



REDUCING CLASSROOM DISRUPTION TECHNIQUES FOR MANAGING BEHAVIORAL ISSUES: A GUIDED LEARNING ACTIVITIES

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ABSTRACT

One of the biggest challenges facing teachers is classroom disruptions, particularly in the Philippines where overcrowding and varied abilities among pupils are common. Differences in performance levels, learning speeds, and learning styles often cause these disturbances, resulting in instructional time wasted and reduced learning outcomes. Such issues not only affect the engagement of students but also make teaching stressful. Precognizing these problems, the researcher aims to investigate possible strategies to help address disruption by catering for the varied needs of the learner. A facilitative and welcoming classroom will facilitate focus and participation with the overall aim of improving teaching and learning. This study utilized the descriptive methods of research involving thirty-eight (38) teachers. The following are the results of the study: Most of the respondents are between 31-40 years old, with the majority being female. The respondents agree that performance level and learning style are essential factors in implementing techniques to reduce classroom disruptions. They strongly agree that learning speed plays a crucial role in managing behavioral issues effectively. There is no significant difference in Reducing Classroom Disruption Techniques for Managing Behavioral Issues when the respondents' profile is considered. The Learning Activity sheets are designed by the researcher based on the results of the study.

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