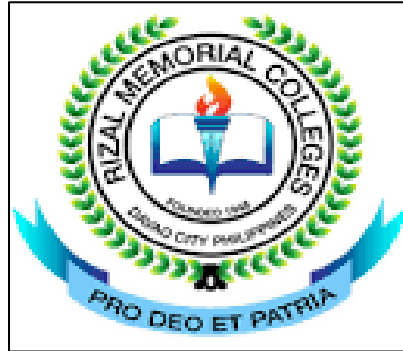


Behavioral Problems Amidst Initial Face-to-Face Classes: Intervention of Teachers



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ABSTRACT

This study unfolded the feedback of teachers of Talomo District, Davao City on behavioral problems in learning environments. There were ten (10) teachers who participated in the study. This study made use of a phenomenological approach to extract the ideas of the participants. The participants were purposely selected as representatives from the group of teachers in the same division. The virtual in-depth-interview was employed to gather some information as regards to their respective experiences on behavioral issues in learning environments. Using the thematic analysis, the following themes emerged as pertains to the experiences of the participants: cheating, Inappropriate distracting behavior in class and school attendance issues. The coping mechanisms to address the struggles of kindergarten play-based learning were: developing relationship with students, using praise and reward and graduated discipline system. The educational management insights gained from the experiences of the teachers were primarily focused on implementing schoolwide policies and expectations on student behavior. The principals may be more receptive on the current problems and issues of the teachers. The school heads may implement rules and policies that will set the disciplinary tone of the school. The teachers may continuously adapt coping mechanisms to address issues and be vigilant in finding classroom solutions to their problems.

Keywords:- Behavioral Issues, Face-to-Face Classes, The Teaching Profession.

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THE RESEARCHER

DEDICATION

This research is dedicated to Almighty Father for His unending help to make this study become possible despite of financial constraints.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

Disruptive student behavior inside the classroom comes in different forms. The one thing these behaviors have in common is the way they all take away a classroom's conduciveness for learning. Instead, it contributes to negative interaction among peers and can cause disparities in social relationships within the classroom that could be a cause of concern for teachers and even the institution itself. Several studies have also supported the notion that disruptive behavior is interlinked with low academic performance. Teachers play a crucial role in fostering a positive learning environment through strategic behavior management strategies and interventions which can prevent negative behaviors not just within the classroom but also at the institutional level. These practices also maximize instructional time, student engagement, and academic achievement while instilling clear expectations and proactively addressing disruptive behaviors. Where disruptive behaviors are minimized, and positive peer connections are nurtured, a conducive learning environment that supports student growth and development, both academically and socially, is formed.

Education must prioritize developing students' real-world skills, effective communication abilities, and problem-solving capacities. Innovative teaching methodologies, such as flipped classrooms and socially engaged approaches like project-based learning allow educators to analyze student behavior. These educational approaches not only mitigate disruptive behaviors within the classroom but also better prepare students for success in an ever-evolving world. This is also timely given how the shift from remote to in-person instruction has brought about a unique set of behavioral issues, ranging from cheating and disruptive classroom behavior to attendance problems. Understanding the experiences and coping mechanisms of teachers provides valuable insights that can inform the development of effective school-wide policies and teacher training programs. It is crucial to create a positive learning atmosphere that supports students' academic and social-emotional growth, ultimately contributing to their success in the 21st-century world.

A study conducted by Nada (2014) at the University of Visayas in the Philippines aimed to identify behavior management strategies that can enhance performance. The study revealed that educators have long recognized that behavioral issues or difficulties can hinder students from effectively participating in class. In order for children to learn, it is important to understand how they see and understand their social and academic environments. It is very important to find out how well the students are doing in school and in activities outside of school. According to the researcher, teachers can see how their students change by watching them play and interact with others while taking into account the kids' pasts and behaviors. Teachers can collect data and generate inquiries regarding the children's academic or social learning and development simply by observing and engaging with the children.

In the local scenario particularly in Talomo, Davao City, teachers aim to address behavioral problems that can be seen in learning environment. Identifying these issues can facilitate the development behavioral management strategies that will instill discipline on an institutional level and therefore improve the overall quality of education and the learning environment. I discerned there is a need to conduct a more thorough examination of the behavioral problems observed in learning environments and the corresponding strategies for managing these behaviors.

A. Purpose of the Study

This study provided insight into the behavioral problems observed in learning environments and the corresponding behavioral management strategies. The behavioral issues and the corresponding discipline or intervention strategies shall be identified by the end of this study. With these, the teachers shall give their insights based on their personal experience.

B. Research Questions

- What are introspections of teachers on the behavioral problems of students amidst the initial face to face classes?
- How do teachers cope with the behavioral problems of the learners?
- What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?

To clearly determine the outcomes of this study and to whom the findings are addressed, the following persons or agencies were the beneficiaries.

- *Department of Education Personnel.* The DepEd, particularly the District of Talomo, Davao City, to identify behavioral issues and how these are addressed to impose discipline in the learning environments.
- *The School Principals and Head teachers.* For the school principals and school heads to gain a clear thought on behavioral issues that teachers combat and to identify intervention strategies that can be implemented on an institutional level.
- *The Teachers.* The findings of this study shall benefit the teachers as the participants of this study unravels their thoughts and personal experiences on dealing with behavioral problems in learning environments aimed to identify appropriate behavioral management strategies.

- *The Future Researchers.* For the future researchers to take into consideration some other aspects of factors influencing behavioral issues and to gain other information that may be useful in furthering this study. Other areas pertaining to this study may be conducted in other grade levels and districts.
- *The Following Terms are Operationally Defined to Make this Study More Comprehensive.*
- *Disruptive Student Behavior.* Refers to any student behavior that is disrespectful, annoying, or distracting. It includes actions that waste class time or generate negative attitudes toward the course or instructor.
- *Classroom Management.* Refers to the collective effort of schools and teachers to maintain acceptable and appropriate behavior of students inside the classroom and school grounds. Its purpose is to enhance prosocial behavior and increase student academic engagement.
- *Initial Face-to-Face Classes.* This term specifically refers to the resumption of in-person classes after a period of remote or hybrid learning due to the COVID-19 pandemic. It highlights a distinct phase where students and teachers adjust to being physically back in the classroom environment, facing unique behavioral and instructional challenges.
- *Teacher Intervention.* Involves strategies and actions implemented by teachers to manage and mitigate disruptive student behaviors. These interventions are crucial for maintaining a conducive learning environment and include various management strategies to foster positive behavior and academic engagement.

C. Review of Significant Literature

To provide the background and framework of the investigation, selected significant literature and readings related to the study were obtained in this section. This section includes principles, theories, concepts and views regarding the area under study.

➤ Classroom Management

Egeberg and McConney (2018) explored how students perceive effective classroom management, highlighting that successful classroom managers are those who meet students' needs through developing caring relationships and maintaining control of the classroom environment. These teachers also foster student responsibility and engage students actively in their learning, contributing to a more effective educational environment. This aligns with the need for a supportive classroom atmosphere where students feel valued and are motivated to participate.

Research emphasizes the importance of teacher-student relationships as a cornerstone of effective classroom management. Teachers who establish a positive rapport with students tend to have classrooms that not only have fewer behavioral issues but also promote a climate of greater academic engagement (Marzano, R. J., Marzano, J. S., & Pickering, D. J., 2003).

Stamatis, P. (2021) discussed the transformative effects of the COVID-19 pandemic on teaching and classroom management. The pandemic introduced a new dynamic where classroom management extended beyond the physical classroom to include homes, necessitating a partnership between educators and parents to manage learning environments effectively. Classroom management do not only involve teachers in school but also fall in the hands of the people in the learner's home. This is supported by Godwin-Jones (2020) findings that the shift to hybrid and remote learning models has highlighted the need for flexible management strategies that can adapt to varying learning contexts, emphasizing the importance of digital literacy and parental involvement in education.

Patac (2015) wrote that it is often discussed in the context of classroom management for its focus on modifying the environment to enhance student behavior. Proactive strategies and high student involvement, along with a teacher's organizational skills, are crucial for creating a conducive learning atmosphere. This was previously touched by Weinstein et.al (2004) who posited that environmental modifications can include the arrangement of physical spaces to minimize distractions and promote cooperative learning, as well as the use of visual aids and technology to keep students engaged

The study of Delgado-Gaitan (2001) is often referenced in discussions on the types of misbehaviors prevalent in classrooms, such as verbal interruptions and off-task behaviors. Understanding these behaviors is vital for developing targeted interventions that reduce disruptions and enhance learning. He was backed by other researchers who found that effective classroom management not only addresses misbehavior but also proactively establishes rules and routines that prevent issues from arising, thereby maintaining a focus on learning and respect within the classroom (Emmer, E. T., & Stough, L. M., 2003).

➤ Challenges to effective school discipline

Traditional methods, such as zero-tolerance policies that focus on punishment as part of discipline is often highlighted as an inadequate or ineffective method. While these methods may achieve compliance, it often fails to develop underlying self-discipline in students, leading to recurrent misbehavior. A comprehensive approach should include the promotion of self-discipline, the prevention of initial misbehavior, the efficient correction of incidents, and the resolution of chronic behavior problems. This can be achieved through a school-wide plan. As an alternative to focusing on punishing bad behavior, it is important to think about incorporating restorative practices that focus on fixing problems and building new relationships.

Zero-tolerance in schools emphasizes punishment, such as suspension, expulsion, alternative education, and codes of conduct. This approach may seem positive, but it doesn't teach students the necessary skills for independent behavior. A comprehensive school-wide plan should address serious behavior issues and implement rewards strategically. This plan should include evidence-based strategies to foster self-discipline, avert misbehavior, address misbehavior, and respond to severe behavioral issues. Effective schools consider this as part of a broader strategy, focusing on fostering self-discipline, averting misbehavior, addressing misbehavior, and responding to persistent behavioral issues.

As an effective alternative to zero-tolerance policies, Lustick (2017) talked about restorative practices as highlighted in a guide made by the Schott Foundation. This talks about how schools can make learning environments safe by building communities and finding good ways to solve problems. These practices promote a positive school climate and culture, supporting the growth and health of all students. A research review in the US about restorative justice in US schools provided a comprehensive overview of restorative justice practices in U.S. schools. This examination focuses on how these practices can decrease physical aggression and improve the overall safety of the school environment. Significantly, the study notes that a large percentage of students feel safer in schools implementing restorative justice approaches, enhancing their engagement and academic performance.

➤ *Discipline Reforms in Learning Environments*

Elbla (2012) investigated the effects of corporal and verbal punishment on students in Sudanese schools. This study revealed that punitive strategies or harsh punishments are often resulting from teachers' stress and the lack of facilities, which, in turn, may negatively impact students by fostering fear, aggression, and disengagement from learning. Therefore, there is a need for alternative disciplinary approaches that consider the bigger picture of the educational environment as well as its impacts on teacher and student well-being. A study by Gershoff and Font (2016) supports the idea that corporal or physical punishment in schools is linked to negative outcomes to students, like becoming more aggressive and decreased academic achievement. This suggests that a shift towards non-punitive disciplinary practices would be good for students' growth.

The U.S. Departments of Justice and Education introduced the Supportive School Discipline Initiative in 2014. The initiative's goal was to improve school discipline by enhancing data collection, providing more technical support, and promoting practices that create supportive and fair school environments. This initiative demonstrates an increasing acknowledgment of the necessity for comprehensive strategies that surpass punitive actions in order to encourage favorable behavioral and educational results. Skiba et al. (2016) highlighted that these initiatives are part of a wider effort to achieve fairness in school discipline. This effort aims to tackle the unequal effects of exclusionary discipline on students belonging to racial minorities and those with disabilities.

Carter et al. (2017) suggested that an effective reform in discipline should include a culturally sensitive approach, acknowledging the varied cultural backgrounds of students. Advocates contend that adopting a perspective that takes into account race is essential for comprehending and effectively responding to the distinct requirements and encounters of marginalized student populations within disciplinary practices. Vincent et al. (2012) have previously presented proof that disciplinary practices that are culturally responsive can enhance student engagement and decrease disciplinary referrals, especially for students from culturally diverse backgrounds.

Gregory, Hafen, et al. (2016) examined the methods employed by behavioral coaches to improve the emotional, organizational, and instructional assistance provided in classrooms. Their research emphasizes the significance of taking into account the social and emotional encounters of students, especially those belonging to minority groups, in order to establish a nurturing educational setting that promotes mutual respect and comprehension. According to Anyon et al. (2014), interventions that target social and emotional learning can effectively decrease instances of school discipline. This emphasizes the importance of comprehensive approaches that combine academic and social-emotional assistance.

Bacher-Hicks et al. (2019) found that there has been a growing trend in school discipline reforms to restrict the use of suspensions, which are disciplinary measures that remove misbehaving students from the classroom. These reforms elicit strong disagreement and debate. There is a correlation between high suspension rates and negative outcomes such as lower test scores, higher drop-out rates, and increased criminal activity. The prospect of severe consequences can also discourage misconduct from occurring initially. Undoubtedly, the implementation of rigorous discipline has been proposed as a factor contributing to the remarkable success of "no excuses" charter schools in improving test scores.

Lacoe and Steinberg (2019) employ a discipline code alteration as a means to measure the impact of suspension. It has been discovered that suspensions have a detrimental impact on the test scores of both students who are suspended and their classmates. This conclusion is based on the assumption that students who had been suspended previously would have been suspended again if the reform had not been implemented. Regrettably, due to the scarcity of data spanning only two years, their capacity to evaluate the soundness of their empirical design is restricted. The study conducted by Payne and Welch (2010) supports this viewpoint by illustrating that schools with elevated suspension and expulsion rates generally exhibit lower overall academic performance, highlighting the significance of implementing restorative and inclusive disciplinary measures.

➤ *Correcting Misbehavior*

According to Sharif and Roslan (2011), peer influence plays a crucial role in adolescent deviance, with behaviors like smoking and bullying being a result of the desire to conform to peer expectations. However, this study solely examines the factors contributing to the emergence of social symptoms, without addressing potential remedies to mitigate the ongoing propagation of these symptoms within society. The study conducted by Smith (2016) provides evidence that supports the argument that peer influence plays a significant role in driving deviant behavior among adolescents. Smith's study examines the social dynamics of bullying, emphasizing the influence of peer pressure on behaviors such as bullying.

Mustaffa and Jamil (2012) examined the frequency of truancy and its consequences for wider societal issues related to ethical and behavioral norms in educational environments. The surge in students exhibiting deviant behavior in contemporary times is a problem that has caught the attention of multiple stakeholders. Despite the establishment of various rules by the school, students persist in engaging in disruptive behavior. Multiple reports indicate a rise in social issues perpetrated by students, irrespective of their race, region, and age. This issue exemplifies the gravity of the ethical deterioration among students. The study conducted by Henry and Thornberry (2010) establishes a correlation between truancy and the concerns associated with it. Their research establishes a connection between truancy and a subsequent rise in substance use, indicating that interventions aimed at truancy should also encompass broader behavioral concerns.

Bear (2005) advocated for an authoritative approach to discipline, emphasizing the importance of balancing responsiveness with demandingness in disciplinary encounters. He added that authoritative educators guide rather than control students. They don't just see disciplinary situations as chances to punish as a way to fix things; they see them as opportunities to teach good behavior, help kids learn self-discipline, and stop behavior problems from happening again. In the same way that they approach prevention, authoritative educators are both responsive and demanding. When teachers want to correct bad behavior, they usually use one of two main types of behavioral techniques: punishment and replacement.

- *Punitive Techniques.* While some states allow spanking, most professional groups are against it. The different types of punishment include unpleasant verbal reprimands, reminding eyes, proximity control (like standing close to the student), taking away privileges, and much harsher forms like suspension, expulsion, removal to an alternative education program, and spanking (which is legal in about half of the states).
- *Replacement Techniques.* These methods are meant to achieve the same ends as punishment, but they focus on teaching or strengthening good behaviors that could be used instead of bad ones. Some common replacement methods are direct instruction, positive reinforcement, modeling, social problem-solving, conflict resolution, and training in how to control your anger.

Larzelere, Cox, and Mandara (2013) on Supportive Parenting Strategies align with Bear's (2005) emphasis on authoritative, supportive discipline techniques. Their findings demonstrate that such strategies not only prevent behavioral problems but also foster better developmental outcomes, akin to Bear's argument that disciplinary encounters should be learning opportunities rather than mere moments for punishment.

D. Theoretical Lens

This study is anchored on the behavioral management theory, also known as the human relations movement, which focuses on the human aspect of work. Behavioral theorists posited that gaining a deeper comprehension of human behavior in the workplace, including factors such as motivation, conflict, expectations, and group dynamics, leads to enhanced productivity. Unlike scientific management, which prioritizes the optimization of humans as machines, behavioral management centers around worker behavior and motivations. Behavioral management theory focuses on effectively managing productivity by comprehending worker motivation, encompassing expectations, needs, interests, and group dynamics. The behavioral management theory is often known as the human relations movement because it emphasizes the human aspect of work.

The behavioral management theory is supported by many significant figures including Mary Parker Follett, Elton Mayo, and Abraham Maslow. In his 1943 paper "A Theory of Human Motivation," psychologist Abraham Maslow introduced what is widely regarded as the definitive theory of needs: Maslow's Hierarchy of Needs. He postulated that individuals are driven by five distinct categories of needs: physiological, safety, love, esteem, and self-actualization. These needs are depicted in the form of a pyramid, where fundamental physiological needs like nourishment, hydration, and shelter are situated at the foundation, while the desire for self-actualization is positioned at the pinnacle. In addition, Maslow categorized the lower four levels of the pyramid as "deficiency needs," highlighting that when these needs are fulfilled, individuals experience a lack of emotional response, but when they are unmet, they experience anxiety. The fifth level is classified as a "growth need" because it allows individuals to achieve self-actualization and fulfill their maximum potential as human beings. Maslow postulated that human behavior is teleological and driven by the aspiration to fulfill needs, with lower-level needs requiring fulfillment prior to the pursuit of higher-level needs. Once a need is fulfilled, it no longer serves as a source of motivation. An unfulfilled requirement serves as a primary driving force. Therefore, Maslow's hierarchy offers managers a graphical depiction of employee motivation.

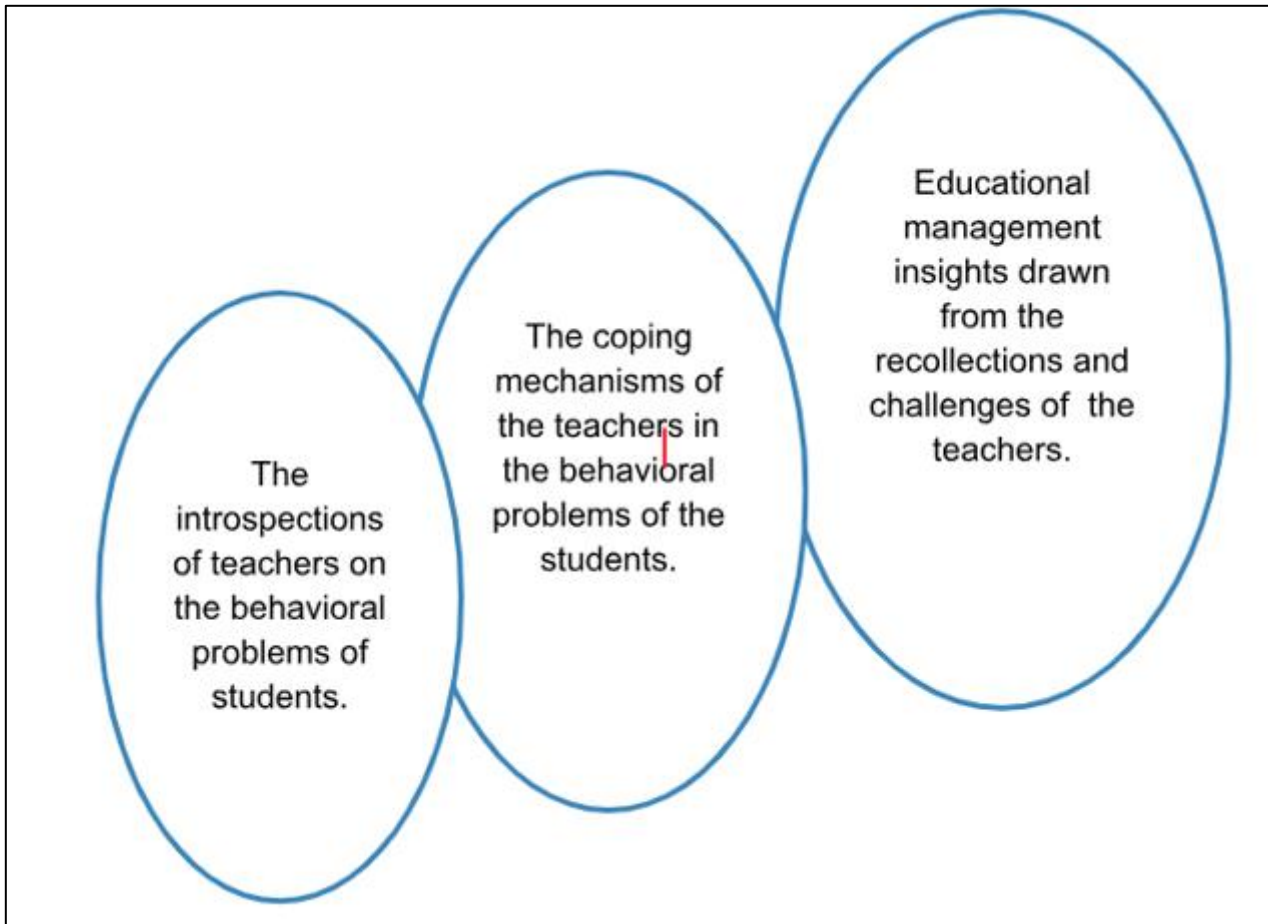


Fig 1: Conceptual Framework of the Study

CHAPTER TWO METHOD

This chapter covers the utilization of the research design, the researcher's role, the participants involved, the collection and analysis of data, the reliability and validity of findings, as well as ethical considerations.

Participant observation, in-depth interviews, and focus groups are the three primary qualitative methods used in research. Each method is specifically tailored to gather different types of data. Participant observation is well-suited for capturing data on behaviors that naturally occur in their typical environments. In-depth interviews are ideal for obtaining data about individuals' personal backgrounds, viewpoints, and experiences, especially when dealing with sensitive subjects. Focus groups are effective in extracting data about the cultural norms of a specific group and generating comprehensive insights into the concerns and issues that are important to the represented cultural groups or subgroups.

A. *Philosophical Assumptions*

There are four philosophical assumptions that govern this study. These were ontological, epistemological, axiological, and methodological.

Ontology refers to how the research topic relates to the understanding of reality. According to Creswell (2012), reality is subjective and diverse, as perceived by the study participants. The ontological aspect examines the nature of reality from the qualitative researcher's perspective. Reality is shaped by the individuals involved in the research process, resulting in multiple realities. These include the researcher's reality, the realities of the individuals being studied, and the realities of the readers or audience interpreting the study. In this particular study, the focus was on extracting the experiences of teachers regarding self-regulated learning among students.

- *Epistemology*. Epistemology is a framework that helps us understand and justify how we acquire knowledge (Crotty, 2013). It also addresses the philosophical basis for determining what types of knowledge are possible and how we can ensure their adequacy and legitimacy. In this study, the epistemological perspective adopted was constructionism. According to Crotty (2013), constructionism is the belief that all knowledge and the meaningful reality it represents are shaped by human practices, arising from interactions between individuals and their environment within a social context. In this view, meaning is not something that is discovered but rather actively constructed.
- *Axiology* refers to role of values in research. Creswell (2013) avers that the role of values in a study is significant. Axiology suggests that the researcher openly discusses values that shape the narrative and includes own interpretation in conjunction with interpretation of participants. I strongly respect the dignity and significance of every piece of information gathered from the participants. The researcher acknowledges that the data collected in the study holds personal and value-based aspects. As a result, I ensure that the participants' responses are treated with utmost respect and carefully interpreted within the context of their own personal perspectives.

B. *Qualitative Assumptions*

The researcher's interest in the utilization of digital learning materials in contemporary education served as the foundation for conducting qualitative research. This approach, as noted by Kalof and Dietz (2008) and cited by Gerodias (2013), is valuable for exploring the underlying meanings, motivations, cultural symbols, personal experiences, and phenomena. By employing phenomenology, the aim was to address this need by capturing the narratives of teachers in a way that presents the themes, symbols, and meanings of their experiences, as suggested by David (2005). Phenomenological research is built on two fundamental premises. The first premise is that experience is a valid and enriching source of knowledge. According to Becker (1992) as cited in Morrissey & Higgs (2006), experiences contribute to knowledge acquisition and shape an individual's behavior. By doing phenomenology which concerns with that "what" and the "how" (Moustakas, 1995), the researcher hoped that the personal experiences and perspectives of the teachers in how they remained resilient during a pandemic, their coping mechanisms and insights were determined and examined.

C. *Design and Procedure*

This study used a qualitative research method called phenomenology to explore the experiences of a group of individuals. Phenomenology is a research method that seeks to understand the lived experiences of individuals. In this study, the researcher interviewed a group of individuals who had first-hand knowledge of the event, situation, or experience being studied. The interviews were designed to answer two broad questions. The data from the interviews was then read and reread, and common phrases and themes were identified. These themes were then grouped together to form clusters of meaning. Through this process, the researcher was able to construct a universal meaning of the event, situation, or experience being studied.

In this study, the researcher used a technique called bracketing to help remove their own personal experiences from the research process. Bracketing is a process of setting aside one's own personal biases and assumptions in order to gain a more objective understanding of the phenomenon being studied. One method of bracketing is memoing, which involves the researcher writing down their thoughts and feelings about the research process as they are happening. The use of phenomenology in this study allowed the researcher to gain a deeper understanding of the experiences of the individuals involved. The findings of this study can be used to inform future research and to develop interventions that can help individuals who are experiencing similar events, situations, or experiences.

D. Research Participants

This study involved a total of eight (8) informants who were elementary teachers from Davao City. All teacher participants had teaching experience and had taught classes during the previous school year, 2021-2022. The selection of participants was not based on age, gender, or marital status. A minimum requirement for participation was at least three years of teaching experience.

Qualitative analyses typically necessitate smaller sample sizes compared to quantitative analyses. The size of the qualitative sample should be sufficient to gather feedback encompassing most, if not all, perceptions. Achieving saturation is desirable, which means that additional participants do not bring forth new perspectives or information. Glaser and Strauss (1967) advocate for the concept of saturation to determine an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) suggests a range of five (5) to 25 participants, while Morse (1994) recommends a minimum of six (6). However, there are no rigid guidelines for determining an appropriate sample size in qualitative research. The time available, available resources, and study objectives are factors that may influence the determination of the qualitative sample size (Patton, 1990).

E. Role of the Researcher

The role of the researcher in this study was to attempt to access the thoughts and feelings of study participants. It involves asking informants to talk about things that may be very personal to them. Sometimes the experiences being explored are fresh in the participant's mind, whereas on other occasions reliving past experiences may be difficult. However, the data are being collected, a primary responsibility of the researcher is to safeguard participants and their data. Mechanisms for such safeguarding must be clearly articulated to participants and must be approved by a relevant research ethics review board before the research begins.

F. Ethical Considerations

I conducted my research in an ethical manner to ensure its legitimacy. In accordance with research ethical standards, I first obtained clearance and approval to conduct the research from Rizal Memorial Colleges, Inc. I then obtained voluntary, informed, written consent from the participants for the interviews before conducting the research. I explained the research process to the participants before obtaining their consent. I also informed the participants about how the data would be used and to whom it would be shared. Additionally, I informed the participants that they had the right to withdraw from the study at any time for any reason. Participants were also encouraged to ask questions at any point during the process. This was done to ensure the participants' continued participation and to address any misunderstandings that may arise during the research process. This was done to establish trust between myself as the researcher and the secondary teachers who participated in the study.

One of the challenges I faced was maintaining confidentiality and anonymity. Although descriptions of situations could reveal an individual, it was my goal as a researcher to provide it. Participants' data should be treated in a confidential and anonymous manner, according to research ethics. This was accomplished by using pseudonyms and concealing location data. It was important to ensure that the research participants' names and identities were protected.

G. Data Collection

I conducted individual interviews to gather data for this study. I interviewed eight secondary school teachers. According to Pring (2014), individual interviews allow researchers to probe participants' attitudes, beliefs, desires, and experiences to get a deeper understanding of the phenomenon being studied. These interviews can be conducted in person, over the phone, or via video conferencing. In this study, I conducted face-to-face interviews.

The warm atmosphere created during the interview and encouraged by the moderator allowed participants to disclose their habits, convictions, opinions, preferences, tastes, associations, etc. It revealed mental maps, stream of consciousness, and latent demands. Quantitative parameters were not applied to the interviews. Representativeness was not required, and the error of the results was not estimated. The depth of the content, particularity, and interpretation, but not statistical analysis, were most important in gathering qualitative data (Crotty, 2013).

H. Data Analysis

In this study, the researcher carefully examined and analyzed all of the data collected. The researcher began by describing their own personal experiences with the phenomenon under study. This was done in an attempt to set aside the researcher's personal experiences so that the focus could be directed to the participants. The researcher then developed a list of significant statements. These statements were based on the participants' experiences of the phenomenon. The researcher then grouped the significant statements into larger units of information, called "meaning units" or themes.

The researcher then wrote a description of "what" the participants experienced with the phenomenon. This was called the "textural description." Next, the researcher wrote a description of "how" the experience happened. This was called the "structural description." The structural description included a reflection on the setting and context in which the phenomenon was experienced.

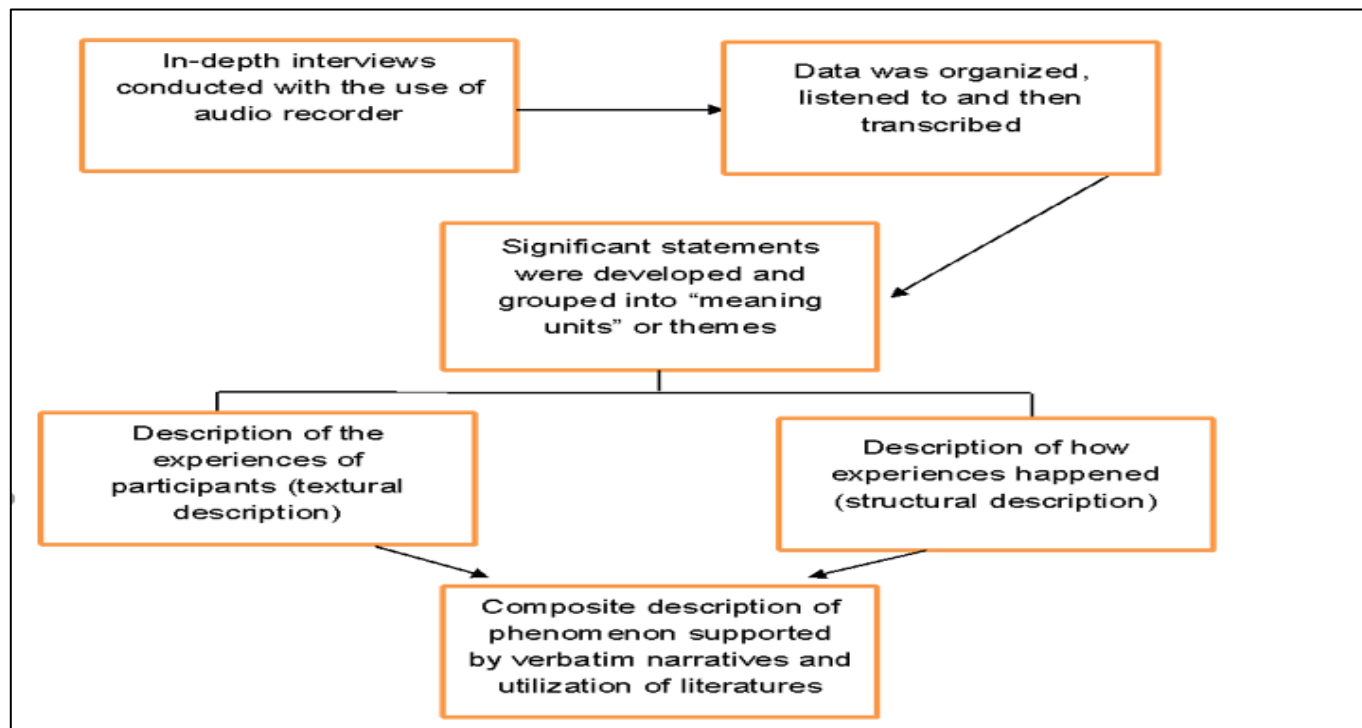


Fig 2: Analytical Framework of the Study

For trustworthiness of the study, I adhered to credibility, transferability, confirmability and dependability of qualitative study.

- **Credibility** is how confident the qualitative researcher is in the truth of the research study's findings. The researcher in this study believed that honesty in everything you do is essential to attain worthwhile success. The researcher has no derogatory records or administrative issues which ruin her integrity. Lincoln and Guba (2000) state that credibility refers to the idea of internal consistency, where the main issue is "how we ensure rigor in the research process and how we communicate to others that we have done so."
- **Transferability** is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. The researcher has already studied the effects of using graphic organizer as strategy in teaching reading comprehension. The use of graphic organizer as a strategy in teaching reading comprehension is effective in the domains analysis and creating. With this, the researcher is interested to know the students' perspective of using this strategy. Gasson (2004) emphasizes transferability as the extent to which the reader is able to provide generalization of the study based on his own context and can able to address that core issue of "how far a researcher may make claims for a general application of the theory."
- **Confirmability** is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. The information using the audit trail in this situation is thoughtfully recorded by the researcher which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses. Gasson (2004) states that confirmability is based on the acknowledgement that research is never objective.
- **Dependability** is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit in order to establish dependability which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated. In this component, the use of database is very important in backing up information collected and noting changes for all types of research studies. All the data collected must be properly kept for future use as references. Gasson (2004) states that dependability deals with the core issue that "the way in which a study is conducted should be consistent across time, researchers, and analysis techniques."

CHAPTER THREE

RESULTS AND DISCUSSIONS

In this chapter, the results of the thematic analysis are presented. It is followed by discussions arranged according to themes and sub-themes that were generated. This part of the study dealt with the research questions and its answers based on the responses of the participants of the study. The participants unfolded their experiences related to behavioral problems of learners in the classroom. This study also scrutinized the coping mechanisms and insights of the teachers particularly those from Talomo District, Davao City.

A. Behavioral Problems in Learning Environments

Reports of problematic behaviors are on the rise across the country, not just in schools but in society as a whole. These behaviors must be addressed as soon as they are detected as they may cause problems later in life. Studies have demonstrated that young children with untreated behavior problems often have major problems adjusting and developing healthy mental health as adults. Because problematic behaviors progress over time, it's important to catch them early and treatment is a must to ensure correction and positive future outcomes. That is why it is vital that teachers, who monitor children's behavior daily, are well equipped to identify and resolve behavior issues as soon as they come.

- *Cheating.* Cheating has been one of the most rampant behavioral issues even before the pandemic. Unfortunately, many universities around the globe reported widespread cheating in online examinations that took place during the height of the covid-19 pandemic. This growing trend continue to be observed as face-to-face classes have returned initially in the country. Teachers have noticed that students have normalized acts of cheating and even have different platforms to share answers amongst each other.

Some of the participants' comments were as follows:

Cheating is so normal these days. It appears they have a lot of online platforms where they can just post questions and people will answer it for them. (T3)

Students like to record their answers and share to each other the answers on their GCs. Back in the day, students get nervous to share even just one answer. Nowadays, it's like students don't have any fear at all. (T4)

They now search answers online even when they are in the classroom as they can just use their gadgets to do so. I think they learned a lot of methods to do things like this during the pandemic and they are still doing it even now that classes have returned, I think because they know how convenient and easy it is to just search answers online rather than actually looking for answers properly. (T5)

Fask, Englander and Wang (2014) investigated differences in student performance between proctored and unproctored online exams by using random assignment of students to face-to-face and online examinations. They found that while online test-takers initially scored lower on practice tests, they scored higher on actual tests, suggesting potential issues with cheating in unproctored settings. Online test-takers scored 14% lower than those who took the practice test held proctored in class. However, on the actual test, online test-takers scored 10% higher than the face-to-face test-takers. Although the methodology used had certain limitations in detecting cheating, it does offer suggestive evidence of cheating among students who take unproctored online exams.

Diedenhofen and Musch (2017) used data from both lab and online experiments to show that people cheat more (via Google search) when they can win more money. They use a computer program that shows a participant a message if they change browser tabs a lot in a short amount of time. The message lets the participant know that the researchers are aware of their cheating, which makes cheating much less likely. They say that a good way to stop students from plagiarizing is to give them a short lesson at the start of the semester on how plagiarism hurts academic integrity.

American Psychological Association (2020) in 2020 that when families and teachers help students learn at home, it's important to keep an eye on how well the students are learning new academic skills and remembering the ones they already know, as well as their social and emotional health. Parents and teachers must utilize the most efficient resources to engage with students at their current level and address the needs of students who may not have made as much progress as they would have in a traditional classroom environment. Student assessment can be categorized into two main types: formative assessments, which evaluate the achievement of immediate learning objectives, and summative assessments, which compare student performance against predetermined skill standards for their grade level. Both methodologies are necessary to provide guidance for instructional choices during remote learning and the eventual shift back to in-person education.

- *Inappropriate Distracting Behavior in Class.* Regardless of the environment they are in, children often engage in numerous distracting behaviors as a result of their age. Due to their limited attention span, they have a tendency to shift rapidly from one thing to another. Combining them in a single location is unquestionably a formula for disorder. Teachers observe that disruptive behavior in the classroom can have a detrimental impact on the overall learning experience of the entire class, as one student's actions can lead to distractions for the rest of the students. Maintaining optimal student concentration throughout the entire class

can be challenging due to numerous distractions that can adversely affect their focus and learning. Teachers have also observed that disruptive behaviors are significantly more prevalent during the resumption of in-person classes compared to the in-person classes that took place before the lockdown caused by the pandemic.

Some of the participants' comments were as follows:

They get distracted very easily and I think its because they are so used to not being monitored during the pandemic. It's become a normal behavior for them to do other things during classes. (T1)

When one student acts out, the rest follow. It's a domino effect and most days I have no idea how to control them all. (T6)

There are students who distract themselves by using gadgets or listening to music in class. Some even hide their earphones so it won't be too obvious they are not paying attention. And then there are those whose goal is really to distract others. They just talk to their classmates or do distracting stuff to their seatmates even when the class is ongoing. (T7)

Lai and Bower (2019) proposed that academic distraction is a major concern for educators due to the ongoing changes in the learning environment. The process of incorporating technology into education is marked by both disruptions and opportunities. Mobile phones are commonly regarded as distracting due to issues such as ringing during class, cheating, multitasking, and potential privacy concerns associated with the built-in camera. Similar grievances could also be voiced regarding the presence of laptops in the classroom. Eighty-five percent of college teachers in the US agreed with the National Education Association's (2014) survey that professors should not allow cell phone use in the classroom. An increasing number of schools in the United States have rules that say cell phones are not allowed in the classroom. However, it is important to note that not all cell phone use in school is inappropriate. The report says that the technology could be useful for getting to Internet resources, getting help from a tutor, and making it easier for teachers, students, and parents to talk to each other about planning school activities.

Goldman and Sollitto (2017) say that distractions in the classroom can come in many forms. Researchers have already identified the following classroom distractions: loud side conversations midclass, get into fights, talk on the phone all the time, cheat, allowing cell phones to ring, act out, and be off task. The researchers also said that students are often blamed for behaviors that are distracting, but teachers can also be distracting. For example, students may not be able to focus on course or learning goals when instructors make disclosures that are negative, irrelevant, happen too often, contain private or sensitive information, or are seen as inappropriate in some other way.

- *School Attendance Issues.* School attendance a very important factor in the students' success in Academia. However, the number of students who struggle with attendance have grown significantly over the years, especially during the pandemic. Now that face to face instruction has returned, participants of this study have noted that absenteeism, like many other issues, have become rampant and seem to have been normalized in the present times.

Some of the participants' comments were as follows:

Ever since classes have returned, I've noticed that a lot of my students have problems with their attendance. (T2)

Maybe because there's still lingering fear on the virus, that's why cases of student not going to class has significantly grown after the pandemic. (T6)

The number of lates and absences is very alarming. I don't wanna say it this way but it almost feels like school is not being taken seriously nowadays. (T8)

According to Aucejo and Romano (2016), people who miss 10 days of school would do much worse on tests. The bad effects are more evident for students who aren't doing well in school compared to those who are, and they're worse in the upper elementary grades compared to third grade. In math, absences during one school year can hurt students in later grades. This suggests that absences today can have effects that last for a long time.

To figure out what effect COVID-19 would have on students in Grades 3 through 7, Kuhfeld et al. (2020) used a national sample of students to estimate the average amount of learning lost over the summer. The authors think that students could lose 32% to 27% of the expected yearly learning gains if they didn't get to go to school for three months, or about 60 instructional days, right after school closed in March. When students miss a lot of school during the year, teachers give them homework and extra materials to help them learn. Even though these efforts to teach may not be as strong as those made during the pandemic, they do help slow down learning losses caused by absences in ways that are more relevant to COVID-19 than summer learning loss.

According to Smerillo et al. (2018), problems with school attendance, such as missing classes, have been known for a long time to be a major developmental challenge and limiting factor for kids and teens. These problems can manifest in a variety of ways, including increased alcohol, tobacco, and marijuana use, risky sexual behaviors, oppositional defiant and conduct issues, poor social functioning and relationships with peers, and involvement with the juvenile justice system. Problems with going to school are linked to many bad things that happened to kids as kids, like trauma, school violence and being a victim, and health problems as well. Loss of learning. School attendance is an important foundational competency for children.

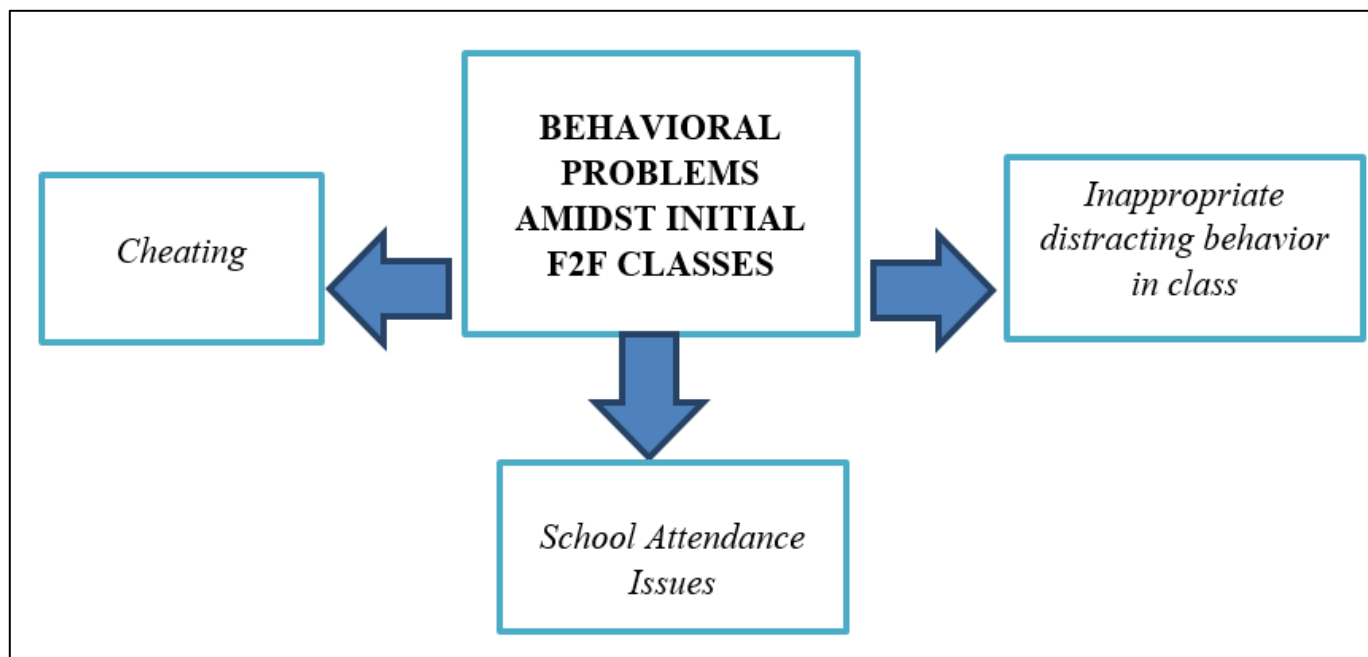


Fig 3: Behavioral Problems Amidst Initial Face-to-Face Classes

B. The Coping Mechanisms of the Teachers on the Behavioral Issue of Learners Amidst the Initial Face-To-Face Classes

Teachers need to cope with challenges that are thrown along their way to ensure they maintain effective teaching to their pupils. Now that classes have slowly returned from the distance learning that was implemented during the height of the pandemic, there have been several issues that teachers have observed which have caused struggles on both the student and the teacher's end. Having developed their coping mechanisms to overcome these struggles helped them become more adaptive to the changes left behind by the pandemic. Several coping mechanisms were employed by the participants to cope with the struggles and issues they encountered.

- *Developing Relationship with Students.* Having a successful student-teacher relationship contribute greatly to the overall success of students in their academic ventures. Students establishing healthy communication with their teachers and effectively relaying their issues and struggles can help teachers provide proper support to accommodate the individual needs of their students. To establish a healthy two-way communication between the student and the teacher, it is vital that a good relationship is built between the two parties.

Some of the participants' comments were as follows:

I find that having good relationship with my students makes it easier to manage their behavior in class. (T3)

Getting my students to communicate with me is one way to cope. Knowing why they act the way they do makes it easier to correct or mitigate their behavior. (T5)

Students are timider these days probably because of distance learning for a long time. I try to make them comfortable in talking to me so they can tell me their issues. (T6)

According to Konishi (2019), good relationships between students and teachers in higher education can help students be more involved and do better in school. These relationships have been linked to higher rates of student retention, better academic performance, a sense of belonging at school, and lower rates of student dropout. Positive relationships between students and teachers can make students more interested in learning and more likely to stay in touch with their teachers and staff during and after graduation. This is why colleges and universities should pay attention to these relationships.

According to the Education Trust (2021), for adults and students to have strong relationships, they need to show care, push each other to grow, offer support, share power, and open up new opportunities. It's important to keep in mind that these actions must be done with an eye toward equity, in a way that supports healthy racial, cultural, and ethnic identity development. For this reason, adults need to recognize the long-term harms caused by racism in schools in order to build strong relationships between students and those who are supposed to teach them. Both overt and covert bias and discrimination can easily lead to harmful school practices that erase students' cultural identities. But when building relationships, it's important to keep the needs of students of color in mind and look at them through the lens of their strengths, recognizing and appreciating the rich cultural and linguistic assets they bring to the classroom.

- *Using Praise and Reward.* In describing strategies, they employ to support positive behavior the teachers in this study reported using praise and reward. Praising the students consisted of verbal and non-verbal gestures to indicate the teacher's approval of the student's behavior. They reported that students to behave better when they consistently hear and see words and acts of affirmation.

Some of the participants' comments were as follows:

Well, I smile at them and I hug them. I brag on them. I reward them. I tell them, you know, you're going to be a good helper when it comes your turn because you're doing so and so. (T1)

I learned to become more showy to my students. I think it's important that they know you approve of their behavior so they continue to act right. (T3)

I always praise my students every time they do something good. I also give them small rewards like snacks or little presents like extended recess time when they do well. With this strategy, most student eventually behave well so they can get rewards. (T8)

Lee (2012) showed the importance of emotional and instructional support from teachers in fostering student engagement and participation in educational activities. Respect and encouragement from educators are critical in motivating students to actively participate and succeed academically. Kim and Lundberg (2016) used structural equation modeling to explore the relationships between student-faculty interactions, classroom engagement, and cognitive skill development. Their findings suggest that positive interactions between students and faculty are associated with higher levels of student engagement in the classroom. This engagement, in turn, facilitates the development of cognitive skills, emphasizing the importance of nurturing positive educator-student relationships to enhance academic outcomes.

In 2015, Dwyer suggested that teachers don't always know what to do when students don't want to learn or when they give up because of setbacks or material they think is too hard. One reason for this behavior is the way many students think about how smart they are. It has been clearly shown by research that thinking that you are either smart or not smart makes it much harder to learn. Good news: teachers can make a big difference by being careful about how they praise their students. By complimenting students on their work and efforts, you can change their way of thinking and help them see their intelligence as something that can be developed. This way of thinking about developing intelligence will help students "bounce back" when they have problems in school or in other areas of their lives.

- *Graduated Discipline System.* Some teachers use a graduated discipline system to deal with students who act in ways that are socially unacceptable. This system makes sure that each negative behavior has a certain response cost or consequence. Participants of this study agree that establishing a discipline system that students are well aware of, effectively controls the disciplinary issues in the classroom.

Some of the participants responses are noted as follows:

The first time, I just give them a warning, the second time, it's 5 minutes off their break time and for any subsequent behavior, it might be an additional 5 minutes off up to a point of like 20 minutes 'cause that's all we have for recess. (T6)

I make it clear to my students that I there is a consequence for misbehaviors in class. I discuss with them thoroughly and even negotiate consequences with them. I think it is very effective. (T2)

I usually take the time to get to know what my students value, so I know what's a good consequence for their misbehavior. For example, when a student loves recess time, I take off 2 minutes on the first offense and then 5 mins off the next. This way, they don't do second offenses anymore. (T6)

Burden (2006) encourage teachers get students' ideas on rules that must be implemented to get them committed to follow them when they're part of the making process. As an illustration, the instructor might draw attention to the principal activities and request students' perspectives on what constitutes acceptable or suitable conduct in terms of appearance and tone. Experience has shown that students sometimes come up with rules and consequences that are too harsh and can't be followed. The teacher may need to guide discussion in a way that (a) keep the number of rules and punishments for breaking them to a minimum. Once the teacher has taught the rules and made sure the students understand, it is helpful to have booster training sessions from time to time where the rules are gone over again and students practice how to behave properly. By writing down what they do, teachers should be able to keep an eye on how well they follow the rules in the classroom.

Progressive discipline is a method of discipline that is described by Shrm.org as a method of discipline that uses graduated steps for dealing with problems related to the conduct or performance of a student or employee that do not meet clearly defined standards and policies. This is the ultimate goal of progressive discipline, which is to assist employees or students in correcting conduct problems and resolving performance issues in the earliest stages possible.

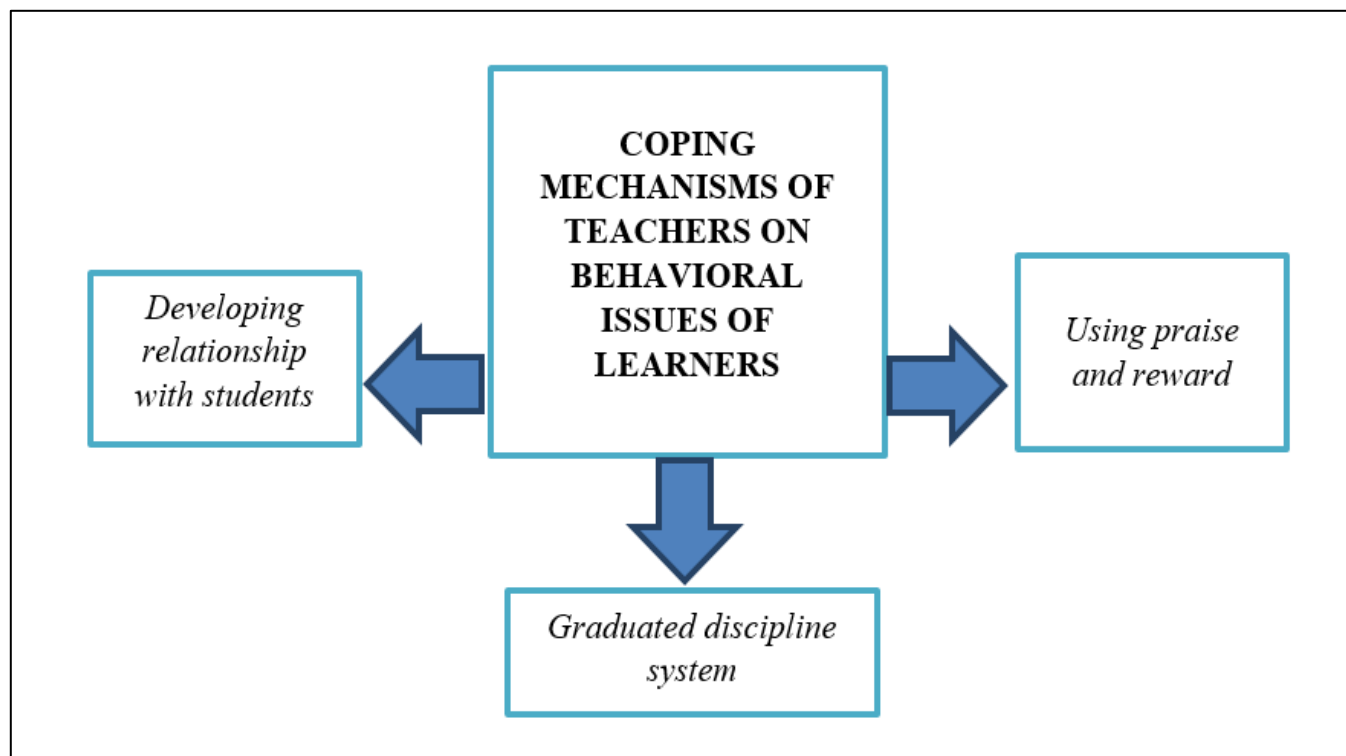


Fig 4: Coping Mechanisms of Teachers on the Behavioral Issues of Learners

C. Educational management insights drawn from the experiences and challenges of teachers

One of the most important things a teacher does is enforce rules and manage student behavior. If behavior problems aren't fixed, they can lead to bigger problems later on. When teachers see bad behavior at school, they need to know how to deal with it because there are often deeper problems that lead to these behaviors. Leaders and educators should also think about giving teachers the right training and professional development to deal with behavior problems in the right way.

Some of the participants responses as pertains to their insights about their experiences were noted as follows.

- *Schoolwide Rules and Expectations for Student Behavior.* Imposing schoolwide rules and expectations for student behavior can make for a good foundation of the disciplinary system that will guide students and teachers along the way. Having rules and policies set on an institutional level can mitigate possible behavioral issues even before they come.

Some of the participants' comments were as follows:

Behavior charts that we use schoolwide are a very strong message that we want to have a uniform set of behavior goals and we want to all honor those same goals. (T1)

When there are schoolwide policies, students tend to follow them more because they know that the consequences are non-negotiable unlike in the classroom. (T2)

I have worked in a school that has a prefect of discipline that strictly imposes rules on a school level. I can most definitely attest that students behave better when school policies are strictly implemented. (T3)

Riversidemilitary.com reported in 2021 that good school discipline is important for helping students do well in school, but many schools fail in this area. One of the good things about boarding schools is that they have rules about how to behave. School discipline is a big part of making sure students stay on task and stay safe. Students who are disciplined well at school are more likely to make smart choices and stay focused on their work. Discipline at school is very important for helping students do well in school, but many schools fail in this area. One of the good things about boarding schools is that they have rules about how to behave. Let's take a closer look at why rules are important in school.

Efforts to improve school-wide discipline not only create a good environment for all students, but they also lay the groundwork for the special education discipline practices that the Individuals with Disabilities Education Act amendment of 1997 calls for. For school-wide discipline to work, teachers, staff, and families must consistently use good classroom and behavior management techniques. But workshops on how to manage a classroom, how to control your anger, and how to handle a crisis will not have much of an impact if there isn't clear, consistent leadership. The building principal is the most important person in setting rules for the whole school.

Imposing schoolwide rules and expectations for student behavior creates a structured environment conducive to academic and personal growth. Clear and consistent discipline policies set by school administration guide both students and teachers, fostering a community where academic pursuits are prioritized and distractions minimized. This foundational system supports not only general education but also special education practices, as outlined in educational amendments like those in 1997 to the Individuals with Disabilities Education Act. Such a framework ensures that all students, regardless of their needs, benefit from an environment that encourages respectful and responsible behavior. This disciplined setting is crucial for helping students develop self-regulation skills, make thoughtful decisions, and engage fully in their educational journey.

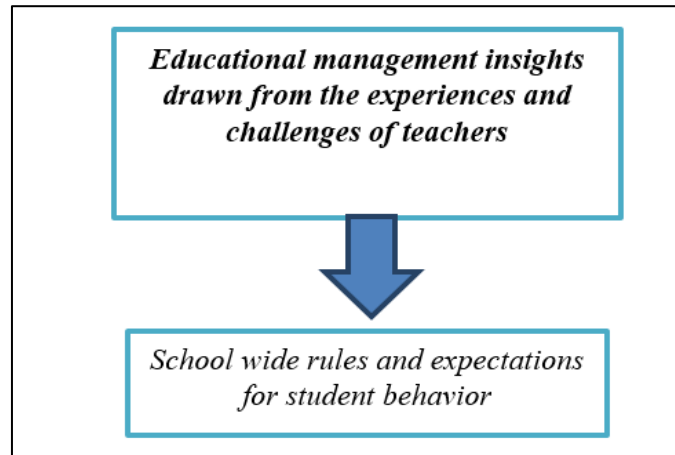


Fig 5: Educational Management Insights Drawn from the Experiences and Challenges of Teachers

CHAPTER FOUR IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the implications that were derived from the results and discussions in the previous chapter are presented. Future directions are also forwarded. The purpose of my study was to find out the experiences, coping mechanisms and insights of teachers on behavioral issues of learners amidst initial face-to-face classes. The participants were coming from Talomo District, Davao City.

To achieve the research objectives, this study employed non-experimental qualitative-phenomenological approach using an interview guide. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to discuss their own definition or meaning of the phenomenon being explored which were the experiences of teachers on behavioral issues amidst initial face to face classes fully and openly.

A. Findings

Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: The struggles of teachers on behavioral issues amidst initial F2F classes were mainly: cheating, inappropriate distracting behavior in class, School attendance issues. The coping mechanisms to address the struggles of teachers were: developing relationship with students, using praise and reward and graduated discipline system. The insights of the participants were mainly to implement schoolwide rules and expectations for student behavior.

B. Implications

The Results of my analysis revealed the following significant findings.

The experiences of teachers at Talomo District, Davao City related to behavioral issues amidst the return of face-to-face classes were revealed in this part of the research. The following themes emerged after consolidating all the responses gathered from the participants of the study.

The experiences of the teachers were focused on cheating. Due to many platforms and forums that became known during the pandemic, a lot of students have become accustomed to cheating. There's also the availability of searching answers on the internet that caused serious problems to academic integrity. Another theme to the experiences of kindergarten teachers was inappropriate distracting behavior in class. Disruptive behavior in classrooms is quite common considering the age of the learners. They are prone to getting distracted and doing other things in class. However, this has become an alarming issue especially with the massive options of digital distraction that is causing problems to student nowadays. The third feedback was focused on school attendance issues. Truancy, lates and chronic absenteeism are just among the many things that is affecting the academic outcomes of student. Teachers have observed that many students and parents have become negligent on school attendance despite it being a major factor on student output.

The coping mechanisms of teachers revealed these themes: The first one is developing relationship with students. Having a good relationship with the students equates to better communication with them. When they are comfortable in communicating their thoughts and concerns with their teachers, teachers find it easier to address their individual needs and to mitigate brewing issues which eventually leads to better behavior seen among students. The second theme on the coping mechanisms of teachers is the use of praise and rewards. Teachers have noted that giving words of affirmation to students can motivate them to behave well in class. At the same time, incorporating a rewards system drive students to display exemplary behavior in class. The last coping mechanism of teachers that was revealed in this study was graduated discipline system. The same way that implementing a rewards system to motivate students to behave well, having a discipline system in place also establishes order in the classroom. Letting students know that there are consequences to every misbehavior mitigates the occurrences of misconduct in the classroom.

The experiences of the teachers related to behavioral issues amidst face to face classes focused mainly on one insight: to implement schoolwide rules and expectations for student behavior. Schoolwide strategies were defined to include strategies applied to address prevention and intervention of negative behavior as a whole school approach. Teachers agree that having a solid groundwork and appropriate behavior in school sets the tone of discipline not just in the classroom but the institution as a whole. The teachers discussed the importance of having schoolwide rules since those who have experiences working on schools that have disciplinary policies and in schools that don't, can confirm that having one is a game changer in terms of the overall behavior of the student population. It is also timely that policies are set in place to address behavioral issues that have risen or grown during the pandemic.

C. Future Directions

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

For the principals or school heads to be more receptive of the current problems and issues of the teachers. The school heads may implement schoolwide policies and expectations to manage student behavior on an institutional level.

The teachers may continuously adapt to the evolving needs of the education sector. The teachers may also indulge in proper training and professional development that are centered towards behavior management and intervention.

For the learners to be more receptive of rules and policies that are imposed in the classroom and in the institution. The learners may also help provide important data by actively communicating with their teachers regarding their personal struggles or issues that cause misconduct on their end.

For the future researchers, they may conduct the same study in a different location. Other factors may also be explored to open good avenues for the learner's enhancement of academic, emotional and social aspect of their lives.

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LETTERS OF PERMISSION TO CONDUCT THE STUDY



**THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL**
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City



OFFICE OF THE DEAN GRADUATE SCHOOL

January 23, 2023

MARIA INES C. ASUNCION, CESO IV
Director III
and Concurrent Officer-in-Charge
Office of the Schools Division Superintendent
Division of Davao Oriental

Madam:

Greetings of peace and goodwill!

This is to respectfully endorse the request for permission of **MS. AMEREZA N. LUCERNAS** a candidate for Master's degree to conduct a study entitled "**BEHAVIORAL PROBLEMS AMIDST INITIAL FACE-TO-FACE CLASSES: INTERVENTION OF TEACHERS**" in partial fulfillment for the course leading to the degree of Master of Arts in Teaching Guidance and Counseling (MAT-GC).

Ms. Lucernas will coordinate with the school heads to avoid disruption of classes and office functions and that no government funds must be used in the course of the study.

Attached is also our information protocol on how to accomplish a research endeavor during these pandemic times.

Your support and concern for the educational growth of Ms. Lucernas is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr-
Dean, Graduate School

VALIDATION SHEETS



THE RIZAL MEMORIAL COLLEGES, INC.
 GRADUATE SCHOOL
 Lopez-Jaena & Torres Sts. Davao City
 Tel. No. 300-71-73



Validation Sheet for Quantitative Design

Name of Evaluator: _____
 Degree: _____
 Number of years in teaching: _____

To the Validator: Kindly check the appropriate box for your validation

Points of Equivalent

5- Excellent 4-Very Good 3-Good 2-Fair 1-Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit to the level of respondents. The directions and items are written in clear understandable manner.					
2. PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner					
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.					
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.					
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.					
6. OBJECTIVITY Each item question requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.					
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.					

Remarks: _____

 Validator



THE RIZAL MEMORIAL COLLEGES, INC.
 GRADUATE SCHOOL
 Lopez-Jaena & Torres Sts. Davao City
 Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: AMEREZA N. LUCERNAS Degree Enrolled: MAT-GC
 Title of Research: BEHAVIORAL PROBLEMS AMIDST INITIAL FACE-TO-FACE
CLASSES: INTERVENTION OF TEACHERS

Name of Evaluator: _____ Dated: Evaluated: _____
 Degree of Evaluator: _____ Signature of Evaluator: _____

RATING: Number of YES marks

- () 4 Very Good () 2 Maybe upgraded if revised
 () 3 Good () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the items.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.				
2. Informed consent is included.				
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.				
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.				
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".				
6. Questions are stated in the affirmative manner.				
7. Probing questions are provided.				
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.				
9. Questions are stated in clear and simple terms.				
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.				

REMARKS: _____

ACSCU-ACI accredited: Master of Arts in Education Program

PARTICIPANTS' INFORMED CONSENT

Title of the Study: **BEHAVIORAL PROBLEMS AMIDST INITIAL FACE-TO-FACE CLASSES: INTERVENTION OF TEACHERS**

Name of Investigator:
AMEREZA N. LUCERNAS

To the Participant:

You have been asked to participate in this study because you can provide information about the topic being investigated. Any information that is obtained from you in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer.

I understand my rights as stated above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Signature of Teacher

Date

PARTICIPANTS VALIDATION FORM

Rizal Memorial Colleges
F. Torres St., Davao City
Office of the Graduate School

BEHAVIORAL PROBLEMS AND LEARNING ENVIRONMENT: BASIS FOR INTERVENTION AND DISCIPLINE

INTERVIEW GUIDE

Research Questions	Guide Question	Probing Questions
1.What are common behavioral problems observed in the learning environment?	1.1 What are common behavioral problems that you observed in the learning environment?	1.1.1 What are common behavioral problems that you observed in the learning environment? 1.1.2 Can you describe the common behavioral problems that you observed in the learning environment?
2.What are the behavioral management strategies that teachers use to cope with these issues?	2.1. How did you apply behavioral management strategies to cope behavioral problems?	2.1.1 How did you apply behavioral management strategies to cope behavioral problems? 2.1.2 Did your behavioral management strategies work?
3. What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?	3.1 What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?	3.1 What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?

INTERVIEW TRANSCRIPTION

Legend: Q = Question
P = Participant
RQ = Research Question

Research Question 1. What are common behavioral problems observed in the learning environment?

(Follow – up Questions)

Q1: What are common behavioral problems that you observed in the learning environment?

Q2: Can you describe the common behavioral problems that you observed in the learning environment?

P1: They get distracted very easily and I think its because they are so used to not being monitored during the pandemic. It's become a normal behavior for them to do other things during classes.

P2: Ever since classes have returned, I've noticed that a lot of my students have problems with their attendance.

P3: Cheating is so normal these days. It appears they have a lot of online platforms where they can just post questions and people will answer it for them.

P4: Students like to record their answers and share to each other the answers on their GCs. Back in the day, students get nervous to share even just one answer. Nowadays, it's like students don't have any fear at all.

P5: They now search answers online even when they are in the classroom as they can just use their gadgets to do so. I think they learned a lot of methods to do things like this during the pandemic and they are still doing it even now that classes have returned, I think because they know how convenient and easy it is to just search answers online rather than actually looking for answers properly.

P6: When one student acts out, the rest follow. It's a domino effect and most days I have no idea how to control them all.

P7: There are students who distract themselves by using gadgets or listening to music in class. Some even hide their earphones so it won't be too obvious they are not paying attention. And then there are those whose goal is really to distract others. They just talk to their classmates or do distracting stuff to their seatmates even when the class is ongoing.

P8: The number of lates and absences is very alarming. I don't want to say it this way but it almost feels like school is not being taken seriously nowadays.

Research Questions 2. What are the behavioral management strategies that teachers use to cope with these issues?

(Follow – up Questions)

Q1: How did you apply behavioral management strategies to cope behavioral problems?

Q2: Did your behavioral management strategies work?

P1: Well, I smile at them and I hug them. I brag on them. I reward them. I tell them, you know, you're going to be a good helper when it comes your turn because you're doing so and so.

P2: I learned to become more showy to my students. I think it's important that they know you approve of their behavior so they continue to act right.

P3: I find that having good relationship with my students makes it easier to manage their behavior in class.

P4: I usually take the time to get to know what my students value, so I know what's a good consequence for their misbehavior. For example, when a student loves recess time, I take off 2 minutes on the first offense and then 5 mins off the next. This way, they don't do second offenses anymore.

P5: Getting my students to communicate with me is one way to cope. Knowing why they act the way they do makes it easier to correct or mitigate their behavior.

P6: Students are more timid these days probably because of distance learning for a long time. I try to make them comfortable in talking to me so they can tell me their issues.

P7: The first time, I just give them a warning, the second time, it's 5 minutes off their break time and for any subsequent behavior, it might be an additional 5 minutes off up to a point of like 20 minutes because that's all we have for recess.

P8: I always praise my students every time they do something good. I also give them small rewards like snacks or little presents like extended recess time when they do well. With this strategy, most student eventually behave well so they can get rewards.

Research Questions 3. What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?
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(Follow – up Questions)

Q1: What insights can be drawn from the experiences of teachers on behavioral problems in the learning environment?

P1: Behavior charts that we use schoolwide are a very strong message that we want to have a uniform set of behavior goals and we want to all honor those same goals.

P2: When there are schoolwide policies, students tend to follow them more because they know that the consequences are non-negotiable unlike in the classroom.

P3: I have worked in a school that has a prefect of discipline that strictly imposes rules on a school level. I can most definitely attest that students behave better when school policies are strictly implemented.

P4: Schools should implement policies.

P5: DepEd should train teachers for better behavioral management.

P6: Teachers should be given proper training and opportunities for development on this aspect.

P7: Implement stricter rules within the school.

P8: It should start with the institution itself and then the classrooms can follow through.