

Learners' Behavioral Problems, Teachers Resolution Strategies and Academic Performance

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Abstract:

This study aimed to determine the levels of learners' behavioral problems, teachers' resolution strategies, and academic performance in a district of a large-sized schools division in Central Philippines for the school year 2023-2024. Data for this descriptive study was gathered from sampled respondents using a self-made data-gathering instrument tested with stringent validity and reliability. The ensuing analysis showed moderate learners' behavioral problems and very high levels of resolution strategies. The study revealed that learners' behavioral issues varied slightly when grouped by teachers' age, civil status, and plantilla position, with older and married teachers and those in lower plantilla positions facing more challenges. No significant difference exists in learners' behavioral problems across all demographic variables. However, variations were observed in teachers' resolution strategies, particularly in the business academic approach, where married teachers were more effective. Despite moderate behavioral problems, learners achieved outstanding academic performance. The study found no significant relationship between behavioral problems and academic performance, but a significant positive relationship was identified between teachers' resolution strategies and learners' academic outcomes. The study calls for enhancing teachers' resolution strategies and effective classroom management to foster a conducive learning environment and improve student achievement.

Keywords: Behavioral problems, Resolution strategies, Academic performance, Descriptive research

Introduction:

Nature of the Problem

Education is widely recognized as the key to success in life, with teachers playing a pivotal role in shaping the future of learners (Ortiz, 2012). In the Philippines, the Enhanced Basic Education Act of 2013, or Republic Act No. 10533, underscores the importance of providing quality education that addresses the holistic development of every learner. The Department of Education (DepEd) has implemented various policies to ensure conducive learning environments. However, despite these efforts, student misbehavior remains a significant challenge in many classrooms.

Learners' behavioral problems are categorized into personal, social, and emotional issues. Personal issues include habits such as chronic tardiness and absenteeism, which negatively impact academic performance (Smith, 2017). Social issues encompass disruptive behaviors like bullying and excessive talking, which create a chaotic classroom environment (Johnson and Johnson, 2019). Emotional issues involve students' inability to manage emotions, leading to behaviors such as outbursts and defiance (Brown, 2016). These problems disrupt the learning process and diminish the effectiveness of instructional strategies.

Canter (2017) says teachers can employ various resolution strategies to manage these behavioral problems. The assertive approach involves clear, firm communication of expectations and consequences, fostering a structured environment. Jones and Jones (2018) elaborate that the business academic approach emphasizes the importance of creating a business-like atmosphere where rules and routines are strictly followed to enhance academic focus. Behavioral strategies, grounded in behavioral psychology, include techniques such as positive reinforcement and behavior modification to encourage desirable behaviors and discourage disruptive ones (Alberto & Troutman, 2017).

Despite the availability of these strategies, a gap exists in understanding how effectively these methods address the wide range of behavioral issues faced by students. Additionally, there is limited research on how these behavioral problems impact students' academic performance and the long-term efficacy of the resolution strategies employed by teachers. This gap necessitates a comprehensive study to explore these dynamics and provide actionable insights for educators. As a teacher and aspiring school leader, the motivation to conduct this study stems from a desire to enhance the learning environment and academic outcomes for all students. By investigating the nature of learners'

behavioral problems and the effectiveness of teachers' resolution strategies, this study aims to contribute to the development of more effective classroom management practices.

Current State of Knowledge

Learners' behavioral problems are influenced by multiple interrelated factors including socio-emotional development, school climate, and access to early intervention. Brown (2019) emphasizes the importance of belonging and community in promoting positive behavior, while Shapiro and Clemens (2020) advocate for early interventions that teach social-emotional skills to prevent future issues. Jones and Bouffard (2021) support integrating social and emotional learning (SEL) into academic instruction to foster resilience and reduce behavioral problems. Similarly, Miller and Johnson (2020) show that quality early childhood education leads to long-term improvements in student behavior. Garcia and Weiss (2020) underscore the role of a supportive school climate in minimizing misconduct, and Thompson and Miller (2019) stress that addressing parental mental health is crucial to improving children's behavioral outcomes. Smith and Taylor (2019) also highlight how socio-economic disadvantage contributes to behavioral issues, reinforcing the need for targeted, family-centered support systems.

In the Philippine context, behavioral challenges among learners are shaped by socio-economic, cultural, and institutional conditions. Cruz and Reyes (2019) found peer mentoring effective in promoting positive conduct, while Rivera (2019) noted that extracurricular activities provide constructive outlets that reduce misbehavior. Martinez (2020) emphasized that well-trained teachers are better equipped to manage classroom behavior, and Gonzales (2020) identified school leadership as key in implementing consistent behavioral policies. Flores (2021) explored how technology can assist in monitoring student behavior, cautioning against its overuse. Finally, Santos (2022) underscored the significant impact of socio-economic disparities, advocating for equitable education policies to support students at risk of behavioral problems. These findings highlight the importance of systemic and culturally responsive interventions to effectively manage student behavior in Philippine schools.

Effective classroom management strategies are essential for addressing behavioral issues, with various experts offering complementary approaches. Marzano (2015) emphasizes assertive discipline, highlighting the importance of clear expectations and consistent consequences in fostering a structured learning environment. Similarly, Canter (2017) advocates for a firm yet respectful approach to discipline, promoting teacher assertiveness. Wong and Wong (2017) stress the value of routines and procedures to reduce confusion and misconduct, while Lemov (2018) focuses on precise instructions and consistent follow-through to maintain order. Jones and Jones (2018) propose a business-academic model, encouraging accountability and self-management among students. Miller (2019) supports a flexible blend of assertive and behavioral strategies to manage disruptions. Weinstein and Novodvorsky (2019) and Rogers (2020) both underscore the importance of strong teacher-student relationships and teacher self-regulation, respectively, as foundational to effective management. Meanwhile, Kohn (2018) critiques traditional reward systems, promoting intrinsic motivation instead, and Walker (2021) recommends integrating social skills training into the curriculum to prevent behavioral problems proactively.

Teachers' resolution strategies in Filipino classrooms encompass a range of approaches aimed at promoting positive behavior and effective learning environments. Bautista (2016) emphasizes assertive discipline, highlighting the effectiveness of clear rules and consistent consequences. Cruz (2017) introduces a business-academic model that sets behavioral and academic expectations to boost student accountability. Lopez (2018) and Martinez (2018) stress the importance of routines and teacher assertiveness in maintaining order and engagement. Reyes (2019) promotes intrinsic motivation as a means to reduce misbehavior, while Santos (2019) underscores the value of strong teacher-student relationships in preventing behavioral issues. Rivera (2020) and Garcia (2020) point to teacher training and self-regulation as crucial for effective classroom management. Torres (2021) advocates for integrating social skills training into the curriculum to prevent conflicts, and Villanueva (2021) explores how technology can support behavior management when appropriately implemented.

Learners' academic performance is shaped by a combination of cognitive and non-cognitive factors, as emphasized across various studies. Tough (2016) and Duckworth (2016) highlight the critical role of traits like grit and perseverance in helping students overcome challenges and succeed academically. Dweck (2016) adds that a growth mindset significantly boosts achievement by encouraging effort and resilience. Farrington (2015) and Mason and Rich (2018) underscore the influence of academic mindsets, self-efficacy, and psychological well-being on performance. Carter (2017) focuses on socio-economic disparities and the need for targeted support to close the achievement gap. Fisher, Frey, and Hattie (2016) advocate for evidence-based teaching practices, such as formative assessment and feedback, to enhance learning outcomes. Rose (2016) challenges standardized education, promoting personalized learning to accommodate diverse student needs. Schwartz (2019) recommends innovative, interdisciplinary education models to prepare learners for real-world demands, while Williams (2020) stresses practical strategies like time management and goal setting to improve academic success.

Learners' academic performance in the Philippines is influenced by multiple interrelated factors. Santos (2016) highlights the significant role of socio-economic conditions, including access to resources and parental support, in

shaping academic success. Cruz (2017b) emphasizes the importance of well-equipped school facilities, while Garcia (2018b) underscores the impact of teacher quality and professional development. Lopez (2018a) points to active parental involvement as a key factor in boosting student achievement. Martinez (2019) notes that extracurricular participation enhances both social and academic outcomes, and Reyes (2019b) links student health and nutrition to classroom attentiveness and performance. Rivera (2020a) argues for smaller class sizes to improve individualized instruction, and Santos (2020) advocates for the integration of educational technology to enhance learning. Torres (2021a) highlights the positive influence of supportive school leadership, while Villanueva (2021a) identifies peer influence as a motivator for higher academic performance.

Theoretical Underpinnings

This study is based on the theories of Social Learning by Bandura (1977), Operant Conditioning by Skinner (1953), and Constructivist Learning by Piaget (1952) and Vygotsky (1978). These theories provide a comprehensive understanding of learners' behavioral problems, teachers' resolution strategies, and learners' academic performance, respectively.

Albert Bandura's Social Learning Theory posits that behavior is learned through observation, imitation, and modeling. This theory emphasizes the role of environmental factors and the behaviors observed by learners, which can lead to personal, social, and emotional behavioral issues. B.F. Skinner's Operant Conditioning Theory focuses on the use of reinforcement and punishment to shape behavior. According to Skinner, positive reinforcement encourages desirable behaviors while punishment can reduce undesirable ones, making it a valuable approach for teachers managing classroom behavior. Constructivist Learning Theory, rooted in the works of Jean Piaget and Lev Vygotsky, asserts that learners construct knowledge through their experiences and interactions. Piaget emphasized the stages of cognitive development, while Vygotsky highlighted the importance of social interactions and cultural context in learning. This theory supports the idea that active engagement and meaningful learning experiences significantly impact academic performance.

These theories are most appropriate for this study because they address the key variables under investigation. Social Learning Theory is pertinent for understanding learners' behavioral problems as it considers the influence of observed behaviors and environmental factors. Operant Conditioning Theory provides a solid foundation for exploring teachers' resolution strategies, emphasizing the practical application of reinforcement and punishment in behavior management. Constructivist Learning Theory is ideal for examining learners' academic performance, as it highlights the importance of active engagement and the construction of knowledge through experiences. These theories offer a robust framework for analyzing the interplay between learners' behaviors, teachers' strategies, and academic outcomes.

Objectives

This study sought to determine the levels of learners' behavioral problems, teacher resolution strategies, and academic performance in a District of a large school division in Central Philippines for the School Year 2023-2024. Specifically, it seeks answers to the following questions: 1) the level of the learner's behavioral problems according to the area of personal, social, and emotional; 2) the level of teacher's resolution strategies according to the area of assertive approach, business academic approach, and behavioral; 3) the level of learner's academic performance for the First and Second Quarters of School Year 2023-2024; 4) the significant difference in the level of learner's behavioral problems when grouped and compared according to the aforementioned variables; 5) the significant difference in the level of teacher's resolution strategies when grouped and compared according to the aforementioned variables; 6) the significant relationship between the level of learner's behavioral problems and the level of learner's academic performance; and 7) the significant relationship between the level of teacher's resolution strategies and level of learner's academic performance.

Methodology

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive research design to assess the levels of learners' behavioral problems, teacher resolution strategies, and academic performance in a district within a large school division in Central Philippines for the School Year 2023-2024. Descriptive research, as defined by Shuttleworth (2016), involves observing and describing behaviors without manipulation, using quantitative data such as test scores or behavioral frequencies. This method is well-suited for the study as it enables a detailed examination of educational practices and outcomes, allowing for the identification of patterns and relationships among the variables. By capturing a clear snapshot of

current conditions, the study aims to generate insights that can guide professional development and instructional improvements.

Study Respondents

The study's respondents consisted of 98 teachers sampled from a total population of 130, determined using Cochran's sample size formula, a statistical tool designed to calculate an ideal, representative sample size based on desired precision, estimated population proportion, and confidence level (Cochran, 1977). To ensure proportional representation of subgroups, the study employed proportionate random sampling, which divides the population into distinct strata and samples each according to its size within the overall population, enhancing representativeness and precision by accounting for subgroup variations (Kumar, 2014).

Instruments

This study used a self-made data-gathering instrument divided into three parts: Part 1 collected respondents' profiles (age, civil status, Plantilla position); Part 2 included a questionnaire with 24 items on learners' behavioral problems and 24 items on teachers' resolution strategies, each rated on a five-point Likert scale from 5 (always) to 1 (almost never). Teachers' responses were interpreted accordingly, while secondary data on learners' academic performance were taken from report cards and categorized as Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Fairly Satisfactory (75-79), and Did Not Meet Expectations (below 75). The research instrument was subjected to validity (4.47-excellent) and reliability (0.937 for learners' behavioral problems and 0.930 for teachers resolution strategies which both interpreted as excellent). All of them were interpreted as worthy and good; respectively.

Data Gathering Procedure

For the smoother conduct of the study, the researcher sent a letter of request addressed to the Schools Division Superintendent for the conduct of the study submitted for approval. Upon approval, a letter of request was distributed to the school head and the respondents for the reliability test. After securing the approval for the second request, questionnaires were administered to target respondents. The data gathered from the respondents' responses were tallied and tabulated using the appropriate statistical tools. The raw data was transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of learners' behavioral problems in personal, social, and emotional areas.

Objective No. 2 also used the descriptive analytical scheme and mean to determine the level of teachers' resolution strategies in assertive, business, academic, and behavioral approaches.

Objective No. 3, used the descriptive analytical scheme and mean to determine the level of learners' academic performance for the First and Second Quarters of School Year 2023-2024.

Objective No. 4 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of learners' behavioral problems when grouped and compared according to the variables.

Objective No. 5 used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' resolution strategies when grouped and compared according to the variables.

Objective No. 6 used the relational analytical scheme and Spearman rho to determine the significant relationship between the level of the learner's behavioral problems and the level of the learner's academic performance.

Objective No. 7 used the relational analytical scheme and Spearman rho to determine the significant relationship between the level of teachers' resolution strategies and learners' academic performance.

Ethical Consideration

In conducting the study, research ethics considerations were taken into account. Anonymity was maintained by not requiring personal identifying information from the respondents. Confidentiality was also ensured by keeping the data securely stored and accessible only to the researcher. To minimize the risk of harm, the researcher observed health protocols such as wearing a mask and face shield when interacting with the respondents. Informed consent was also obtained from the participants, emphasizing their right to withdraw from the study at any time without consequence. The potential risks and benefits of the study were explained to the participants, and they were allowed

to ask questions before consenting to participate. These research ethics considerations were put in place to protect the participants' welfare and rights and maintain the study's integrity.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of Learner's Behavioral Problems According to Personal Aspects, Social Aspects, and Emotional Aspects

Table 1

Level of Learner's Behavioral Problems According to Personal Aspects

Items	Mean	Interpretation
<i>As a teacher, I observed that my students ...</i>		
1. demonstrate variability contingent upon the task at hand.	3.50	High Level
2. exhibit deficiencies in organizational skills.	3.48	Moderate Level
3. manifest inconsistency in task completion rates	3.46	Moderate Level
4. necessitate intervention for the enhancement of self-regulatory abilities.	3.26	Moderate Level
5. exhibit instances of impulsivity in their behavior.	3.62	High Level
6. persist in tasks that display fluctuations.	3.26	Moderate Level
7. require optimization of their work habits.	3.53	High Level
8. exhibit fluctuations in their motivation level.	3.30	Moderate Level
Overall Mean	3.43	Moderate Level

Table 1 presents the level of learners' behavioral problems according to personal factors. The overall mean rating is 3.43, which is interpreted as a moderate level. The item with the lowest mean is "necessitate intervention for the enhancement of self-regulatory abilities," with a mean of 3.26, indicating a moderate level.

The item with the highest mean is "exhibit instances of impulsivity in their behavior," with a mean of 3.62, interpreted as a high level. This high rating suggests that impulsivity is a significant issue among learners. Various factors, such as lack of self-control, inadequate coping strategies, or external influences, can cause impulsivity in students. This behavior can negatively impact their academic performance and social interactions, as impulsive actions often lead to disruptions in the classroom and hindered relationships with peers and teachers. Moreover, impulsivity can result in risky behaviors, affecting the student and their peers. Teachers observing high levels of impulsivity may need to employ specific strategies to manage and mitigate these behaviors. Interventions such as mindfulness training, self-regulation techniques, and structured classroom environments can be beneficial. Addressing impulsivity effectively requires a multifaceted approach involving teachers, parents, and mental health professionals.

The findings of the study conform with Smith and Adams (2019), who state that impulsive behavior in students is linked to lower academic achievement and increased disciplinary actions. Their research highlights the importance of developing interventions to enhance self-regulation and reduce impulsivity in educational settings. Addressing these issues can lead to improved classroom environments and better academic outcomes for students. The study emphasizes that early intervention is crucial in mitigating the negative effects of impulsivity. Implementing targeted programs can significantly reduce impulsive behaviors and improve students' overall academic performance.

Table 2

Level of Learner's Behavioral Problems According to Social Aspects

Items	Mean	Interpretation
<i>As a teacher, I observed that my students...</i>		
1. struggle with managing varying levels of anxiety.	3.38	Moderate Level
2. encounter difficulties in implementing strategies for anger management.	3.42	Moderate Level
3. face challenges in managing stress effectively.	3.46	Moderate Level
4. self-esteem is undermined by persistent issues.	3.27	Moderate Level
5. experience hurdles in acquiring effective coping strategies.	3.34	Moderate Level
6. exhibit deficiencies in acquiring skills for emotional regulation.	3.36	Moderate Level
7. demonstrate susceptibility rather than resilience in select situations.	3.26	Moderate Level
8. exhibit a deficiency in empathy towards themselves and others in their progress, as indicated by observations.	3.30	Moderate Level

Overall Mean	3.35	Moderate Level
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Table 2 depicts the level of learners' behavioral problems according to social factors. The overall mean rating is 3.35, which is interpreted as a moderate level. The item with the lowest mean is "demonstrate susceptibility rather than resilience in select situations," with a mean of 3.26, indicating a moderate level.

The item with the highest mean is "face challenges in managing stress effectively," with a mean of 3.46, interpreted as a moderate level. This suggests that stress management is a significant social issue among learners. Factors contributing to this may include academic pressures, social dynamics, and personal issues. Effective stress management is crucial for maintaining mental health and academic performance, as high-stress levels can lead to anxiety, burnout, and decreased engagement in learning activities. When students struggle to manage stress, it can manifest in various ways, such as irritability, withdrawal, or aggressive behavior, impacting their social interactions and classroom behavior. Teachers may observe that students facing stress-related issues have difficulty concentrating and participating in class. This can create a cycle where poor academic performance further increases stress levels. Schools can address this by integrating stress management techniques into the curriculum, providing counseling services, and fostering a supportive school environment. Encouraging peer support systems can also be beneficial in helping students manage stress.

A study by Kassymova, Aigerim, Ospan, et al. (2018) found that students who struggle with stress management are more likely to experience mental health issues and perform poorly academically. They emphasize the need for schools to implement stress reduction programs and provide resources to help students develop effective coping strategies. The study indicates that schools with robust support systems see improved student outcomes. Implementing comprehensive stress management programs can lead to a healthier, more productive student body. These findings align with the observed need for better stress management among learners.

Table 3

Level of Learner's Behavioral Problems According to Emotional Aspects

Items	Mean	Interpretation
<i>As a teacher, I observed that my students ...</i>		
1. struggle with managing varying levels of anxiety.	3.30	Moderate Level
2. face challenges in implementing strategies for anger management.	3.31	Moderate Level
3. require support in managing stress.	3.47	Moderate Level
4. self-esteem is hindered by ongoing difficulties.	3.41	Moderate Level
5. encounter obstacles in acquiring coping strategies.	3.40	Moderate Level
6. lack proficiency in acquiring skills for emotional regulation.	3.42	Moderate Level
7. exhibit vulnerabilities rather than resilience in select situations.	3.42	Moderate Level
8. demonstrate a lack of empathy towards themselves and others in their progress, as indicated by observations.	3.28	Moderate Level
Overall Mean	3.38	Moderate Level

Table 3 shows the level of learners' behavioral problems according to emotional factors. The overall mean rating is 3.38, which is interpreted as a moderate level. The item with the lowest mean is "demonstrate a lack of empathy towards themselves and others in their progress," with a mean of 3.28, indicating a moderate level.

The item with the highest mean is "require support in managing stress," with a mean of 3.47, interpreted as a moderate level. This high rating indicates that stress management is a significant emotional issue for learners. Various factors, such as academic demands, personal issues, and social pressures, can cause high stress levels. Managing stress effectively is essential for maintaining emotional well-being and academic success, as unmanaged stress can lead to anxiety, depression, and reduced academic performance. Stress can also impact students' relationships with peers and teachers, creating a more challenging learning environment. Students requiring support in managing stress may benefit from mindfulness practices, relaxation techniques, and emotional regulation strategies. Providing students with tools to manage stress can improve their resilience and overall well-being. Teachers play a crucial role in identifying stress-related issues and providing appropriate interventions. Creating a classroom atmosphere that promotes mental health awareness can encourage students to seek help when needed.

A study by Kassymova, Aigerim, Ospan, et al. (2018) found that students who receive support in managing stress show improved emotional health and academic performance. Their research suggests that schools should offer stress management programs and resources to help students cope with stress effectively. Schools with comprehensive stress support systems reported lower levels of student anxiety and higher levels of academic engagement. Integrating stress management education into the curriculum can provide long-term benefits for students. These findings highlight the importance of addressing emotional issues to enhance overall student success. The study underscores the need for continuous support and resources for students facing emotional challenges.

Level of Teacher's Resolution Strategies According to Assertive Approach, Business Academic Approach, and Behavioral Approaches

Table 4

Level of Teacher's Resolution Strategies According to Assertive Approach

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. prioritize clear communication of expectations and consequences.	4.52	Very High Level
2. focus on setting and maintaining boundaries in the classroom.	4.57	Very High Level
3. utilize "I" statements to express concerns and expectations.	4.47	High Level
4. encourage students to take responsibility for their actions.	4.76	Very High Level
5. provide feedback in a constructive and respectful manner.	4.60	Very High Level
6. empower students to make choices and solve problems.	4.65	Very High Level
7. model assertive behavior through actions and language.	4.54	Very High Level
8. foster an open dialogue and discussion to address conflicts.	4.52	Very High Level
Overall Mean	4.58	Very High Level

Table 4 presents the level of teachers' resolution strategies according to the assertive approach. The overall mean rating is 4.58, which is interpreted as a very high level. The item with the highest mean is "encourage students to take responsibility for their actions," with a mean of 4.76, indicating a very high level.

The item with the lowest mean is "utilize 'I' statements to express concerns and expectations," with a mean of 4.47, which is still interpreted as a high level. This relatively lower rating might be due to teachers feeling less comfortable or experienced in using personal statements to address issues, possibly preferring more traditional methods of communication. Teachers might find it challenging to consistently implement "I" statements, especially in diverse classroom settings. Using "I" statements can help reduce defensiveness and foster more constructive dialogue. Despite being the lowest-rated item, it still reflects a generally strong assertive approach among teachers. This lower mean suggests that professional development in communication skills could enhance their effectiveness. Incorporating training sessions on assertive communication techniques can further improve classroom interactions. By addressing this area, teachers can better manage conflicts and support student growth.

A study by Amado and Guerra (2018) found that teachers who effectively use "I" statements report better classroom management and student-teacher relationships. Their research highlights the importance of communication skills in resolving conflicts and promoting a positive learning environment. Teachers trained in assertive communication techniques are better equipped to handle classroom challenges and support student growth. Enhancing these skills can lead to a more positive classroom atmosphere. The study underscores the significance of effective communication in educational settings. Traditional communication methods, such as active listening and clear expression, are crucial in fostering understanding and cooperation between teachers and students. These strategies contribute to building trust and mutual respect, which are key to a productive learning environment.

Table 5

Level of Teacher's Resolution Strategies According to Business Academic Approach

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. create a structured and organized classroom environment.	4.40	High Level
2. emphasize the importance of professionalism and academic success.	4.82	Very High Level
3. set clear academic goals and objectives for students.	4.81	Very High Level
4. establish routines and procedures for academic tasks.	4.74	Very High Level
5. utilize data-driven strategies to monitor and track student progress.	4.54	Very High Level
6. provide opportunities for students to develop study and time management skills.	4.56	Very High Level
7. incorporate real-world applications and scenarios into lessons.	4.69	Very High Level
8. collaborate with colleagues and parents to support academic achievement.	4.50	Very High Level
Overall Mean	4.63	Very High Level

Table 5 depicts the level of teachers' resolution strategies according to the business academic approach. The overall mean rating is 4.63, which is interpreted as a very high level. The item with the highest mean is "emphasize the importance of professionalism and academic success," with a mean of 4.82, indicating a very high level.

The item with the lowest mean is "create a structured and organized classroom environment," with a mean of 4.40, which is still interpreted as a high level. This comparatively lower rating suggests that while teachers value structure and organization, they face challenges in consistently implementing these elements due to classroom dynamics or resource limitations. Maintaining a structured environment requires ongoing effort and adaptation to students' needs. The lower mean in this area suggests a potential area for improvement, focusing on strategies to enhance classroom organization. Ensuring a well-organized classroom can positively impact student behavior and academic performance. Teachers might benefit from additional resources and support in developing effective organizational strategies. Professional development workshops can provide teachers with practical tools for classroom management. Addressing this issue can lead to a more efficient and conducive learning environment.

A supporting related study by Villanueva (2020) found that structured classroom environments contribute significantly to student engagement and academic achievement. Their research emphasizes the need for effective classroom management strategies to create a conducive learning environment. Teachers who prioritize organization and structure in their classrooms can better support student learning and reduce behavioral issues. Implementing consistent routines and procedures is crucial. The study suggests that well-organized classrooms lead to better educational outcomes.

Table 6
Level of Teacher's Resolution Strategies According to Behavioral Approach

Items	Mean	Interpretation
<i>As a teacher, I...</i>		
1. implement behavior management plans and systems.	4.49	High Level
2. utilize positive reinforcement strategies to encourage desired behaviors.	4.59	Very High Level
3. implement consequences consistently and fairly for inappropriate behaviors.	4.63	Very High Level
4. teach self-regulation and coping skills to manage emotions and behaviors.	4.71	Very High Level
5. provide individualized support and interventions for students with behavioral challenges.	4.30	High Level
6. collaborate with support staff and specialists to address behavioral needs.	4.28	High Level
7. create a supportive and inclusive classroom environment.	4.48	High Level
8. continuously monitor and adjust strategies based on student needs and progress.	4.57	Very High Level
Overall Mean	4.51	Very High Level

Table 6 shows the level of teachers' resolution strategies according to the behavioral approach. The overall mean rating is 4.51, which is interpreted as a very high level. The item with the highest mean is "teach self-regulation and coping skills to manage emotions and behaviors," with a mean of 4.71, indicating a very high level.

The item with the lowest mean is "collaborate with support staff and specialists to address behavioral needs," with a mean of 4.28, which is interpreted as a high level. This relatively lower rating may be due to limited access to support staff or specialists or a lack of awareness about the benefits of such collaboration. Collaboration with support staff and specialists is crucial in addressing complex behavioral issues, providing a more holistic approach to student support. The lower mean highlights a potential gap in resources or training that needs to be addressed. Strengthening collaboration can enhance the effectiveness of behavioral interventions and support for students. Schools may need to provide more opportunities for teachers to engage with support staff. Regular team meetings and collaborative planning sessions can improve this area. Addressing this gap can lead to better outcomes for students with behavioral challenges.

A supporting related study by Aikaterini and Drigas (2022) found that collaborative efforts between teachers and support staff significantly improve student behavior and academic outcomes. Their research suggests that schools should facilitate and encourage teamwork among educators and specialists. Enhancing collaboration can lead to more comprehensive support systems for students with behavioral challenges, improving overall classroom dynamics and student success. Implementing a team-based approach can benefit both teachers and students. The study emphasizes the importance of interdisciplinary collaboration in education.

Level of Learner's Academic Performance for the First and Second Quarters of School Year 2023-2024

Table 7
Level of Learner's Academic Performance for the First and Second Quarters of School Year 2023-2024

Variable	N	Mean	Interpretation
Learner's Academic Performance	98	90.90	Outstanding

Table 7 indicates that the average academic performance of learners is 90.90, which is interpreted as outstanding. This high level of performance suggests that the resolution strategies utilized by teachers, as described in the previous tables, may significantly contribute to students' academic success.

When comparing this data with the resolution strategies tables, it is evident that the high levels of assertive, business academic, and behavioral approaches likely foster a conducive learning environment. For instance, the very high levels of assertive strategies, such as clear communication of expectations and empowering students to take responsibility, create a structured and supportive classroom atmosphere. Similarly, business academic strategies, like setting clear academic goals and emphasizing professionalism, provide a focused and goal-oriented learning environment. The behavioral approaches, including consistent implementation of behavior management plans and teaching self-regulation skills, further enhance students' ability to perform academically.

Supporting this analysis, a study by Johnson and Wallace (2017) found that effective classroom management and clear instructional strategies significantly boost students' academic performance. Their research highlights that when teachers employ well-defined resolution strategies, students are more likely to achieve higher academic outcomes. This aligns with the findings from the tables, suggesting that the high levels of resolution strategies used by teachers in the current study contribute to the outstanding academic performance of learners.

Comparative Analysis in the Level Learner's Behavioral Problems According to Personal, Social, Emotional When Grouped According to Age, Civil Status, and Plantilla Position

Table 8

Difference in the Level Learner's Behavioral Problems According to Personal When Grouped According to Age, Civil Status, and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	44.28	932.500	0.057		Not Significant
	Older	47	55.16				
Civil Status	Single	50	45.38	994.00	0.141	0.05	Not Significant
	Married	48	53.79				
Plantilla Position	Lower	28	53.05	880.50	0.431		Not Significant
	Higher	70	48.08				

Table 8 presents the difference in learners' behavioral problems according to personal aspects when grouped by age, civil status, and plantilla position of their teachers. The Mann-Whitney U test, with an alpha level of 0.05, is used to determine if there is a significant difference. Hypothesis was rejected if the *p*-value is less than 0.05.

The results show that the *p*-values for age (0.057), civil status (0.141), and plantilla position (0.431) are all greater than 0.05. Therefore, the null hypothesis is accepted, which states that there is no significant difference in the level of learners' behavioral problems based on personal aspects. The ranks indicate that older teachers (Mean Rank = 55.16) and married teachers (Mean Rank = 53.79) have slightly higher mean ranks compared to younger (Mean Rank = 44.28) and single teachers (Mean Rank = 45.38), respectively, but these differences are not statistically significant. This suggests that teachers' age, civil status, and plantilla position do not significantly impact learners' personal behavioral problems. The lack of significant differences implies that other factors, such as classroom management techniques, teaching experience, or individual student differences, might play a more critical role in influencing learners' personal behavioral issues.

A supporting study by Johnson and Roberts (2017) found no significant difference in learners' behavioral problems based on personal aspects when grouped by the age and civil status of teachers, aligning with these findings. This suggests that factors other than age and civil status might play a more critical role in influencing learners' personal behavioral problems (Johnson & Roberts 2017).

Table 9

Difference in the Level Learner's Behavioral Problems According to Social When Grouped According to Age, Civil Status, and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	48.14	1129.000	0.619		Not Significant
	Older	47	50.98				
Civil Status	Single	50	51.73	1088.50	0.425	0.05	Not Significant
	Married	48	47.18				
Plantilla Position	Lower	28	51.43	926.00	0.669		Not Significant
	Higher	70	48.73				

This table examines the difference in learners' behavioral problems according to social aspects when grouped by age, civil status, and plantilla position of their teachers. The Mann-Whitney U test is used with an alpha level of 0.05. The hypotheses are tested, and the null hypothesis is rejected if the *p*-value is less than 0.05.

The *p*-values for age (0.619), civil status (0.425), and plantilla position (0.669) are all greater than 0.05. Thus, the null hypothesis is accepted, indicating no significant difference in the level of learners' social behavioral problems based on these groupings. The mean ranks show slight variations, with older teachers (Mean Rank = 50.98) and single teachers (Mean Rank = 51.73) having slightly higher ranks, but these differences are not statistically significant. This indicates that teachers' age, civil status, and plantilla position do not substantially impact learners' social behavioral problems. This implies that social behavioral issues among learners may be influenced more by peer interactions, family background, or school environment rather than the demographic characteristics of their teachers.

A study by Smith and Lee (2018) similarly found no significant difference in learners' social behavioral problems when considering teachers' age and civil status. This supports the idea that other factors might influence learners' social behaviors more.

Table 10

Difference in the Level of Learner's Behavioral Problems According to Emotional When Grouped According to Age, Civil Status and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	46.25	1033.00	0.234		Not Significant
	Older	47	53.02				
Civil Status	Single	50	45.14	982.00	0.117	0.05	Not Significant
	Married	48	54.04				
Plantilla Position	Lower	28	53.52	867.00	0.371		Not Significant
	Higher	70	47.89				

This table presents the difference in learners' behavioral problems according to emotional aspects when grouped by age, civil status, and plantilla position of their teachers. The Mann-Whitney U test with an alpha level of 0.05 is used. Hypotheses are accepted or rejected based on whether the *p*-value is less than 0.05.

The *p*-values for age (0.234), civil status (0.117), and plantilla position (0.371) are all greater than 0.05. Therefore, the null hypothesis is accepted, showing no significant difference in the level of learners' emotional and behavioral problems based on these categories. The mean ranks indicate older teachers (Mean Rank = 53.02) and married teachers (Mean Rank = 54.04) have higher ranks, but these differences are not statistically significant. This suggests that teachers' age, civil status, and plantilla position do not significantly influence learners' emotional behavioral problems. The lack of significant differences suggests that learners' emotional issues might be more deeply rooted in personal experiences, family dynamics, or mental health factors rather than the demographic characteristics of their teachers.

A study by Williams and Davis (2019) supports these findings, as it also reported no significant differences in learners' emotional, behavioral problems when grouped by teachers' age and civil status. This suggests that other factors might significantly affect learners' emotional behaviors.

Comparative Analysis in the Level of Teacher's Resolution Strategies According to Assertive Approach, Business Academic Approach, Behavioral Approach When Grouped According to Age, Civil Status, and Plantilla Position

Table 11

Difference in in the Level of Teacher's Resolution Strategies According to Assertive Approach When Grouped According to Age, Civil Status, and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	53.69	985.00	0.124		Not Significant
	Older	47	44.96				
Civil Status	Single	50	44.50	950.00	0.072	0.050	Not Significant
	Married	48	54.71				
Plantilla Position	Lower	28	43.63	815.50	0.190		Not Significant
	Higher	70	51.85				

Table 11 presents the differences in the level of teachers' assertive resolution strategies when grouped by age, civil status, and plantilla position. The results from the Mann-Whitney U test indicated no significant differences in the level of teachers' assertive resolution strategies when grouped by age ($p = 0.124$), civil status ($p = 0.072$), and plantilla position ($p = 0.190$). Since all p -values exceed the alpha level of 0.05, the null hypothesis is not rejected. This suggests that teachers across different ages, marital statuses, and professional positions uniformly practice the assertive approach to resolution strategies.

These findings imply that the implementation of assertive resolution strategies is consistent among teachers regardless of their demographic or professional backgrounds. This uniformity can be beneficial in maintaining a standard approach to conflict resolution and classroom management across the school. The implications are that teacher training programs might effectively ensure that all teachers adopt similar assertive strategies, which could lead to more predictable and stable classroom environments.

Supporting these findings, a study by Williams and Taylor (2017) found no significant differences in the use of assertive resolution strategies among teachers of varying ages and professional positions. Their research emphasized the importance of standardized training programs in fostering consistent classroom management practices, aligning with the results from Table 31.

Table 12

Difference in in the Level of Teacher's Resolution Strategies According to Business Academic Approach When Grouped According to Age, Civil Status, and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	47.10	1076.00	0.376		Not Significant
	Older	47	52.11				
Civil Status	Single	50	43.27	888.50	0.024	0.05	Significant
	Married	48	55.99				
Plantilla Position	Lower	28	45.79	876.00	0.406		Not Significant
	Higher	70	50.99				

Table 12 presents the differences in the level of teachers' business academic resolution strategies when grouped by age, civil status, and plantilla position. The Mann-Whitney U test results show no significant differences in the level of teachers' business academic resolution strategies when grouped by age ($p = 0.376$) and plantilla position ($p = 0.406$). However, there is a significant difference when grouped by civil status ($p = 0.024$), with married teachers scoring higher. The p -value for civil status is below the 0.05 alpha level, leading to the rejection of the null hypothesis for this variable. This indicates that marital status significantly influences the use of business academic strategies.

The significant difference in civil status suggests that married teachers might be more inclined or better equipped to implement business academic approaches, possibly due to more stable or supportive personal circumstances. This could imply that personal life stability contributes positively to professional practices. The lack of significant differences by age and plantilla position implies that these strategies are uniformly applied regardless of these factors.

A related study by Johnson and Smith (2018) found that married teachers often reported higher levels of professional efficacy and better implementation of structured academic strategies. Their research suggests that personal stability and support systems at home contribute to better professional practices, supporting the findings from Table 32.

Table 13

Difference in in the Level of Teacher's Resolution Strategies According to Behavioral Approach When Grouped According to Age, Civil Status, and Plantilla Position

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	51	48.65	1155.00	0.755	0.050	Not Significant
	Older	47	50.43				
Civil Status	Single	50	44.79	964.50	0.091	0.050	Not Significant
	Married	48	54.41				
Plantilla Position	Lower	28	48.50	952.00	0.824	0.050	Not Significant
	Higher	70	49.90				

Table 13 presents the differences in the level of teachers' behavioral resolution strategies when grouped by age, civil status, and plantilla position. The analysis using the Mann-Whitney U test shows no significant differences in the level of teachers' behavioral resolution strategies when grouped by age ($p = 0.755$), civil status ($p = 0.091$), and plantilla position ($p = 0.824$). All p -values are above the alpha level of 0.05, leading to the non-rejection of the null hypothesis. This indicates that teachers across different demographic and professional categories consistently practice behavioral resolution strategies.

The uniform application of behavioral strategies across various groups suggests that these practices are well-established and emphasized equally in training and professional development programs. This consistency can help in maintaining a stable and predictable learning environment for students. The implications are that behavioral strategies are viewed as essential components of classroom management and are effectively adopted by all teachers.

A supporting study by Thompson and Lee (2019) found no significant differences in the use of behavioral management strategies among teachers of different ages and professional backgrounds. Their research highlighted the importance of comprehensive training in behavioral management, which ensures uniformity in classroom practices, aligning with the findings in this study.

Relational Analysis Between the Level of Learner's Behavioral Problems and Level of Learner's Academic Performance

Table 14

Relationship Between the Level of Learner's Behavioral Problems and Level of Learner's Academic Performance

Correlates	N	r	p-value	Level of Sig	Interpretation
Level of Learner's Behavioral Problems	98	-0.076	0.459	0.05	Not Significant

Level of Learner's Academic
Performance 98

Table 14 presents the relationship between the level of learners' behavioral problems and their academic performance. The Pearson correlation coefficient (r) is -0.076 , with a p -value of 0.459 . Since the p -value exceeds the alpha level of 0.05 , the null hypothesis cannot be rejected, indicating that there is no significant relationship between the level of learners' behavioral problems and their academic performance. This implies that the extent of behavioral issues does not significantly affect the academic outcomes of the learners in this study.

The finding of a non-significant negative correlation suggests that while behavioral problems might intuitively seem to affect academic performance, other factors might play a more crucial role in determining academic success. These factors could include instructional quality, home environment, and individual learner attributes such as motivation and learning strategies. The implication for educators and policymakers is that interventions focusing solely on reducing behavioral problems might not be sufficient to improve academic performance. A more holistic approach that also addresses academic support and learning environments might be necessary.

A supporting study by Martin and Dowson (2018) found similar results, showing that behavioral problems did not significantly correlate with academic performance in a diverse student population. Their research emphasized the complexity of academic achievement, suggesting that it is influenced by a multitude of factors and that behavioral issues alone do not determine academic success.

Relational Analysis Between the Level of Teacher's Resolution Strategies and Level of Learner's Academic Performance

Table 15

Relationship Between the Level of Teacher's Resolution Strategies and Level of Learner's Academic Performance

Correlates	N	r	p -value	Level of Sig	Interpretation
Level of Teacher's Resolution Strategies	98	0.675	0.000	0.05	Significant
Level of Learner's Academic Performance	98				

The results of the analysis, as shown in Table 15, indicate a significant positive correlation between the level of teachers' resolution strategies and the level of learners' academic performance ($r = 0.675$, $p < 0.05$). This suggests that higher levels of resolution strategies employed by teachers are associated with higher levels of academic performance among learners. The correlation coefficient of 0.675 denotes a strong relationship, indicating that as teachers become more adept at resolving conflicts or challenges within the classroom, there is a corresponding increase in student academic performance.

These findings imply that teachers' ability to effectively manage and resolve conflicts plays a critical role in creating a conducive learning environment. When teachers address issues promptly and effectively, it likely reduces classroom disruptions, enhances student focus, and fosters a positive learning atmosphere, all of which contribute to improved academic outcomes. Furthermore, this relationship highlights the importance of equipping teachers with the necessary skills and strategies to handle various classroom challenges, as it directly influences their students' academic success.

In terms of practical implications, educational institutions and policymakers should consider incorporating conflict resolution training as part of professional development programs for teachers. By strengthening teachers' resolution strategies, schools can boost learners' academic performance, contributing to overall educational improvement. Additionally, ongoing support and resources for teachers in this area can sustain and enhance the positive impact on student outcomes.

These findings conform to a study by Shanka (2017), which examined the relationship between teachers' communication skills, including conflict resolution strategies, and student performance. The results revealed a significant positive correlation between teachers' ability to manage conflicts effectively and students' academic achievement. Specifically, the study found that teachers who demonstrated strong interpersonal communication skills, including the use of conflict resolution techniques, were more likely to create a positive classroom environment. This environment, in turn, helped reduce student anxiety, improve focus, and promote better academic outcomes. The authors concluded that teachers' communication and resolution skills are essential for creating a conducive learning environment, which positively affects student performance. This supports the findings that effective conflict

resolution by teachers leads to better academic performance, highlighting the critical role of teachers' resolution strategies in fostering a positive and productive learning atmosphere.

Conclusions

The study found that most respondents are young, single teachers in higher Plantilla positions, with learners exhibiting moderate behavioral problems across personal, social, and emotional domains. Behavioral issues were slightly more pronounced among students of older, married teachers and those in lower Plantilla positions. Despite this, teachers consistently employed very high levels of resolution strategies across assertive, business academic, and behavioral approaches regardless of demographic factors, with married teachers showing slightly higher effectiveness in business academic strategies. Learners demonstrated outstanding academic performance, which was significantly related to teachers' resolution strategies but not to the level of behavioral problems. These results suggest that effective classroom management and teacher strategies play a crucial role in academic success, overshadowing the influence of moderate behavioral issues. The study recommends implementing structured behavior management systems such as "Stop and Think" corners, daily mindfulness practices, stress management toolkits, "I-Statement" sharing circles, classroom routine rehearsals, and bi-weekly behavioral support meetings to better address learners' impulsiveness and enhance overall behavior and learning outcomes.

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