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INTERACTIVE MODELING TECHNIQUES TO REINFORCE CLASSROOM EXPECTATIONS IN MABUHAY DISTRICT: THEIR IMPACT ON LEARNERS' RESPONSIBLE BEHAVIOR

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ABSTRACT

This study examined the use of interactive modeling techniques in reinforcing classroom expectations in Mabuhay District and their impact on learners' responsible behavior. Specifically, it investigated five interactive modeling techniques: entering the classroom calmly, lining up and walking in the hallway, using materials respectfully, transitioning between activities, and asking for help. The study aimed to determine the extent to which teachers practiced these techniques, compare the assessments of school administrators and teachers, and establish whether significant differences existed between their responses.

The study employed the descriptive method of research, using a researcher-made questionnaire-checklist as the primary data-gathering instrument. The respondents consisted of 19 school administrators and 162 teachers from Mabuhay District, selected through purposive sampling. The gathered data were analyzed using weighted mean, ranking, and t-test to determine the extent of implementation and the significance of differences between the responses of the two groups.

The study focused on how consistent demonstration, guided practice, and constructive feedback could help learners understand and internalize classroom routines. These practices

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are intended to strengthen self-discipline, accountability, independence, respect for others, and responsible decision-making. By making behavioral expectations clear and allowing learners to practice appropriate conduct, teachers can establish an orderly and supportive classroom environment conducive to learning.

The study highlights the importance of integrating interactive modeling into classroom management practices to reinforce positive behavior and develop responsible learners. Its findings are intended to provide teachers and school administrators with practical guidance in establishing consistent classroom routines and strengthening learners' behavioral responsibility.

Keywords: *Interactive Modeling, Classroom Expectations, Responsible Behavior, Classroom Management, Self-Discipline, Learner Accountability, Mabuhay District*

INTRODUCTION

Classroom management remains an essential component of effective teaching and learning because it directly influences learners' behavior, engagement, and academic achievement. A well-managed classroom provides structure, consistency, and a sense of security that allows learners to concentrate on their educational activities. When classroom expectations are clearly communicated and consistently reinforced, learners are more likely to demonstrate responsible behavior, respect classroom procedures, and contribute to a harmonious learning environment.

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In contemporary education, responsible behavior is increasingly recognized as a skill that must be taught and developed rather than simply demanded from learners. Children need appropriate guidance, repeated demonstrations, and opportunities to practice expected behaviors before they can independently apply them in different classroom situations. Without explicit instruction, learners may experience difficulty understanding classroom rules and procedures, resulting in misbehavior, unnecessary disruptions, and reduced instructional time.

One effective strategy for teaching appropriate classroom behavior is interactive modeling. This approach involves teachers demonstrating expected behaviors, explaining their importance, providing opportunities for learners to practice, and offering constructive feedback. Through this process, learners develop a clearer understanding of classroom expectations and become more capable of applying appropriate behaviors in their daily activities.

Interactive modeling covers various classroom routines, including entering the classroom calmly, lining up and walking properly in hallways, using classroom materials respectfully, transitioning between activities, and asking for help appropriately. These routines establish a foundation for discipline, cooperation, responsibility, and independence. When teachers consistently demonstrate these behaviors, learners gradually develop positive habits that contribute to an orderly and productive classroom environment.

Entering the classroom calmly is an important routine because it establishes a positive atmosphere at the beginning of every lesson. Learners who enter quietly, prepare their

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materials, and focus on classroom activities develop self-regulation and readiness to learn. Similarly, lining up and walking appropriately in hallways promote safety, discipline, and respect for shared spaces within the school.

The responsible use of classroom materials is another essential aspect of behavioral development. Learners must understand how to handle books, learning tools, and other instructional resources properly. Through teacher demonstrations and guided practice, they develop accountability and appreciation for shared resources. These practices also help maintain an organized classroom environment.

Furthermore, transitioning smoothly between classroom activities enables learners to manage their time, follow instructions, and remain engaged throughout the lesson. Teachers can establish clear signals and demonstrate appropriate procedures to minimize confusion and unnecessary interruptions. Equally important is teaching learners how to ask for help respectfully and confidently. This develops communication skills, promotes independence, and strengthens positive teacher-learner relationships.

In Mabuhay District, teachers face the challenge of managing classrooms with diverse learner needs, abilities, and behavioral characteristics. Such conditions require practical and inclusive strategies that promote discipline without relying solely on correction and punishment. Interactive modeling provides an opportunity to address these challenges by making classroom expectations observable, understandable, and achievable.

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The need to strengthen classroom management practices is also emphasized by the district's National Achievement Test performance. The recorded Mean Percentage Scores were 53.00% in School Year 2022–2023, 55.00% in School Year 2023–2024, and 56.00% in School Year 2024–2025. Although these results show gradual improvement, they remain below the 75% benchmark cited in the original study. This situation highlights the continuing need to improve classroom conditions and maximize instructional time through responsible learner behavior.

Consequently, the researcher conducted this study to examine the extent to which interactive modeling techniques reinforce classroom expectations and develop learners' responsible behavior in Mabuhay District. Specifically, the investigation sought to determine how consistent demonstrations, guided practice, and constructive feedback could strengthen learners' self-discipline, accountability, independence, and respect for classroom procedures. Ultimately, the study aims to provide teachers and school administrators with evidence-based insights and practical recommendations for developing responsible learners and improving the overall teaching-learning environment.

MATERIALS AND METHODS

Research Design

The study utilized the descriptive method of research to examine the extent of teachers' implementation of interactive modeling techniques in reinforcing classroom

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expectations. This design was appropriate because it enabled the researcher to describe existing classroom practices, determine the perceptions of school administrators and teachers, and establish whether significant differences existed between their responses.

Research Locale

The study was conducted in Mabuhay District, Schools Division of Zamboanga Sibugay, Philippines. The investigation covered elementary schools in the district, focusing on classroom practices that promote discipline, self-regulation, and responsible learner behavior.

Research Respondents and Sampling Technique

The respondents identified in the scope of the study consisted of 19 school administrators and 162 teachers from Mabuhay District.

Purposive sampling was used to select the participants based on their involvement in school administration and classroom instruction.

Research Instrument

A researcher-made questionnaire-checklist served as the principal instrument for gathering data. It consisted of 25 statements divided into five indicators, with five statements for each variable:

1. Entering the Classroom Calmly
2. Lining Up and Walking in the Hallway

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3. Using Materials Respectfully
4. Transitioning Between Activities
5. Asking for Help

The questionnaire underwent validation and a dry run among school administrators and teachers from Guipos District. The suggestions provided by the evaluators were incorporated into the final research instrument.

Data Gathering Procedure

The researcher secured permission from the appropriate education authorities before conducting the study. The questionnaire was administered to school administrators through Google Forms, while teacher respondents received the questionnaire following their virtual Learning Action Cell sessions.

The respondents were oriented regarding the purpose of the investigation and were encouraged to provide honest answers. Confidentiality of their responses was also observed.

Statistical Treatment

The gathered data were analyzed using the following statistical tools:

- **Weighted Mean:** Used to determine the average assessment of school administrators and teachers regarding the implementation of interactive modeling techniques.

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- **Ranking:** Used to identify the relative importance and extent of implementation of the five indicators.
- **Independent-samples t-test:** Used in the original study to determine whether significant differences existed between the assessments of school administrators and teachers.

A four-point continuum was employed to interpret the responses:

Scale	Mean Range	Verbal Interpretation
4	3.26–4.00	Always Practiced
3	2.51–3.25	Often Practiced
2	1.76–2.50	Sometimes Practiced
1	1.00–1.75	Never Practiced

RESULTS AND DISCUSSIONS

Extent of Practicing Interactive Modeling Techniques

The findings revealed that interactive modeling techniques were consistently practiced by teachers in Mabuhay District. The overall average mean of 3.56 indicates that the five identified techniques were always practiced to reinforce classroom expectations.

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Table 1. Summary of Interactive Modeling Techniques

Interactive Modeling Techniques	Average Mean	Interpretation	Rank
Entering the Classroom Calmly	3.61	Always Practiced	1
Lining Up and Walking in the Hallway	3.56	Always Practiced	2
Using Materials Respectfully	3.55	Always Practiced	3
Asking for Help	3.55	Always Practiced	4
Transitioning Between Activities	3.53	Always Practiced	5
General Average	**3.56**	**Always Practiced**	

Source: Researcher's survey findings.

The results indicate that teachers consistently employed the five interactive modeling techniques to reinforce appropriate classroom behavior. Although differences were observed in their rankings, all indicators obtained mean scores within the range of always practiced.

Entering the Classroom Calmly. This indicator ranked first with an average mean of 3.61. The findings suggest that teachers placed considerable importance on establishing orderly classroom entry routines. Demonstrating proper entry behavior, preparing learning materials, and encouraging learners to settle down before lessons help develop self-discipline and readiness to learn.

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Lining Up and Walking in the Hallway. This indicator ranked second with an average mean of 3.56. Teachers consistently reinforced proper hallway behavior, including maintaining appropriate spacing, observing order, and following classroom expectations when moving between learning areas. These practices promote safety, discipline, and respect for others.

Using Materials Respectfully. This indicator ranked third with an average mean of 3.55. The findings indicate that learners were encouraged to handle school properties and instructional materials responsibly, return materials after use, and recognize the importance of protecting shared resources. These behaviors develop accountability and respect for school facilities.

Asking for Help. This indicator also obtained an average mean of 3.55, ranking fourth. Teachers encouraged learners to ask questions respectfully, use appropriate language, express learning difficulties, and seek assistance confidently. These practices develop communication skills and promote independent learning.

Transitioning Between Activities. This indicator ranked fifth with an average mean of 3.53. The results show that teachers consistently guided learners in adjusting their behavior, listening to instructions, preparing necessary materials, and maintaining appropriate conduct when moving from one learning activity to another. These practices help minimize disruptions and maximize instructional time.

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Comparability Between the Responses of School Administrators and Teachers

The study further examined the assessments of school administrators and teachers regarding the five interactive modeling techniques.

Table 2. Comparative Assessment of School Administrators and Teachers

Interactive Modeling Techniques	Administrators	Teachers	Combined Mean
Entering the Classroom Calmly	3.67	3.55	3.61
Lining Up and Walking in the Hallway	3.59	3.53	3.56
Using Materials Respectfully	3.61	3.48	3.55
Asking for Help	3.60	3.49	3.55
Transitioning Between Activities	3.59	3.46	3.53
General Average	**3.61**	**3.50**	**3.56**

Source: Researcher's survey findings.

The results indicate that school administrators and teachers consistently rated all five indicators as always practiced. School administrators obtained a general average mean of 3.61, while teachers obtained 3.50.

These findings demonstrate that both groups recognized the importance of interactive modeling in establishing classroom routines and reinforcing behavioral expectations. However,

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the differences in their numerical assessments suggest that their perceptions were not exactly identical, a matter further examined through the statistical test.

Significant Difference Between the Responses of School Administrators and Teachers

The study employed a t-test to determine whether a significant difference existed between the responses of school administrators and teachers.

Table 3. Summary of the t-test Results

Statistical Measure	Result
Standard Deviation – Administrators	0.045
Standard Deviation – Teachers	0.038
Computed t-value	4.231
Critical t-value	2.306
Level of Significance	0.05
Degrees of Freedom	8
Decision	Reject the Null Hypothesis

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Source: Researcher's statistical findings.

The computed t-value of 4.231 was greater than the critical value of 2.306 at the 5% level of significance with 8 degrees of freedom. Therefore, the null hypothesis was rejected.

This indicates that a statistically significant difference existed between the responses of school administrators and teachers regarding the five interactive modeling techniques.

Although both groups assessed the techniques as always practiced, their numerical ratings differed. This finding suggests the importance of strengthening coordination between school administrators and teachers in implementing, monitoring, and evaluating classroom routines.

Impact on Learners' Responsible Behavior

The findings emphasize the importance of interactive modeling in developing learners' responsible behavior through consistent demonstrations, guided practice, and constructive feedback.

Entering the classroom calmly encourages self-discipline and readiness to learn. Lining up and walking properly in hallways develop respect for school rules and consideration for others. Using materials respectfully strengthens accountability and responsible resource management.

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Similarly, transitioning smoothly between activities promotes independence, cooperation, and efficient use of instructional time. Asking for help appropriately develops confidence, communication skills, and the ability to recognize personal learning needs.

The overall mean of 3.56 suggests that teachers consistently practiced these techniques. The findings support the integration of interactive modeling into everyday classroom management to strengthen behavioral expectations and cultivate responsible learners.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Interactive modeling techniques were consistently practiced by teachers in Mabuhay District, as reflected in the general average mean of 3.56. This indicates that teachers recognized the importance of demonstrating and reinforcing appropriate classroom behaviors.

2. Entering the classroom calmly emerged as the most frequently practiced technique, obtaining an average mean of 3.61. This highlights the importance of establishing orderly classroom routines that promote learner discipline and readiness to learn.

3. Lining up and walking in the hallway, using materials respectfully, asking for help, and transitioning between activities were also consistently practiced. These techniques contribute

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to the development of self-discipline, accountability, cooperation, and respect for classroom expectations.

4. A significant difference existed between the responses of school administrators and teachers, as demonstrated by the computed t-value of 4.231, which exceeded the critical value of 2.306. This suggests that although both groups recognized the importance of interactive modeling, their assessments of its implementation differed significantly.

5. Interactive modeling provides an important approach to developing learners' responsible behavior. Through repeated demonstrations, opportunities for practice, and constructive feedback, learners can gradually internalize appropriate classroom routines and become more responsible for their actions.

Recommendations

In light of the findings and conclusions, the following recommendations are offered:

1. **Strengthen classroom entry routines.** Teachers should consistently demonstrate appropriate classroom entry procedures, including walking calmly, preparing learning materials, and getting ready for classroom activities.

2. **Reinforce proper hallway behavior.** Teachers should regularly model appropriate lining-up procedures, maintaining proper spacing, walking safely, and respecting other learners and school personnel.

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3. **Promote responsible use of learning materials.** Teachers should demonstrate the proper handling, use, and storage of instructional materials to develop learners' accountability and respect for school resources.

4. **Encourage appropriate help-seeking behavior.** Teachers should provide opportunities for learners to ask questions, express difficulties, and seek assistance using respectful language and appropriate classroom procedures.

5. **Improve classroom transitions.** Teachers should establish clear signals, routines, and time expectations to help learners move smoothly from one activity to another while minimizing disruptions.

6. **Strengthen collaboration between administrators and teachers.** School administrators should conduct regular classroom observations, provide constructive feedback, and organize professional development activities to promote consistent implementation of interactive modeling techniques.

7. **Integrate interactive modeling into school behavior management programs.** Schools should institutionalize the use of modeling, guided practice, and positive reinforcement as essential components of classroom management.

8. **Conduct continuous monitoring and evaluation.** Teachers and school administrators should regularly assess learners' behavioral development, adherence to classroom expectations, and ability to demonstrate responsible conduct independently.

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Ultimately, interactive modeling should become an integral part of classroom instruction and management. By consistently demonstrating appropriate behaviors and providing opportunities for learners to practice them, teachers can develop disciplined, accountable, independent, and responsible individuals who are prepared to become productive members of their communities.

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