behavior (5 items), and delinquent behavior (6 items). The indicators for these dimensions were developed based on the classifications of disruptive behaviors presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) of the American Psychiatric Association (2022) and were supported by recent literature on classroom behavior management and positive behavioral interventions. Responses were measured using a five-point Likert scale, where 5 indicated Very Often, 4 Often, 3 Sometimes, 2 Rarely, and 1 Never.

The performance of teachers was based on the IPCRF during school year 2025-2026.

Data Analyses

The study employed appropriate statistical tools to analyze the collected data in line with its research objectives.

To answer the statement of the problem number 1, which states, what is the level of confidence of the teachers in managing classroom behavior, the mean and standard deviation were used, with the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ – mean

Σ – summation notation

x – scores

n – number of scores or sample size

$$\text{Standard Deviation } SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

Where: SD = Standard Deviation

X = Individual score

$\bar{X}$ = Mean

N = Number of respondents

To interpret the mean scores describing the level of confidence of the teachers, the interpretation guide below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Description
5	Strongly Agree	4.21 – 5.00	Very High	The teachers demonstrate a very high level of confidence in performing their professional responsibilities effectively.

4	Agree	3.41 – 4.20	High	The teachers demonstrate a high level of confidence in performing their professional responsibilities effectively.
3	Neutral	2.61 – 3.40	Moderate	The teachers demonstrate a moderate level of confidence in performing their professional responsibilities effectively
2	Disagree	1.81 – 2.60	Low	The teachers demonstrate a low level of confidence in performing their professional responsibilities effectively
1	Strongly Disagree	1.00 – 1.80	Very Low	The teachers demonstrate a very low level of confidence in performing their professional responsibilities effectively

To answer the statement of the problem number 2, which states, what is the level of strategies of teachers in managing classroom behaviors when taken as a whole and in terms of rules, response to classroom disruption, response to continuous non-compliance, and reinforce for appropriate behavior, the mean and standard deviation were used.

To interpret the mean scores describing the level of strategies of teachers in managing classroom behaviors, the interpretation below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Description
5	Very often	4.21 – 5.00	Very High	Teachers frequently use classroom behavior management strategies in managing and responding to student behaviors.
4	Often	3.41 – 4.20	High	Teachers in this range find it useful to use behavior management strategies.
3	Sometimes	2.61 – 3.40	Moderate	Teachers in this range find it sometimes useful to use behavior management strategies.
2	Rarely Never	1.81 – 2.60	Low	Teachers in this range find it rarely useful to use behavior management strategies.
1	Not at all	1.00 – 1.80	Very Low	Teachers in this range do not find it useful at all to use behavior management strategies.

To answer the statement of the problem number 3 which states, what is the level of response of teachers to the demeanor of students when taken as a whole and in terms of hyperactivity, aggression, disobedient, and delinquent behavior, the mean and standard deviation were also used. To interpret the mean scores describing the level of response of teachers to the demeanor of students, the interpretation guide below was utilized.

Scale	Description	Mean Score Range	Interpretation	Verbal Description
5	Very Often	4.21 – 5.00	Very Great	Teachers always respond to and address the identified demeanor of students, indicating a very great level of attention and concern toward managing student behaviors.

4	Often	3.41 – 4.20	Great	Teachers frequently respond to and address the identified demeanor of students, indicating a great level of attention and concern toward managing student behaviors.
3	Sometimes	2.61 – 3.40	Moderate	Teachers sometimes respond to and address the demeanor of students, indicating a moderate level of attention and concern toward managing student behaviors.
2	Rarely Never	1.81 – 2.60	Low	Teachers rarely respond to and address the identified demeanor of students, indicating a low level of attention and concern toward managing student behaviors.
1	Not at all	1.00 – 1.80	Very Low	Teachers do not respond or respond minimally to the identified demeanor of students, indicating a very low level of attention and concern toward managing student behaviors.

To answer the statement of the problem number 4, which states, what is the level of the performance of teachers, the mean and standard deviation were used.

To interpret the mean scores describing the level of performance of teachers, the table below was utilized.

Scale	Mean Score Range	Interpretation	Verbal Description
5	4.50 – 5.00	Outstanding	Exceptional performance; exceeds expectations consistently. Clear mastery, innovation, and strong positive impact.
4	3.50 – 4.49	Very Satisfactory	Strong performance; meets expectations very well with minor areas for improvement. Reliable and effective.
3	2.50 – 3.49	Satisfactory	Adequate performance; meets minimum expectations but lacks consistency or excellence. Average effectiveness.
2	1.50 – 2.49	Unsatisfactory	Below expectations; frequent issues in clarity, engagement, or delivery. Needs improvement.
1	1.00 – 1.49	Poor	Very weak performance; fails to meet basic standards. Significant concerns requiring urgent intervention.

To answer the statement of the problem 5 which states, is there a significant relationship between the level of confidence of teachers and their performance, Spearman's Rank Order Correlation was used, with the formula:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

where:

r_s = Spearman Rank Order Coefficient Correlation

$\sum D^2$ = sum of the squares of the difference between rank x and rank y

n = number of data pairs

6 = constant

To answer the statement of the problem 6, which states, is there a significant relationship between the behavioral management style and the performance of teachers, Spearman's Rank Order Correlation was used.

To answer the statement of the problem 7, which states, is there a significant relationship between the response of teachers to the demeanor of students and the performance of teachers, Spearman's Rank Order Correlation was used.

RESULTS AND DISCUSSION

This section includes the presentation of data gathered and the discussion, interpretation, and implication of the findings of the study. The results were presented in tables, which were then analyzed and interpreted. The order of the presentation follows the sequence of the problems identified in the study.

Level of Confidence of the Teachers in Managing Classroom Behavior

Table 1 below shows the level of confidence of the teachers in managing classroom behavior.

Table 1. Level of Confidence of the Teachers in Managing Classroom Behavior.

Statements	Mean	SD	Interpretation
1. I confidently communicate to my students that I am consistently aware of their actions and engagement in the classroom.	4.75	0.43	Very High
2. I am confident in managing multiple classroom activities without losing focus.	4.32	0.62	Very High
3. I confidently redirect inattentive or potentially disruptive students by engaging them with purposeful questions.	4.37	0.60	Very High
4. I am pleased with my classroom management techniques	4.40	0.59	Very High
5. I feel my classroom management techniques are adequate.	4.36	0.56	Very High
6. I am confident in my willingness and ability to further develop my skills as an effective classroom manager.	4.62	0.54	Very High
7. I am able to use a variety of behavior management models and techniques.	4.47	0.53	Very High
8. If a student disrupts the lesson, I am able to redirect him/her quickly.	4.39	0.66	Very High
9. I can communicate to students that I am serious about getting appropriate behavior.	4.68	0.51	Very High
10. I am confident in my ability to effectively manage and support all students in my classroom.	4.49	0.58	Very High
11. I can keep defiant students involved in my lessons.	4.41	0.56	Very High
12. I can keep a few problem students from ruining an entire class.	4.43	0.62	Very High
13. I know what rules are appropriate for my students.	4.58	0.52	Very High
14. I am able to implement a consistent classroom routine	4.56	0.54	Very High
15. I am able to self-evaluate my own teaching and classroom management skills and use the results constructively.	4.57	0.54	Very High
Teachers' Confidence As a Whole	4.49	0.39	Very High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 1 presents the level of confidence of teachers in managing classroom behavior. Overall, teachers' confidence in managing classroom behavior obtained very high level ($M=4.49$, $SD = 0.39$). The relatively low standard deviation indicates a high level of agreement among the respondents regarding their confidence in classroom behavior management. This finding suggests that teachers generally believe they possess the competence, self-efficacy, and instructional skills necessary to establish a positive classroom climate, address behavioral concerns effectively, and support student learning. The results further imply that maintaining high levels of teacher confidence through continuous professional development and leadership support may contribute to improved classroom discipline, stronger teacher effectiveness, increased student engagement, and better academic outcomes.

Among the 15 indicators, the highest-rated statement was "I confidently communicate to my students that I am consistently aware of their actions and engagement in the classroom" ($M = 4.75$, $SD = 0.43$), interpreted as very high. The relatively low standard deviation indicates that respondents consistently agreed with this statement. This finding suggests that teachers are highly confident in performing their professional responsibilities effectively. Such confidence enables teachers to anticipate potential behavioral concerns, respond promptly to classroom situations, and foster an orderly learning environment that supports student participation and academic success.

The second highest-rated indicator was "I can communicate to students that I am serious about getting appropriate behavior" ($M = 4.68$, $SD = 0.51$), followed by "I am confident in my willingness and ability to further develop my skills as an effective classroom manager" ($M = 4.62$, $SD = 0.54$). Both indicators were interpreted as very high, and their relatively low standard deviations indicate that respondents shared similar perceptions. These findings imply that teachers possess confidence in establishing clear behavioral expectations while remaining committed to continuously improving their classroom management practices. Such confidence may strengthen teacher authority, encourage student compliance with classroom rules, and promote a more positive and productive learning environment.

Other indicators likewise received very high ratings, including knowing appropriate classroom rules ($M = 4.58$, $SD = 0.52$), self-evaluating classroom management practices ($M = 4.57$, $SD = 0.54$), implementing consistent classroom routines ($M = 4.56$, $SD = 0.54$), effectively managing and supporting all students ($M = 4.49$, $SD = 0.58$), using various behavior management strategies ($M = 4.47$, $SD = 0.53$), preventing problem students from disrupting the class ($M = 4.43$, $SD = 0.62$), keeping defiant students engaged ($M = 4.41$, $SD = 0.56$), being satisfied with classroom management techniques ($M = 4.40$, $SD = 0.59$), redirecting students who disrupt lessons quickly ($M = 4.39$, $SD = 0.66$), redirecting inattentive or disruptive students through purposeful questioning ($M = 4.37$, $SD = 0.60$), perceiving classroom management techniques as adequate ($M = 4.36$, $SD = 0.56$), and managing multiple classroom activities without losing focus ($M = 4.32$, $SD = 0.62$). Although these indicators obtained comparatively lower means, all remained within the very high descriptive level. The moderate standard deviations indicate that responses were generally consistent among the respondents. These findings suggest that teachers perceive themselves as capable of applying effective classroom management strategies across different instructional situations while recognizing the importance of continuously refining these skills.

The findings support the study of Chu et al. (2021), which concluded that teachers with higher classroom management self-efficacy demonstrate greater instructional effectiveness and are more successful in maintaining positive learning environments. Similarly, the results are consistent with the study of Watt et al. (2022), which found that teachers' confidence positively influences classroom management practices, student engagement, and overall teaching effectiveness. These findings suggest that strengthening teachers' confidence remains essential in promoting effective classroom management and improving the quality of instruction.

Level of Strategies of Teachers in Managing Classroom Behaviors

Table 2 on the next page shows the level of strategies of teachers in managing classroom behaviors when taken as a whole and in terms of rules, response to classroom disruption, response to continuous non-compliance, and reinforce for appropriate behavior.

Table 2. Level of Strategies of Teachers in Managing Classroom Behaviors.

Statements	Mean	SD	Interpretation
Rules	4.54	0.42	Very High
1. Following a school-wide discipline plan.	4.41	0.76	Very High
2. Employing a set of rules.	4.64	0.54	Very High
3. Introduction of rules on the first day.	4.78	0.45	Very High
4. Involvement of student/s in developing classroom rules.	4.57	0.60	Very High
5. Involvement of teachers in developing classroom/school rules.	4.71	0.53	Very High
6. Involvement of parents in developing classroom/school rules.	4.43	0.80	Very High
7. Involvement of /principal in developing classroom/school rules.	4.52	0.69	Very High
8. Utilizations of pictures or icons used.	4.32	0.80	Very High
9. Five rules used. (Prompt, Prepared, Productive, Polite, and Positive)	4.49	0.71	Very High
10. Classroom rules are visibly posted at the front of the classroom.	4.18	1.01	High
11. Integration of classroom rules into lesson instruction.	4.59	0.62	Very High
12. Parents are informed about the classroom rules.	4.65	0.56	Very High
13. Discuss rules during parent-teacher conference.	4.72	0.57	Very High
Response to Class Disruption	3.69	0.80	High
14. Use verbal reprimands to address students' misbehavior.	4.29	0.72	Very High
15. Use a long stare to manage minor classroom disruptions.	4.15	0.82	High
16. Move closer to a student to address misbehavior.	4.11	0.98	High
17. Post a student's name on the board as a consequence for inappropriate behavior.	3.12	1.44	Moderate
18. Ignoring inappropriate behavior to manage classroom conduct.	3.01	1.39	Moderate
19. Ignore improper behavior and recognize positive behavior in another student.	3.45	1.29	High
Response to Continuous Non-Compliance	3.62	0.86	High
20. Student privileges taken away as a behavior management strategy.	3.35	1.20	Moderate
21. Assigning additional tasks to correct inappropriate behavior.	3.56	1.10	High
22. Take away earned rewards to correct inappropriate behavior.	3.55	1.11	High
23. Provide supervised time after class to help students understand and correct inappropriate behavior.	3.84	1.00	High
24. Provide a brief break in the hallway to help a student regain focus.	3.60	1.16	High
25. Refer students to the principal's office to provide additional support for improving behavior.	3.51	2.09	High
26. Send notes home to keep parents informed and involved in their child's behavior.	3.91	0.99	High
Reinforce for Appropriate Behavior	4.44	0.50	Very High

27. Give verbal praise to recognize and encourage students' positive behavior.	4.68	0.56	Very High
28. Provide supportive gestures (e.g., high-fives, pats on the back) to recognize students' achievements or good behavior.	4.67	0.53	Very High
29. Provide positive feedback to acknowledge students' efforts and achievements.	4.65	0.55	Very High
30. Give stickers or tokens to recognize and encourage students' positive behavior.	4.21	0.85	Very High
31. Send positive notes home to inform parents about their child's good behavior or achievements.	4.06	0.91	High
32. Give students extra privileges (e.g., choosing a classroom activity, being a line leader) to recognize positive behavior.	4.25	0.83	Very High
33. Encourage students to share responsibility for classroom tasks or group activities.	4.57	0.61	Very High
As a Whole	4.17	0.46	High
Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 2 presents the level of strategies of teachers in managing classroom behaviors when taken as a whole and in terms of rules, response to classroom disruption, response to continuous non-compliance, and reinforcement for appropriate behavior. Overall, behavioral management strategies obtain a high level ($M = 4.17$, $SD = 0.46$). The relatively low standard deviation indicates that respondents generally shared similar perceptions regarding the usefulness of these classroom management practices. The findings reveal that teachers find it useful to use behavior management strategies and rely most heavily on establishing clear classroom rules and reinforcing positive behavior, while responses to classroom disruption and continuous non-compliance are also viewed as effective when applied appropriately. This suggests that preventive and positive approaches remain the foundation of classroom behavior management. The results further imply that sustaining evidence-based behavior management strategies and providing continuous professional development in positive discipline practices may further enhance teachers' effectiveness in promoting appropriate student behavior and maintaining productive learning environments.

Among the four dimensions, rules obtained the highest mean ($M = 4.54$, $SD = 0.42$), interpreted as very high. The relatively low standard deviation indicates that respondents consistently perceived rule-based strategies as highly useful in managing classroom behavior. The highest-rated indicator was "Introduction of rules on the first day" ($M = 4.78$, $SD = 0.45$), followed by "Discuss rules during parent-teacher conference" ($M = 4.72$, $SD = 0.57$), "Involvement of teachers in developing classroom/school rules" ($M = 4.71$, $SD = 0.53$), and "Parents are informed about the classroom rules" ($M = 4.65$, $SD = 0.56$). These findings suggest that teachers recognize the importance of establishing clear expectations and involving key stakeholders in promoting positive student behavior. Clearly communicated and consistently implemented classroom rules provide students with structure, encourage responsible behavior, and create an environment that supports effective teaching and learning.

Reinforcement for appropriate behavior obtained a mean of 4.44 ($SD = 0.50$), interpreted as very high. The low standard deviation indicates that respondents generally shared similar perceptions regarding the effectiveness of positive reinforcement strategies. Among the indicators, "Give verbal praise to recognize and encourage students' positive behavior" received the highest mean ($M = 4.68$, $SD = 0.56$), followed by "Provide supportive gestures (e.g., high-fives, pats on the back)" ($M = 4.67$, $SD = 0.53$), "Provide positive feedback to acknowledge students' efforts and achievements" ($M = 4.65$, $SD = 0.55$), and "Encourage students to share responsibility for classroom tasks or group activities" ($M = 4.57$, $SD = 0.61$). These findings indicate that teachers highly value positive reinforcement as an effective approach to encouraging desirable behaviors. Recognizing students'

positive actions not only strengthens appropriate behavior but also promotes motivation, self-confidence, and positive teacher-student relationships.

In terms of response to classroom disruption, the dimension obtained a mean of 3.69 (SD = 0.80), interpreted as high. The standard deviation indicates moderate consistency in the responses. The highest-rated indicator was “Use verbal reprimands to address students' misbehavior” (M = 4.29, SD = 0.72), followed by “Use a long stare to manage minor classroom disruptions” (M = 4.15, SD = 0.82), and “Move closer to a student to address misbehavior” (M = 4.11, SD = 0.98). Meanwhile, “Ignore improper behavior and recognize positive behavior in another student” (M = 3.45, SD = 1.29), “Post a student's name on the board as a consequence for inappropriate behavior” (M = 3.12, SD = 1.44), and “Ignoring inappropriate behavior to manage classroom conduct” (M = 3.01, SD = 1.39) received comparatively lower ratings. These findings suggest that teachers prefer direct, immediate, and proactive responses when addressing classroom disruptions rather than relying on passive or indirect approaches. Such strategies may help maintain classroom order while minimizing interruptions to instruction.

Response to continuous non-compliance obtained a high level (M = 3.62, SD = 0.86). The standard deviation reflects moderate variation in respondents' perceptions of these strategies. The highest-rated indicator was “Send notes home to keep parents informed and involved in their child's behavior” (M = 3.91, SD = 0.99), followed by “Provide supervised time after class to help students understand and correct inappropriate behavior” (M = 3.84, SD = 1.00). Other strategies, including providing a brief break in the hallway (M = 3.60, SD = 1.16), assigning additional tasks (M = 3.56, SD = 1.10), taking away earned rewards (M = 3.55, SD = 1.11), referring students to the principal's office (M = 3.51, SD = 2.09), and taking away student privileges (M = 3.35, SD = 1.20), were also considered useful. These findings imply that teachers prefer corrective strategies that encourage reflection, parental involvement, and behavioral improvement before applying more restrictive disciplinary measures. Such approaches may promote student accountability while preserving positive relationships between teachers and learners.

The findings are consistent with the study of Simonsen et al. (2020), which emphasized that establishing clear classroom expectations and consistently reinforcing positive behavior are among the most effective strategies for improving student behavior and classroom climate. Likewise, the results support the study of Caldarella et al. (2021), which found that proactive classroom management practices, including positive reinforcement and clearly communicated behavioral expectations, significantly improve student engagement, reduce disruptive behaviors, and strengthen classroom relationships.

Level of Response of Teachers to the Demeanor of Students

Table 3 below shows the response of teachers to the demeanor of students when taken as a whole and in terms of hyperactivity, aggression, disobedient, and delinquent behavior.

Table 3. Level of Response of Teachers to the Demeanor of Students when Taken as a Whole and in terms of Hyperactivity, Aggression, Disobedient, and Delinquent Behavior.

Statements	Mean	SD	Interpretation
Hyperactivity	3.77	0.72	Great
1. Demands must be met immediately/ cannot wait attention.	4.05	0.83	Great
2. The student/s disrupts the activities of others.	3.82	0.83	Great
3. The student/s fails to sustain task directed behavior.	3.74	0.79	Great
4. Excessive demands for teacher's attention.	3.79	0.91	Great
5. The student/s doesn't work independently.	3.55	0.97	Great
6. The student/s is distracted and does not listen to instructions.	3.70	1.00	Great
Aggression	3.34	0.95	Moderate

7. Argues when reprimanded or corrected.	3.28	1.13	Moderate
8. Is physically aggressive.	3.48	1.16	Very Great
9. Ignores the feeling of others.	3.37	1.05	Great
10. Does not get along well with other students.	3.29	1.02	Very Great
11. Is verbally aggressive with others.	3.29	1.08	Moderate
Disobedient	3.11	0.99	Moderate
12. Does not follow established class rules.	3.35	1.10	Moderate
13. Runs away from school or classroom.	3.11	1.23	Moderate
14. Refuses to obey teacher-imposed rules.	3.02	1.24	Moderate
15. 15. Argues or debates the validity of classroom rules.	3.00	1.20	Moderate
16. Fails to bring required materials to classroom despite reminders.	3.05	1.12	Moderate
Delinquent Behavior	2.72	1.00	Moderate
17. Expresses anger inappropriately.	3.05	1.26	Moderate
18. Damage or breaks others' properties.	2.68	1.29	Moderate
19. Engages inappropriate sexual behavior.	2.50	1.32	Low
20. Use obscene language or gestures	2.77	1.32	Moderate
21. Steals.	2.86	1.25	Moderate
22. Lies	2.45	0.95	Moderate
Response of Teachers to the Demeanor of Students As a Whole	3.24	0.80	Moderate
Legend: (4.21-5.00)-Very Great; (3.41-4.20)-Great; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low			

Table 3 presents the level of response of teachers to the demeanor of students when taken as a whole in terms of hyperactivity, aggression, disobedient behavior, and delinquent behavior. Overall, the types of behavior obtained a moderate level ($M=3.24$, $SD = 0.80$). The relatively moderate standard deviation indicates that respondents generally shared similar perceptions regarding the level of concern for student behaviors. The findings reveal that hyperactive behaviors are the primary behavioral concern encountered by teachers, while aggression, disobedient behavior, and delinquent behavior occur to a moderate extent. This suggests that teachers more frequently experience challenges related to students' attention, impulsivity, and classroom engagement than severe disciplinary problems. The results further imply that strengthening positive behavior support programs, implementing preventive classroom management strategies, and providing continuous professional development on behavior management may help teachers effectively address student behavioral concerns and foster a more conducive learning environment.

Among the four dimensions, hyperactivity obtained the highest mean ($M = 3.77$, $SD = 0.72$), interpreted as great. The relatively low standard deviation indicates that respondents generally shared similar perceptions regarding their level of concern. The highest-rated indicator was "Demands must be met immediately/cannot wait attention" ($M = 4.05$, $SD = 0.83$), followed by "The student disrupts the activities of others" ($M = 3.82$, $SD = 0.83$), and "Excessive demands for teacher's attention" ($M = 3.79$, $SD = 0.91$). These findings suggest that teachers are highly concerned with behaviors associated with impulsivity, excessive dependence on teacher attention, and frequent classroom disruptions. Such behaviors may interfere with the flow of instruction, reduce students' engagement, and create challenges in maintaining an organized and productive learning environment. The results imply that teachers need effective classroom management strategies and early behavioral interventions to address hyperactive behavior before it affects students' academic and social development.

In terms of aggression, the dimension obtained a mean of 3.34 ($SD = 0.95$), interpreted as moderate. The standard deviation indicates moderate variation in participants' responses. Among the indicators, "Is physically aggressive" obtained the highest mean ($M = 3.48$, $SD = 1.16$), followed by "Ignores the feelings of others" (M

= 3.37, SD = 1.05). Meanwhile, “Argues when reprimanded or corrected” (M = 3.28, SD = 1.13), “Does not get along well with other students” (M = 3.29, SD = 1.02), and “Is verbally aggressive with others” (M = 3.29, SD = 1.08) also reflected teachers' moderate level of concern. These findings indicate that aggressive behaviors are present in the classroom but are not as prevalent as hyperactive behaviors. Nevertheless, physical and verbal aggression remain important concerns because they may disrupt classroom harmony, affect peer relationships, and hinder students' emotional and academic development.

Disobedient behavior obtained a mean of 3.11 (SD = 0.99), interpreted as moderate. The standard deviation suggests that respondents' perceptions were fairly consistent. The highest-rated indicator was “Does not follow established class rules” (M = 3.35, SD = 1.10), followed by “Runs away from school or classroom” (M = 3.11, SD = 1.23), “Fails to bring required materials to the classroom despite reminders” (M = 3.05, SD = 1.12), “Refuses to obey teacher-imposed rules” (M = 3.02, SD = 1.24), and “Argues or debates the validity of classroom rules” (M = 3.00, SD = 1.20). These findings suggest that teachers encounter instances of noncompliance with classroom expectations, although these behaviors occur only to a moderate extent. The results imply that consistently enforcing classroom rules, strengthening teacher-student relationships, and promoting positive discipline may help reduce disobedient behaviors and encourage responsible student conduct.

Meanwhile, delinquent behavior obtained the lowest mean (M=2.72, SD = 1.00), interpreted as moderate. The standard deviation indicates greater variation in respondents' perceptions of these behaviors. Among the indicators, “Expresses anger inappropriately” obtained the highest mean (M = 3.05, SD = 1.26), followed by “Steals” (M = 2.86, SD = 1.25), “Uses obscene language or gestures” (M = 2.77, SD = 1.32), “Damages or breaks others' properties” (M = 2.68, SD = 1.29), “Engages in inappropriate sexual behavior” (M = 2.50, SD = 1.32), and “Lies” (M = 2.45, SD = 0.95). These findings indicate that serious forms of misconduct are less frequently observed compared with other types of classroom behavior. However, their presence remains a concern because these behaviors may negatively influence students' well-being, school safety, and the overall learning environment if left unaddressed.

The findings are consistent with the study of Gregory et al. (2021), which found that disruptive behaviors associated with hyperactivity and inattention remain among the most common classroom challenges affecting student engagement and instructional effectiveness. Similarly, the results support the study of Gage et al. (2022), which emphasized that proactive classroom behavior management and school-wide positive behavioral interventions significantly reduce disruptive student behaviors while improving classroom climate and academic outcomes. These findings underscore the importance of equipping teachers with effective behavior management skills and providing continuous support to address diverse behavioral concerns in the classroom.

Level of Performance of Teachers

Table 4 below shows the level of performance of teachers.

Table 4. Level of Performance of Teachers.

Level of Performance of Teachers	f	Mean	SD	Interpretation
Outstanding	141	4.77	0.09	Outstanding
Very Satisfactory	0			
Satisfactory	0			
Unsatisfactory	0			
Poor	0			
Total	141			

Legend: (4.500-5.000)-Outstanding; (3.500-4.499)-Very Satisfactory; (2.500-3.499)-Satisfactory; (1.500-2.499)-Unsatisfactory; (below 1.499)-Poor

Table 4 presents the level of performance of teachers based on their performance ratings. The results show that all 141 respondents (f = 141) obtained an outstanding performance rating. The group recorded a mean score of

4.77 (SD = 0.09), interpreted as outstanding. The very low standard deviation indicates that the respondents' performance ratings were highly consistent, reflecting minimal variation across the group. This finding suggests that teachers consistently demonstrated a high level of competence in carrying out their professional responsibilities and meeting established performance standards.

The absence of respondents under the very satisfactory, satisfactory, unsatisfactory, and poor performance categories further indicates that all respondents achieved the highest level of performance based on the adopted evaluation system. This implies that the respondents consistently met or exceeded the expected standards in instructional delivery, professional responsibilities, classroom management, and other key performance indicators. Such a result may also reflect the presence of supportive school leadership, effective professional development opportunities, and a positive work environment that enables educators to perform at their best.

Overall, the findings reveal that the teachers demonstrated an outstanding level of performance, as evidenced by the mean score of 4.77 (SD = 0.09). The consistency of the ratings suggests that high-quality teaching practices and professional performance are evident across the participating schools. These findings imply that sustaining strong leadership support, continuous professional learning, effective behavioral management practices, and a positive work environment may help maintain this high level of performance and contribute to improved educational outcomes.

The findings are consistent with the study of Kim and Kim (2022), which reported that supportive school environments, strong instructional leadership, and continuous professional development contribute significantly to higher teacher performance and instructional effectiveness. Likewise, the results support the findings of Collie (2021), who concluded that teachers working in supportive school environments demonstrate greater professional engagement, commitment, and overall job performance. These findings emphasize that maintaining a supportive organizational climate and investing in teacher development are essential for sustaining outstanding educator performance.

Relationship Between the Level of Confidence of Teachers and their Performance

Table 5 below shows the relationship between the level of confidence of teachers and their performance.

Table 5. Relationship Between the Level of Confidence of Teachers and their Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Teachers' Confidence vs. Performance of Teachers	0.28	0.739	Failed to Reject H_0	Not Significant

Table 5 presents the significant relationship between the level of confidence of teachers in managing classroom behavior and their performance. The results revealed a Spearman rank-order correlation coefficient of $r_s = 0.28$ with a p-value of 0.739. Since the obtained p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant relationship between teachers' confidence in managing classroom behavior and their performance.

The result implies that the teachers' confidence does not significantly correspond to their performance ratings. The findings suggest that while confidence may contribute to teachers' professional practice, it is not sufficient by itself to influence overall performance. Other factors, such as leadership support, work environment, professional development opportunities, teaching experience, and organizational resources, may have a greater association with teachers' performance.

The findings further imply that teachers may maintain outstanding performance regardless of their perceived confidence in classroom behavior management. Since all respondents received an outstanding performance rating, the limited variation in performance scores may have reduced the likelihood of detecting a statistically significant relationship. This suggests that teacher performance is multifaceted and cannot be explained solely by confidence in classroom management.

The findings are consistent with the study of Zee et al. (2021), which reported that although teacher self-efficacy and confidence are associated with effective instructional practices, their direct relationship with formal performance evaluations is often weak because teacher performance is influenced by multiple organizational and contextual factors. Similarly, the findings support the study of Klassen et al. (2022), which found that teacher confidence alone does not significantly predict overall performance, emphasizing that school support, professional learning, and workplace conditions collectively contribute to teacher effectiveness. These findings suggest that improving teacher performance requires a comprehensive approach that extends beyond strengthening classroom management confidence alone.

Relationship Between the Strategies of Teachers in Managing Classroom Behaviors and their Performance

Table 6 below shows the relationship between the strategies of teachers in managing classroom behaviors and their performance.

Table 6. Relationship Between the Strategies of Teachers in Managing Classroom Behaviors and their Performance.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Strategies of Teachers in Managing Classroom Behaviors vs. Performance of Teachers	0.140	0.099	Failed to Reject H_0	Not Significant

Table 6 presents the relationship between the strategies of teachers in managing classroom behaviors of teachers and their performance. The results yielded a Spearman rank-order correlation coefficient of $r_s = 0.140$ with a p-value of 0.099. Since the obtained p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant relationship between strategies of teachers in managing classroom behaviors and their performance.

The findings imply that the strategies of teachers in managing classroom behaviors do not necessarily correspond to their performance ratings. While effective classroom management remains an important aspect of teaching, performance appears to be influenced by a wider range of professional and organizational factors, including instructional competence, leadership support, professional development, and school climate. The consistently high-performance ratings of the respondents may also have limited the variability needed to detect a significant relationship between the variables.

These findings suggest that teachers are able to maintain high levels of professional performance regardless of the specific strategies of teachers in managing classroom behaviors they employ. This may indicate that educators adapt their classroom management approaches according to the needs of their learners while still meeting expected performance standards. The results further emphasize that teacher effectiveness is multifaceted and cannot be explained by classroom behavior management practices alone.

The findings are consistent with the study of Collie (2021), which reported that teacher effectiveness is shaped by multiple factors, including school support, professional engagement, and workplace conditions, rather than classroom management practices alone. Likewise, the results support the study of Ainley and Carstens (2023), which found that while classroom management contributes to effective teaching, broader professional competencies and supportive school environments play a more substantial role in determining teacher performance. These findings suggest that strengthening instructional leadership, continuous professional learning, and organizational support may be more influential in sustaining high levels of teacher performance than behavioral management strategies alone.

Relationship Between the Response of Teachers to the Demeanor of Students and Performance of Teachers

Table 7 below shows the relationship between the response of teachers to the demeanor of students and the performance of teachers.

Table 7. Relationship Between the Response of Teachers to the Demeanor of Students and the Performance of Teachers.

Variable	Test Statistics (r_s)	p-value	Decision for H_0	Interpretation
Teachers' Concern in the Types of Behaviors vs.	0.108	0.202	Failed to Reject H_0	Not Significant
Performance of Teachers				

Table 7 presents the relationship between the level of response of teachers to the demeanor of students and the performance of teachers. The results revealed a Spearman rank-order correlation coefficient of $r_s = 0.108$ with a p-value of 0.202. Since the obtained p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant relationship between teachers' level of response to the demeanor of students and the performance of teachers.

The computed correlation coefficient ($r_s = 0.108$) indicates no significant relationship between the two variables. This implies that although teachers encounter varying levels of response related to hyperactivity, aggression, disobedient behavior, and delinquent behavior, these responses do not necessarily affect their ability to perform their professional responsibilities effectively. Teachers may have developed effective classroom management skills and coping strategies that enable them to maintain high levels of performance despite behavioral challenges in the classroom.

The findings further imply that teacher performance is influenced by a combination of factors beyond response to the demeanor of students alone. Supportive leadership, professional competence, collaboration among colleagues, availability of resources, and organizational support may play a greater role in sustaining teacher effectiveness than the level of response teachers experiences regarding student behavior. In addition, the uniformly high-performance ratings of the respondents may have limited the variability necessary to establish a statistically significant relationship.

The findings are consistent with the study of Collie (2021), which found that although challenging student behaviors contribute to teachers' daily work demands, supportive school environments and effective coping strategies help teachers sustain high levels of professional performance. Similarly, the results support the study of Herman et al. (2022), which reported that student behavioral challenges alone do not significantly predict teacher effectiveness when educators receive adequate organizational support, professional development, and access to evidence-based classroom management practices. These findings suggest that strengthening school support systems and providing continuous professional learning may help teachers effectively manage behavioral concerns while maintaining high levels of job performance.

CONCLUSION

Based on the findings, the following conclusions are drawn: The findings indicate that participants possess the competence and self-assurance needed to maintain a positive and well-managed learning environment. They considered classroom behavior management strategies to be effective, particularly the establishment of clear classroom rules and the use of positive reinforcement to encourage appropriate student behavior. A moderate level of response to students' demeanor was observed, with hyperactivity identified as the most common classroom challenge, while more serious behavioral concerns occurred less frequently. Despite these challenges, an outstanding level of performance was consistently demonstrated, reflecting a strong commitment to instructional, managerial, and professional responsibilities. Furthermore, the results suggest that confidence alone does not determine professional performance. The effectiveness of classroom behavior management

strategies is influenced by a combination of factors beyond behavior management practices alone. Likewise, the level of response to students' demeanor does not hinder the ability to maintain high professional standards.

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