

# **CAPTURING THE ESSENTIALS IN CLASSROOM BEHAVIORAL REINFORCEMENT GUIDE**

Belen A. Mejoy, Joy P. Tinoma

Corresponding Author: belenmejoy@gmail.com

**Abstract:** This research assessed the classroom behavioral management practices of the teachers. The researchers used the descriptive research method to gather information about the respondents' demographic profile. The data obtained were analyzed using percentage weighted mean, significant relationship for the respondent's profile and teacher behavioral management practices. Based on the findings, teachers have established these behavior management to produce desirable behavior of the learners. Although there has been no considerable attention to the issue of classroom behavioral management practices, however, there has been relatively some important issues to learners' actions such as learner argue with classmates and short attention in focusing on task. This implies, that there is a need to strengthen the behavior management practices to promote responsible and respectful learners. The researchers highly recommend that a constant communication with the teacher and learners will be necessary to address learners behavior.

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**Keywords:** Behavior Management, Classroom Behavior, Reinforcement Guide

## **1. Introduction**

Classroom management practices capture the variety of strategies teachers use on a daily basis to build a positive classroom environment that is structured, engaging, and productive, and encourages student learning and growth. These practices include establishing expectations, monitoring student behavior, and anticipating and reacting to student needs (Pas et al., 2015). Despite evidence regarding the importance of classroom management more broadly (see Simonsen et al., 2008), concerns have surfaced regarding the degree to which classroom management techniques are responsive to the cultural backgrounds of students of color in the United States (Bal, 2018; Larson et al., 2018).

Although classroom management strategies differ from pedagogical techniques, classroom management and academic instruction are inherently linked. Effective instructional strategies facilitate classroom engagement and desirable student behavior; the need for reactive classroom management is reduced as instructional quality

increases (Shank & Santiago, 2022). In addition to preventing behavioral disturbances, effective classroom management include designing and executing lessons that will keep students of all backgrounds interested and involved (McManus, 2021).

Moreover, studies have shown that learners social and emotional maturity have just as big of an impact on their learning as their intelligence (Blasco-Magraner et al., 2021). Teachers have tools at their disposal to handle routine behavioral issues that arise in the classroom. However, many caregivers may struggle with behavior management as they transition to virtual or at-home schooling. This may be particularly challenging since the COVID-19 epidemic has caused emotional difficulties for many children, such as elevated worry and tension. The holiday season may be especially difficult for parents and caregivers of children with behavioral problems like ADHD (Bai et al., 2022).

Moreover, the current downturn is unique, and in most ways it is much more severe than any we have experienced in recent history. In the literature, different terms have been used to describe problematic behaviors of students. For instance, student misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing, and drinking on campus. When there are explicit rules and regulations in school and classroom, violation of these is apparently a “misbehavior or misconduct or discipline problem.” Nevertheless, a particular behavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting. For instance, daydreaming in class, not completing homework, talking in class, lesson disruption, bullying, and rudeness to the teacher are named as “problem behaviors”, “behavior problems,” or “disruptive behaviors” (Meinokat & Wagner, 2021).

Moreover, Zakaria, Reupert, & Sharma (2013) stated that, “Classroom management is an essential skill for teachers to acquire, for teachers’ own well-being and for students’ academic progress and wellbeing. Similarly, classroom behavior is one of the critical challenges that educators face today, as schools are far more convoluted than they were in previous years. More learners are coming to class with social problems than ever before and teachers face the test of coping with their actions as key movers (Soland et al., 2020). Disruptive actions are without a doubt one of the key difficulties for teachers and parents. Research consistently demonstrates that misbehavior among students disrupts classroom order and learning, adversely affecting academic achievement (Wang, 2015). In addition, a student survey conducted in Norway, it is evident that much time is used on other activities than learning. 30 percent of the student that answered this survey report that other students often or always disturb them in class.

Moreover, Issues of classroom discipline are of political and pedagogical significance because they include complex interactions among teacher factors, student variables, and school variables (Pane et al., 2009). Classroom discipline is constructed around the parceling of authority in a particular public space (2014). Some students lack respect for their instructors, and an increasing number of students present behavioral issues at school, making for a far more challenging classroom setting than in the past (Lumanug, 2015). There is a broad variety of activities that instructors refer to as classroom misconduct, including disregard for rules and procedures, walking about the room, talking out of turn, passive involvement in the classroom, disruption of classmates' work, and changing the furniture in the classroom (Briesch, Briesch, & Chafouleas, 2015).

In the Philippines, few would argue that the state of our education system has plenty of room for improvement. Constructing a strategy to steer educational institutions in the proper direction, however, is a more challenging endeavor. The

majority of the issues that teachers and administrators face in the classroom are behavioral, and this has a direct impact on the success of their efforts to help learners learn. Consequently, implementing intervention earlier will assist to reduce disruptive behavior and instruct students in appropriate methods of interacting with one another.

## 2. Purpose of the Study

The researchers believe that conducting this study in Buenavesta integrated school Bontok Southern Leyte would be a great initiative in this new normal in education to help the learners and the school. This research assessed the classroom behavioral management of the teachers. Moreover, it addressed the teacher's behavioral management in terms of reinforcement, time-outs, modeling, consequence, and punishment.

## 3. Research Methodology

This research used descriptive research method to gather the information about the level of behavior counsel practices of Elementary learners as perceived by the respondent's group in Buenavesta Integrated School in Bontol Southern Leyte School together with sets of questionnaires as data gathering instruments. The data gathered used processed and analyzed utilizing the appropriate statistical software with 0.05 level of significance. The results of the study served as basis for an intervention plan. The research started on the orientation of the respondents on current study.

## 4. Results and Discussions

Table 1. **Reinforcement**

| Indicators  | Teachers |    | Learners |    |
|---|----------|----|----------|----|
|   | Mean     | VD | Mean     | VD |
| The teacher compliments the learner on good behavior or performance.  | 4.30     | SA | 3.54     | A  |
| The teacher gives positive comments written on pupil's work.  | 4.18     | A  | 4.00     | A  |
| The teacher use of Non-verbal cuing (such as facial expressions, clapping the hands, showing smile, nodding the head) | 4.25     | SA | 4.12     | A  |
| The teacher provides awarding tokens for appropriate behavior   | 4.03     | A  | 4.06     | A  |
| The teacher gives additional points on learners with good behavior/performance.                                       | 4.08     | A  | 4.00     | A  |
| Grand Mean  | 4.17     | A  | 3.94     | A  |

Table 1 presents the data in terms respondent groups perception on reinforcement. Data shows that in terms of the teacher compliments the learner on good behavior or performance got the highest weighted mean of 4.30 which verbally described as strongly agree, while the statement refers to the teacher provides awarding tokens for appropriate behavior got the lowest weighted mean of 4.03 which verbally described as agree for the teacher respondents. Learners on the other hand, the statement refers to the teacher use of non-verbal cuing (such as facial expressions, clapping the hands,

showing smile, nodding the head) got the highest weighted mean of 4.12 which verbally described as agree, while the statement refers to the teacher compliments the learner on good behavior or performance got the lowest weighted mean of 3.54 which verbally described as agree. This indicates that teachers modify behavior by influencing its consequences.

Table 2. Timeouts

| Indicators  | Teachers |    | Learners |    |
|---|----------|----|----------|----|
|   | Mean     | VD | Mean     | VD |
| The teacher conducts private conversation with the learner and address the disruptive behavior immediately. | 3.88     | A  | 4.15     | A  |
| The teacher Allow learners to access the (Tv's, computer games, etc.)                                       | 3.80     | A  | 3.82     | A  |
| The teacher uses a 'step' system involving an escalation of actions if behavior does not change.            | 4.15     | A  | 3.64     | A  |
| The teacher let the learner write on the paper not to repeat the undesirable behavior.                      | 3.85     | A  | 3.80     | A  |
| The teacher does not allow the child to participate in an activity.   | 4.00     | A  | 4.10     | A  |
| Grand Mean  | 3.94     | A  | 3.90     | A  |

Table 9 presents the data in terms respondent groups perception on timeouts. Based on the data, the statement refers to the teacher use a 'step' system involving an escalation of actions if behavior does not change got the highest weighted mean of 4.15 which verbally described as agree, while the statement refers to the teacher Allow learners to access the (Tv's, computer games, etc.) got the lowest weighted mean of 3.80 which verbally described as agree for the teachers' respondents. Learners on the other hand, the statement refers to the teacher conduct private conversation with the learner and address the disruptive behavior immediately got the highest weighted mean of 4.15 which verbally described as agree, while the statement refers to the teacher use a 'step' system involving an escalation of actions if behavior does not change got the lowest weighted mean of 3.64 which verbally described as agree. This indicate that teacher's teacher involves an escalation of actions if behavior does not change.

Table 3. Modeling

| Indicators   | Teachers |    | Learners |    |
|--|----------|----|----------|----|
|  | Mean     | VD | Mean     | VD |
| The teacher uses polite language when talking to the learner and to the people around you.   | 3.80     | A  | 4.02     | A  |
| The teacher does not shout when the learners did something wrong instead give comfort.       | 3.93     | A  | 3.42     | A  |
| The teacher prays with learners during and after mealtime.                                   | 4.53     | SA | 4.12     | A  |
| The teacher does not compare achievements with another learner.                              | 3.80     | A  | 3.50     | A  |
| The teacher talks about the importance of cleanliness and engage them in school/home chores. | 4.28     | SA | 4.02     | A  |
| Grand Mean   | 4.07     | A  | 3.81     | A  |

Table 3 presents the data in terms respondent groups perception on modeling. Based on the data, the statement refers to the teacher pray with learners during and after mealtime got the highest weighted mean of 4.28 which verbally described as strongly agree, while the statement refers to the teacher use polite language when talking to the learner and to the people around you and the teacher do not compare got the lowest weighted mean of 3.80 which verbally described as agree for the teachers' respondents. Learners on the other hand, the statement refers to the teacher use polite language when talking to the learner and to the people around you and the teacher talks about the importance of cleanliness and engage them in school/home chores got the highest weighted mean of 4.02 which verbally described as agree, while the statement refers to the teacher do not shout when the learners did something wrong instead give comfort got the lowest weighted mean of 3.42 which verbally described as agree. This indicate that teachers model appropriate behavior to the learners.

Table 4. Consequences

| Indicators  | Teachers |    | Learners |    |
|---|----------|----|----------|----|
|   | Mean     | VD | Mean     | VD |
| The teacher requiring learners to do extra work at school/home.   | 4.15     | A  | 3.52     | A  |
| The teacher gives verbal warning to loss of rewards   | 4.13     | A  | 3.42     | A  |
| The teacher reprimands the learners on disruptive behavior.   | 4.40     | SA | 3.53     | A  |
| The teacher removes privileges (e.g., miss out on free time, watching movies, play with friends, etc.).     | 3.78     | A  | 3.50     | A  |
| The teacher initiates a conference involving the pupils, teachers, parents to discuss the learner behavior. | 4.13     | A  | 3.46     | A  |
| Grand Mean  | 4.12     | A  | 3.49     | A  |

Table 4 presents the data in terms respondent groups perception on consequences. Based on the data, the statement refers to the teacher reprimand the learners on disruptive behavior got the highest weighted mean of 4.40 which verbally described as strongly agree, while the statement refers to the teacher remove privileges (e.g. miss out on free time, watching movies, play with friends, etc.) got the lowest weighted mean of 3.78 which verbally described as agree for the teachers respondents. Learners on the other hand, the statement refers to the teacher reprimand the learners on disruptive behavior got the highest weighted mean of 3.53 which verbally described as agree, while the statement refers to the teacher gives verbal warning to loss of rewards got the lowest weighted mean of 3.42 which verbally described as agree. This indicate that teachers reprimand the learners on disruptive behavior.

Table 5. Punishment

| Indicators  | Teachers |    | Learners |    |
|---|----------|----|----------|----|
|   | Mean     | VD | Mean     | VD |
| The teacher issuing a strong verbal reprimand to the learners.              | 4.00     | A  | 3.62     | A  |
| The teacher put learners on classroom detention or report to the guardians. | 3.53     | A  | 3.50     | A  |

|   |      |   |      |   |
|---|------|---|------|---|
| The teacher forces him to do an unpleasant task when he misbehaves.                       | 3.50 | A | 3.53 | A |
| The teacher adds chores and responsibilities when he fails to follow the rules            | 3.78 | A | 3.28 | A |
| The teacher implements more rules and restrictions when a learner continues to misbehave. | 3.76 | A | 3.80 | A |
| Grand Mean  | 3.71 | A | 3.55 | A |

Table 5 presents the data in terms respondent groups perception on Punishment. Based on the data, the statement refers to the teacher issuing a strong verbal reprimand to the learners got the highest weighted mean of 4.00 which verbally described as agree, while the statement refers to the teacher force him to do an unpleasant task when he misbehaves got the lowest weighted mean of 3.50 which verbally described as agree for the teachers' respondents. Learners on the other hand, the statement refers to the teacher implement more rules and restrictions when a learner continues to misbehave got the highest weighted mean of 3.80 which verbally described as agree, while the statement refers to the teacher add chores and responsibilities when he fails to follow the rules got the lowest weighted mean of 3.28 which verbally described as agree. This indicate that teachers employ punishment to stop or reduce misbehavior for students.

Meanwhile in terms of the level of teacher's behavioral management practices, finding shows that in terms of behavioral management practices, findings show that reinforcement, timeouts, modeling, consequences and punishments were established by the teachers in the classroom. Moreover, reinforcement was rated as most used while consequences were the least among the behavioral management. In addition, it was reflected that most of the learners 59% obtained a rating of Superior. Further, sometimes learners unable to understand module instructions was rated as the most perceived issues and concerns for teachers, followed by learner argue with classmates, short attention in focusing on task and lastly not able to answer their given task at the given time.

## 5. Conclusion

This research assessed the classroom behavioral management practices of the teachers. Based on the findings, teachers have established these behavior management to produce desirable behavior of the learners. Although there has been no considerable attention to the issue of classroom behavioral management practices, however, there has been relatively some important issues to learners' actions such as learner argue with classmates and short attention in focusing on task. The finding suggest that appropriate actions need to implemented to avoid class disruptions

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