Experiences of Teachers Along with Learners' Behavior: Basis in Intensifying Best Practices

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Abstract— Classroom discipline is considered an essential component of any successful learning. The learning environment becomes safe and conducive to effective teaching and learning if favorable behavior prevails in the classroom and school setting. This study ventured into the experiences of teachers in dealing with learners' behavior, the difficulties they encountered, and the strategies they employed in treating those behaviors. Best practices of teachers in sustaining favorable learners' behavior and reproaching misdemeanors were further identified to come up a learning and development activities to intensify those best practices along with behavior management.

Keywords— Positive discipline, Behavior management, Learners' behavior, Best practices, Behavior modification, Preventive approach

I. INTRODUCTION

Beyond country boundaries, cultural and religious differences, and social and political contexts, education has been seen as one of the most effective tools to transform people's lives. It shapes personalities, establishes sound physical and mental standards, and allows people to develop holistically for the betterment of their lives and their future (Naparan and Alinsug, 2021).

Generally, education has three forms - formal, informal, and non-formal education. Formal education is the type in which fundamental skills and knowledge are formally taught inside a classroom. Among the three, it has a more systematic approach to learning, including experienced professors or teachers and adhering to a set curriculum. Conversely, informal education is done outside an academic institution where individuals acquire skills and knowledge from home, peers, and other stakeholders that surround them, interact with them, and share with them some experiences where learning can be derived. Lastly, non-formal education is systematically implemented with a flexible timetable and curriculum and is not necessarily done within a school system (World Vision, 2023). Every individual's education involves these three forms, wherein it informally starts from home where parents teach their children basic skills, and continues formally inside a classroom from preschool, elementary to higher education.

Formal education helps learners, especially young minds, to learn and develop skills in terms of their physical, social, emotional, spiritual, and intellectual aspects. With proper utilization of appropriate classroom management, students may foster a positive learning environment, engage with one another, and expand their knowledge in different aptitudes necessary as they grow into adults.

By definition, classroom management is an act of creating an environment where students can learn productively in an orderly manner, which elicits changes in their behaviors and helps them perform their responsibilities more effectively (Woolfolk and Weinstein, 2006, as cited in Berger et al., 2018). Several researchers described it as the most crucial part of efficient instruction and communication, as it encompasses strategies that deal with mischief and other concerns involving students in a class (Balcanao et al., 2020). Classroom management not only affects the academic performance of learners, but it can also highly influence the social behavior and development of each student as an individual (Candelaria, 2022). With this, it is the role of the teachers to promote and employ effective management strategies, which build healthy relationships with their students and deal with any behavioral challenges there may be (Balcanao-Buco et al., 2020).

Teachers play a vital role in society that shapes people's lives and builds a better future for the nation as a whole. Teachers are leaders who mold the confidence of the individual, help develop knowledge and skills through mentoring, and are proactive agents who assist young minds to become worthy members of their communities (Campbell, 2001, cited in Candelaria, 2022). This is why teachers' competency to teach, and skills to manage

behavioral patterns are significant, as what and how they impart knowledge to their students last not only during their time with them - but into adulthood, influencing how students interact with their future peers (Chetty et al., 2014; Opper, 2019).

A classroom with a healthy teacher-student relationship benefits the teacher and most especially the learners as it helps not just the development in terms of the learners' academic performance, but also their social and emotional behaviors (Thijssen et al., 2022). According to Darling-Hammond (2006, cited in Candelaria, 2022), motivated and participative children have experienced positive relationships with their teachers, hence, students master skills taught in the class more effectively. In contrast, pupils show misconduct because their social needs are not met. Additional negative interactions such as yelling and humiliation from their peers or teachers may result in emotional stress, which in turn, can cause behavioral challenges and distractions (Thijssen et al., 2022). Thus, a teacher's ability to detect visual cues from their students is crucial to identifying appropriate actions and strategies that will manage classroom behaviors and encourage students to engage in class discussions (Goldberg et al., 2019).

Once a teacher identifies the different needs of the students, he/she can utilize various teaching strategies suitable for active learning and a conducive classroom environment. Several techniques are commonly used by teachers for the learning process. Some of them include an inquiry-based approach to teaching, academic interactions between students and teachers during discussions, elicitation of responses from students, and integration of technology for learning (Balcanao-Buco et al., 2020). Others involve collaboration with parents, wherein teachers regularly contact students' parents, prepare parent workshops, or send easily available learning resources for the learners to learn and understand (Gubbins and Otero, 2020).

Educators, nowadays, are aware that negative managerial strategies are counterproductive and only tend to cause disobedience, anger, and other disruptive behaviors. Because of this, teachers alternatively use consequences, rather than punishments, that are connected to misbehavior and are agreed upon by both parties inside the classroom (Ching, 2012). This informed agreement promotes a learning environment where students can freely express their ideas and skills without feeling unsafe from their peers or even their

teachers (Berger et al., 2018). However, upon considering such classroom management strategies, teachers must not lower their academic activities and measures to make the students agree to behave. In reality, some teachers often choose to use seat works and other self-learned activities because students are easily controlled by these (Jones and Jones, 2002, as cited in Candelaria, 2022).

As the world evolves rapidly, the various needs of young kids also change affecting their behaviors to learn, understand, interact, and deal with situations of the status quo (Ahmed Alismail, 2023). This change also poses challenges for the teachers in making sure that learners stay motivated to learn inside their classrooms. With myriad ways to manage learners' behaviors, some teachers find it difficult to choose what appropriate methods to use that will not only affect learners' mental and emotional well-being, but also avoid further problems concerning familial beliefs, professional ethics, and local and governmental laws of the Philippines. Others also find no time to observe learners' different learning styles due to other activities necessary for an academic institution, while also creating lesson plans that will fit the established learning curriculum (Hegwood, 2023).

Hence, this study aims to address the emerging problem of identifying classroom managerial strategies that will help teachers handle learners' behavior toward qualitative educational standing. Through gathering the experiences of teachers in managing students' behavior, a solid basis can be developed to intensify the best practices for learning inside a classroom. With this, teachers can have great confidence in imparting their knowledge through different teaching styles, while also not worrying about the challenges that may arise before, during, and after the process. Consequently, this will benefit the learners' ability to learn, maximizing their great imaginations, ideas, and skills.

II. OBJECTIVES

This study aimed to gather information on the experiences of teachers in managing students' behavior to construct a solid basis for intensifying best practices for learning inside a classroom.

Specifically, it identified the different experiences of the teachers in dealing with learners' behavior; the different strategies/approaches employed in dealing with learners' behavior; the best practices of teachers in

dealing with learners' behavior; difficulties do teachers meet in dealing with learners' behavior; and learning and development activity can be proposed to intensify teachers' best practices in dealing with learners' behavior

III. METHODOLOGY

This study employed a mixed-method research design, wherein both qualitative and quantitative research methods were used. The researcher considered it most appropriate since the research utilized qualitative data in assessing and describing the experiences of teachers in managing their students' behavior, while also using quantitative data (frequencies and rankings) to determine the best practices that can be employed for classroom management, as well as the common problems met by the teachers in implementing such practices.

The 11 teachers at Cumadcad Central School teaching grades 4 through 6 are the specific sources of the data. Nine teachers—three for each grade level and two for subjects. In addition, the location for the data collection process was selected by the researcher based on their accessibility for the study.

To gather the data needed, the researcher utilized an interview questionnaire focusing on the experiences of teachers in managing learners' behavior. With this tool, the researchers collected teachers' experiences in setting classroom norms, dealing with learners' behavior while engaging them in learning, and involving parents and other stakeholders in attending to learners' behavior.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed and interpreted by the researcher based from the objectives of the study. Textual analysis and tabular interpretation were also used.

Experiences of Teachers in Dealing with Learners' Behavior

Every teacher has their stories to share when one asks them about their experiences in teaching their learners. Given that each teacher is dealing with 35 and more learners in a setting one would imagine the challenge they face each time, not to mention those learners with special needs. Some would say that teaching can be rewarding, others would also say that it is energy draining. Some would identify learners as those who are like their own while some say that they treat children as

friends. Some would also say that they perform different roles like being a counselor, a nurse and many more aside from being a mere teacher. In those cases, one can assume that a teacher's experiences everyday vary. Same goes with how they manage their class, it depends on how the learners are behaving.

With this study, the researcher identified 11 teacher participants who are interviewed and were given tool to gather the data needed. They were asked about different behavior of learners they dealt, the strategies they used that were effective and not and what they consider as their best practice in dealing with their learners behavior.

Their experiences were varied and served as a learning avenue for every school stakeholder to fully comprehend the realm of learners 'behavior. Further, these teachers' experiences paved the way for the realization of how significant part of teachers and other school stakeholders in the nurturance of learners' behavior.

During focused group discussion, teachers were asked what were their most satisfying experience so far. Their responses were:

- Teacher 1 - sa laog kan klasrum an may learning sinda. (In the classroom, there is learning)
- Teacher 2 - Magayon sa pamati pag selensyohon nagdadangog na maray an eskwela. Pagnakafocus sila, pagnagpaparticipate sila during discussion (It feels good when the class is quiet and attentively listening. When they are focused and are participating during discussion)
- Teacher 3 – Pag may nagkuquestionn, siyempre kay nachachallenge man an teacher. Like sa Dinapa may ano ako sadto..may transfery ako..Grade 6. Amo talaga machachallenge ka talaga sa aki kasi every day may question siya, maski ang pronunciation mo, naquestion niya. Kaya dapat, a day before ka maglaog sa school talagang naka, kun an lesson mo is ano..maano ka talaga maresearch ka san pronunciation kay icocorrect ka talaga niya. (When someone is asking question, yes, because the teacher is also challenged. Like when I was at Dinapa, i had a transferee pupil, grade 6. Yes, you will be challenged since he always asked questions, even with your pronunciation, the child would ask. That's why, a day before you enter the class, you should have studied your lesson.)

- Teacher 4 – ang pinakamagandang experience sa classroom discipline ay pag nagdidisciplining ka, mananahimik din sila at after ng pagdisiplina mo, paglabas mo magoodbye teacher man giraray sinda. Maski sige mo an pandagit kaan, a buot ninda yaon man giraray sa imo. Atleast narealize ninda na sala sinda. (The most beautiful experience along classroom discipline is while you are disciplining the class, they are silent, then after you discipline them, when you leave, they'll still say goodbye teacher. Even if you had scolded them, their attachment towards you is still there. Atleast they realized their mistake.)

Referring to the experiences of teachers in the classroom the participants agreed that having learners who are active in the class and are participating during discussion are some of the most satisfying experiences they encountered so far. Teacher 4 also made mention that it makes them feel good when learners are able to understand why they were disciplined and when they are able to realize their mistakes.

When asked about the exhausting experience they encountered along disciplining their learners, these were their responses.

Teacher 4 – Ang paulit-ulit. Everyday iyo an tigataram mo. Garo dae nagasink-in sa utak ninda an tigataram mo. Pagtinawan mo sindang activity pagkaaga kaiyan o, saka lang yan magaparagiribo. (The repetition part.Every day, what you say is always the same. It seems like what you keep telling them is not sinking in to them. If you give them an activity (assignment), they will do it the next day after reminding them.

Teacher 3 - Su mga pasaway, may mga eskwela baga na dae mo man talaga maano. May time sadto na gusto ko na magretire, at the age of 50 ko gayod 55 kasi ano ang mga aki. May walo ako jan na aki na sus worst, pag sinabi na worst! Talaga. (The stubborn ones, there were learners who you cannot... There was a time when I would want to retire, at the age of 50 or like 55 because of those kids. I have eight learners who were worst, when you say worst, as in.)

Teacher 2 – Sa section 3 (grade 4) an grabe. Sa section 1 wara ka problema…. Mostly man sana, an mga namason su mga may ngaya mga parents ngayang separate…an mga grupo baga san may family problem. (Those in section three were extreme. With section 1,

there is no problem. Mostly, the misbehaving learners in section 1 were those whose parents have separated.)

Teacher 3 - Basta't nasa last section kaya, yaon na jan an mga ano...more on ano na an mga eskwela didi, iba naman an mga ugali, mga pasawayun na... (Learners who were part of section 3 (last) were likely to have different attitude, they misbehave a lot.)

Teacher 5 - Igwa ako.su garo may hilang sya si...si Tokmol.."sundangon ta ngaya ika mam"..kumbaga kaya lang iba ang ano nya pag-iisip nya..hindi sya su gari normal talaga na arog kaan na pagdinaragitan mo taud taod wara na.sya iba. (I have..it seems that he has a special need...He is 'Tokmol'.. "I will strike you with my long knife, Mam".. so to speak, he has a different way of thinking, as if he is not like other normal learners, that when you scold them in a bit, feelings will be stabilize, with him it's different.

The responses provided by the participants regarding the exhausting experiences they had regarding learners behavior is focused on the negative behavior of the learners. They also responded that usually learners with negative behavior are those who came from an environment where parents are separated and family with unhealthy relationships. Other responses that caused struggles to the teachers based on their experience were the learners lack of focus to instructions or routines and symptoms to having special needs of the learners. These experiences caused energy drain up to the point that a teachers felt like having her retirement sooner.

In general, teachers experiences were evidence of the positive and negative experiences they encountered in the classroom along with their learners behavior. These experiences aid them in deciding what strategies to use in managing the class. To note, teahers use different strategies based on different situations.

These responses from the research participants supports the theory of Human Ecology Theory that was developed by Urie Bronfenbrenner (1994). Teachers always consider the family background of the learners and the environment to where they live to understand their behavior. In this way they are able to give the right support to according to the learners needs.

On Setting School and Classroom Norms

Setting rules in the classroom is important. It needs to be followed within the school year to eliminate negative experiences for both teachers and learners. On the other hand, when these rules are observed, both learners and teachers also benefit positively. At Cumadcad Central School, teachers' experiences in setting classroom norms differ from one another at one point and similar at another point.

During the start of classes, teachers and learners who do not have much idea of each other's personality are uncertain of what to expect from each other. Being together to learn for one school year can be chaos if they do not agree on what should and should not be done as learners in the classroom.

With that, these teacher participants were asked how they managed the beginning of the school year. One of the participants shared:

"First, I get them involved in the formulation of expected classroom behavior by asking them what they thought were important rules to follow. I also had them brainstorm ideas for how we could make the classroom a more positive and productive learning environment. I also establish clear expectations and consequences for behavior at the beginning of the year..."

Another response from a research participant stated:

Iniintindi ang pagkakaiba-iba ng bawat estudyante, iniisip at sinasabi sa kanila ang mga dapat at hindi dapat gawin sa loob at labas ng silid-aralan. (Understand student's diversity, plan/tell the learners about the do's and dont's outside and inside the classroom.

This fore-cited view of the teacher and her actions are reflective of having a desire to create a positive classroom and school ambiance. Further, her recognition of the points of view of the learners in crafting guidelines along school proper deportment reflects her respect for learners.

Meanwhile, the following shared thought of another research participant vouched how essential the role of the pupils is in classroom discipline.

Teacher 1 - "Alam ko na mainam na kunin ang pananaw ng mga bata sa pagbuo ng mga alituntunin sa loob ng klase. Dahil dito nararamdaman nila na kasama sila sa pagpapanatili ng disiplina ng klase."(Brainstorming

with pupils in coming up class norms has an advantage. They felt that they have responsibility in maintaining discipline in class.)

Teacher 2 – Gumagawa ako ng lista ng mga tuntunin sa loob ng silid-aralan at ipinakikita ko sa kanila upang mapagsang-ayunan namin ito. Ipinaliliwanag ko din sa kanila ang kahalagahan ng pagsunod ng mga tuntunin. Maliban dito pinagkakaisahan namin kung ano ang gagawin sa mga mag-aaral na hindi tutugon o susunod sa mga napagkasunduan. (I create a list of classroom norms and present them to the class. I also explain to them the importance of following the norms. We also agree on what to do with the learners who will not follow the norms.)

Soliciting notions from the pupils such as coming up with ideas for classroom rules and expectations provides hints that their presence is acknowledged and valued. The impact of their ideas on the classroom community paves the way in the promotion of positive discipline.

On Dealing with Learners' Behavior While Engaging Them in Learning

Learners at this stage are developing their socio-emotional domain and tends to be more sensitive. They are starting to gain friends, and likes being with them than being with their parents. At this point of every developing child, teachers are expected to be more observant on their learners behavior. They are friends who guides those learners in achieving their full potential.

With that, the research participants are asked how learners behave during different activities. One research participant shared that:

"They (learners) participate well in class discussion that build positive learning experience."

Another also said that:

"They (learners) were engaged, attentive and respectful."

Seeing the positive response of learners to their discipline approach teachers provide ways to sustains these.

"Being consistent, and by always praising them in their good behavior",was the response of one teacher.

"Build a positive classroom culture where learners felt safe, respected and challenged to learn was also mentioned.

The responses from those teacher participants show that providing positive environment for learners leads to positive behavior of learners. It encourages them to be engaged in the activities presented. It also foster their love to learn as they feel safe, loved and respected.

However, it is not all the time that learners are showing positive behavior. Some learners also display behaviors that really challenged the teacher. Just like what was shared by teacher 1, she said:

"Some misdemeanors that were observed on the learners are disruptive behavior, cheating and plagiarism.

Another scene was presented by Teacher 2 as he narrated that:

"Digdi, su tatao sana iyo sana su magibo.... Nagagroup activity man ako, kaya lang dae ka mag-expect na... masasaktan ka lang.(Here, only those who can will work on the task. I also give group activity, however, don't expect, you'll only be disappointed.)

To add another teacher also said that she encountered learners who:

"May nagpapasaway kasi bored sinda. An iba nagpapasaway bored sinda sa lesson. Mostly kasi they cannot read. So bibigyan mo na lang sinda sin ibang activity. Kun hilig ninda magibo sinda. Kun dai, wara talaga...Parehas man. Differentiated instruction man gihapon talaga. Kasi pag di mo binigyan ng trabaho man talaga...Pasaway talaga..Parang jurassic park an room mo." (Some learners misbehave because they are bored. Some are bored because of the lesson since most of them cannot read. That is why you have to provide them with other activities. If they are interested they will do the task, but if not, then they won't. It's just the same. Differentiated instruction should really be observed. Because if you just let them be, the classroom will be like a 'jurassic park').

This feedback of the research participant gives emphasis to the theory on different learning styles of learners. It is therefore important that teachers know their learners interest to be able to engage them to worthwhile learning.

Another more challenging experience is when learners who are bullying is fought back by the one bullied. Another teacher participant said:

Nagabehave sinda using technology. Kasi nabobore man sinda sa mga always mo na strategy. You need variety. (They behave using technology. Because they feel bored with the usual strategy. You need variety).

This finding is important as this research shows that learners wants variety of strategy in teaching to achieve positive classroom environment. Using one strategy all throughout the school year weakens learner's enthusiasm to learn and to participate.

On Involving Parents and Other Stakeholders in Attending to Learners' Behavior

"It takes a village to educate a child." This statement from Nikki Herta (2021) suggests that not only teachers are responsible for learners to learn but the community as a whole. Similarly, learners' behavior cannot be the responsibility of teachers alone but of parents and community as well. As learners step into the school, they already have behavior that is adopted from their family and the environment they are in.

Research participants in this study also involve parents in honing their learners in various ways. Most of these teacher participants conduct Homeroom PTA meeting at the beginning of the school year to agree especially in terms of disciplining their learners. Teacher 1 said:

"I directly communicate with them (parents) through letters and text messages," especially if the concerned is only one child.

Teacher 2 also said that she...

Pag may meeting ang parents tiga-explain mi kung nata, ta minsan baga ang mga aki pag naga-explain ka ki mga activities medyo istrikto ka. May mga parents na, ang mga aki syempre ibang isturya sa parents kay syempre mausip xa, ngaya si mam or kung sisay na teacher. Kaya jan nagkakaigwa sinda ki fear sa teacher kaya minsan habo na mag eskwela. Pigaexplain mi man sa parent na an pigigibo mi bako man an para samo, para an sa inda. As long as dae mi an pigbungag, pig ano, Ok yun. (When there is a meeting with parents we explain. Because at times when we give activities, we are strict. There are parents who, you know the learners will inform their parents about a teaccher. At times, they feel afraid of the

teaher that causes them not to come to school. We explain to the parents that what we are doing is not for us but for the learners. As long as we don't harrass them, things are fine).

One of the participants however said "I do not usually involve the parents especially if learners are handled-well with regards to discipline."

During special cases when parents were requested to present themselves in school for consultation, parents have different responses. Some parents respond positively. According to the participants:

"some parents have been supportive, engaged and provides feedback."

Another also said that:

"they participate for the betterment of their children's action.

While some parents responds positively, there are also others who are negative about it. A teacher participant said that:

"syempre nauuyam sa aki". (The parent gets mad at the child especially if the issue is on the learner who is misbehaving.)

Another notable response from a teacher participant is:

Un an may reason man ako, gusto ko sa last section kasi mostly jan hindi nag aapin an mga parent. Sa section 1, nag aapin an mga parent. Saro lang na kembot mo, na hiro mo, verbal abuse ngaya, ganyan. (I have my reason.

I want to handle last section class becasue most of the parents there do not telerate their children. With secion 1 class, one wrong move, they will accuse you of like 'verbal abuse'.)

These responses from the participants show that their tolerance in involving the parents also depends on their learners behavior. However, it is important that at the beginning of the school year there is an agreement as to how disciplining will take place in the classroom. Some parents are tolerant to different discipline approach used by teachers while others are not. With these teachers are careful on how they will deal with their learners' attitude.

Strategies Employed by the Teachers in Dealing with Learners' Behavior

Teachers play a very sensitive role in honing learners' behavior. In them is the great responsibility for setting a positive ambiance in the teaching and learning milieu by maintaining discipline. In school settings and classroom situations that promote discipline through the learners' conveyance of desirable behavior, the goal of the instructions is highly attainable.

Teachers have to adopt effective strategies in dealing with learners' behavior. Doing such assures that the atmosphere of respect, acceptance, and learning is achieved. Aware of this premise, the teacher participants in the research employed several strategies in dealing with the behavior of their learners. These strategies were the specific techniques that teachers accorded to the displayed overt and covert behaviors of learners.

These strategies are reflected in the following table.

Table 1.0. - Strategies Employed by the Teachers in Dealing with Learners' Behavior

Strategies	Frequency	Rank
Teachers' role modeling of desirable behavior	11	3.5
Being mindful of learners' needs (Psycho-Educational Strategy)	11	3.5
Approaching and dealing with learners with consistency and logical	11	3.5
Manifesting interest and attention to learners 'work, queries, and feedback	11	3.5
Reprimanding learners' misdemeanor with calmness and respect	11	3.5
Promoting wholesome learning atmosphere-teachers are approachable, friendly, considerate, and caring to learners	11	3.5
Fostering positive relationships with learners by knowing them better	10	8
Reducing environmental distractions such as limiting noise and organizing the classroom	10	8
Establishing rules and expectations	10	8
Encouraging learners to monitor their behavior	9	10.5

Rewarding learners for manifesting desirable behaviors	9	10.5
Seeking assistance from teachers /parents /school staff in case the learners become unmanageable	8	12

Based on Table 1.0, there are 12 common strategies employed by the teacher participants in dealing with learners' behavior. Of the 11 teacher participants, all of them employed modeling behavior as a strategy for these teachers to manage the learners' behavior. These teacher participants allow learners to observe their desirable behavior worthy to be emulated by the learners. Learners directly witness the favorable attitudes displayed by the teachers and a chance for these learners to learn how to commune with others positively and respectfully. These teachers tried their best to communicate with their learners in a well-modulated voice.

Being mindful of learners' needs was another strategy employed by the 11 teacher participants. These teachers oftentimes sustain physical proximity to learners to ensure that these learners focus on tasks. This strategy made also learners get back on task.

Table 2.0. Best Practices of Teachers in Dealing with Learners' Behavior

Best Practices	Frequency	Rank
Modeling appropriate behavior	11	2.5
Learners' involvement in classroom norms formulation	11	2.5
Provision of rewards and recognition	11	2.5
Creating positive relationships by showing love, care, and respect to learners	11	2.5
Redirecting the undesirable behavior of learners	10	5
Imposing appropriate consequences may lead learners to reflect on their behavior	9	6
Seeking involvement of parents/teachers/school staff in dealing with learners behavior	8	7

As observed all of them model the appropriate behavior when dealing with their learners' behavior. One example is by being quiet when a learner is talking. Modeling this kind of behavior inside the classroom helps the learners to be reminded that whenever someone is talking, their role is to listen. Another scenario where teachers model appropriate behavior, is the time in coming to school. Most of the teacher participants are punctual. With this, learners also come to school before the start of class.

Another way on how teachers deal with their learners is through involving them in formulating class norms. Teachers in this strategy give the learners the freedom to share the rules they want in the class. Later, the matter is decided by the group whether to implement or not. While this is happening the teachers role is to supervise and facilitate the activity. She then agrees if the formulated norms follow is beneficial to all. With this strategy learners become very conscious and responsible that they are following the norm they have set.

This is considered as one of the best practices of teachers because with this strategy, teachers become less stressed in disciplining misbehaving learners. Other learners are the ones who remind their other classmate when they notice the occurrence of misbehavior. Instead of the teachers shouting and scolding the learners, it becomes the assignment of the learners themselves to watch over and remind each other of the rules they have set.

Provision of rewards have been a very good strategy also to manage the learners behavior. Since they are too eager to receive rewards they really behave well especially during activity time. Rewards can be tangible and intangible. According to the teacher participants it is not at all times that they give token to learners. During the beginning of the school year, they provide tokens to winning team to boost their enthusiasm and to continue to participate. They also see this as encouragement to loosing team to focus and be alert during activity time.

Aside from tangible items as a reward they also give praise or words of affirmation to help boost the confidence of the learners and their desire to learn more. Teachers believe that learners should not get used to these reward as it could lead to them having wrong motives. Just that it really helps minimize misbehavior since learners become focused on the reward, that makes this one of the best practices to other teachers.

Creating positive relationships by showing love, care, and respect to learners is another best practice employed by the identified teacher participants. According to those teachers they walk an extra mile by being caring to the needs of the learners.

To quote what one teacher said:

"So siya lang ang kakaisturyahon mo, su siya lang talaga. Anong problema mo? Su aadvisan mo, tawan mong mga positive advise,…Ang sa intermediate iba na kasi, feelings emotion na ang nagapaandar didi. Kung paano mo siya icocomfort.

According to one teacher, she talks to the learner one-on-one manner. You ask the learner of his/her problem.

Then you will give an advise, positive advise to the learner. Being with intermediate is different, feelings and emotions of the learners are highly considered, how you will comfort them.

This proved the flexibility to work teachers are exerting to meet the needs of the learners. They believe that quality education is not all about providing academic knowledge to the learners. Teachers from Cumadcad Central School believe that when learners feel loved, cared and respected, learners become more motivated to go to school and positively participate to the learning process.

Problems Met by Teachers in Dealing with Learners' Behavior

Many things are considered in dealing with learners behavior. Thus, this problems hinder the smooth implementation of the planned ways in managing the class. This is inevitable given that the environment where learners are honed first vary.

In this study, the researcher, enumerated possible problems met by teacher in dealing with their learners. Teacher participants were asked to mark the struggles they encountered when it comes to disciplining their learners. Results were presented in table 3.0.

Table 3.0. Problems Met by Teachers in Dealing with Learners 'Behavior

Problems	Frequency	Rank
Teachers are hesitant to impose disciplinary measures (due to fear they violate the children's rights)	11	1
Some parents are not mindful and manifest passivity	10	2.5
Some learners deliberately manifest disruptive behavior (bullying)	10	2.5
Large class size	9	4.5
Presence of varied forms of distractions (technology, games …)	9	4.5
Learners' health issues	8	6.5
Limited training of teachers on proper ways of dealing with learners' behavior	8	6.5

All participants agreed that the common problems met by teachers are their hesitation in imposing disciplinary measure in fear of violating children's rights. Those teachers are not confident anymore of using management technique they used to deal with the situations before. Their hesitation led to just letting the learners do their thing (misbehaving) which sometimes stops the discussion.

Likewise, parents who are not mindful of their learners behavior in the school posts another challenge to teachers in dealing with their learners behavior. Instead of them [parents] being partners in dealing with the issue, they become another reason for the work to be more burdensome. Cooperation from parents involved are not met. There were times also when parents defend

their kid instead of helping the teacher manage the situation.

Similarly, disruptive behavior specifically bullying inside the classroom is very common especially with the grade level those teacher participants were handling. With that kind of behavior from the learners teachers are destructed from continuing with the topic discussed. In an interview one teacher said:

"Mahihiling mo na sana habang naglelesson ka may naghihibi na. 'Pag tighapot mo kun nata naghibi, an kaklase palan ano an piggibo sa iya. (While she was teaching she saw one pupil crying. When asked why, she answered that a classmate did something to her.)

This kind of behavior challenges teachers on how they manage their class despite unexpected situations. Given some of the common problem teachers experiencing in managing their learners behavior, they still continue providing education. They still continue to explore on ways on how to manage their learners is the best way they can without violating the rights of the children. At the same time, while they continue to provide quality education, they hope to be refreshed or be provided with strategies that could help them manage their learner's behavior well.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the teachers use a preventive approach as they are exposed to varied learner's behavior. The strategies employed by the teachers in dealing with learners' behavior include role modeling of desirable behavior, mindful of learners' needs, and dealing with learners with consistency, calmness, respect, and care, and the reduction of environmental distractions. The best practices in dealing with learners' behavior include modeling appropriate behavior, learners' involvement in norms formulation, provision of rewards and recognition, fostering positive relationships, and redirecting the undesirable behavior of learners. The common issues that confront teachers in dealing with learners' behavior comprise the fear on the part of the teachers of violating the child's rights, the presence of some passive parents, some learners deliberately manifesting disruptive behavior, large class size, the presence of distractions, and learners' health concerns.

Learning and development activities to intensify the best practices of teachers in dealing with learners' behavior are needed.

Finally, the researcher offers the following recommendations based on the findings and conclusions made: (1) Both the preventive and corrective measures be made known to them through trainings for them to have comprehensive ideas on dealing with learners' discipline. (2) Teachers be trained on the different approaches in employing positive discipline in the school and classroom. (3) Best practices in handling learners' behavior be shared among teachers during LAC sessions. (4) Cooperation among stakeholders be sustained for an effective implementation of whole school approach in dealing learners' behavior. (5) The proposed learning and development activity be actualized.

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