

Pupils' Classroom Behavior and Academic Performance

Mirja O. Ramacula^a, Nick C. Pañares^b

^aramaculamirja82@gmail.com, ^bnick.pañares@deped.gov.ph

Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

Pupils' behavior in the classroom today takes various forms of behavior depending on the social and cultural context. This study focused on the pupils' perception of the classroom behavior: Physical Aggression, Verbal Expression, Non-Verbal Communication, Disrespecting Teacher, and Peer Pressure, the pupils' academic performance for the second quarter, and the relationship between pupils' classroom behavior and academic performance for the School Year 2022-2023. This study was conducted among the one-hundred-fifty (150) Grade V pupils in schools under South 1 District, Division of Gingoog City. This study used an adapted questionnaire from Lampasaran (2018). The researcher utilized the descriptive–correlational research. Statistical analysis like mean, standard deviation, and Pearson Product Moment Correlation Coefficient were employed to analyze the gathered data. The results revealed that overall pupils' perception of classroom behavior was sometimes level. Non-verbal communication was rated the highest. Majority of the Pupils' academic performance was at a fairly satisfactory level. Pupils' classroom behavior has a significant impact on academic performance except for physical aggression. Academic performance has a fairly satisfactory level which means that pupils should improve their academic performance for better results. The researcher recommends that the school, teachers, and parents may help each other in improving pupils' positive behavior and academic performance.

Keywords: Classroom Behavior, Academic Performance

1. Introduction

Classroom behavior has a significant impact on a pupil's academic performance. Pupils' classroom behavior can significantly impact their ability to learn, engage with the curriculum, and interact effectively with peers and teachers. Numerous studies have been conducted to investigate the relationship between pupils' classroom behavior and academic achievement. Despite significant advances in this field, several challenges remain, necessitating further research. Pupils' classroom behavior also helps them develop important social and emotional skills. Positive interactions with peers, empathy, and good communication skills are essential for developing strong relationships and fostering a supportive classroom community (Wills et al., 2019). These abilities are not only useful in the classroom but also have long-term implications for pupils' personal and professional lives. Classroom behavior influences individual learning outcomes, supports effective teaching practices, and fosters social-emotional development in pupils (Herman et al., 2022). Educators can create a classroom environment that maximizes learning opportunities, promotes collaboration, and cultivates pupils' overall growth and well-being by promoting positive behavior and addressing challenging behaviors.

The behavior of pupils in the classroom is one of the most pressing issues that teachers face today. Pupils' negative behavior affects the quality of teaching and interferes with peer learning (Gage et al., 2018). It is observed that pupils' misbehavior frequently disrupts the smooth operation of the classroom learning process. This may make the teacher or other pupils in the class uncomfortable. The way pupils behave in the classroom significantly impacts their performance. The majority of teachers are unwilling to deal with disruptive pupils in their classrooms (Walker et al., 2018). Although many teachers have taken special courses on classroom management, many of them have received no formal training on how to manage their classroom

activities. That is because teaching pupils who behave is typically not difficult, but teaching pupils who exhibit disruptive behavior is a challenge for the teacher.

On the other hand, Deped Order 8, s. 2015 aims to measure learners' progress on what learners know and can do. It allows the teacher to track and measure pupils' academic performance. Academic performance is the measurement of pupils' achievement across various academic subjects. It enables teachers to assess the effectiveness of their teaching methods and curriculum. Teachers can identify areas of strength and weakness in their instructional strategies by assessing pupils' performance, allowing them to make necessary adjustments to improve learning outcomes. Measuring academic performance provides pupils with useful feedback. It acts as an indicator of their progress, allowing them to evaluate their level of understanding and mastery of various subjects. Pupils can use this feedback to set goals, track their progress, and make informed decisions about their academic pursuits. Furthermore, assessing academic performance is essential in identifying students who may need additional assistance or interventions. It aids in the identification of struggling students who may benefit from targeted interventions such as tutoring or personalized instruction to close learning gaps and ensure that no student falls behind.

Further, pupils' classroom behavior significantly impacts their academic performance and overall learning experience. Positive behavior supports the development of social and emotional skills, promotes effective teaching practices, and facilitates peer learning. Disruptive behavior, on the other hand, may hinder the learning process and create difficulties for both teachers and pupils. Teachers must establish clear behavioral expectations, create a positive classroom environment, and address challenging behaviors through proactive strategies and collaboration with parents. Teachers, indeed, are challenged by these students' behavior. However, a teacher can remediate solutions in one way to lessen the problem. Teachers can track progress, identify areas for improvement, and provide valuable feedback to pupils by assessing academic performance. It also aids in identifying pupils who may require additional support or interventions in order to ensure that all pupils have equal chances for success.

Therefore, this study intends to shed light on the specific behaviors that are most strongly associated with positive or negative academic performance by investigating a broader range of behaviors. A better understanding of the link between pupils' classroom behavior and academic performance can help to develop effective intervention strategies, classroom management techniques, and targeted support systems. This can result in better educational outcomes as well as a positive learning environment that fosters pupils' social, emotional, and cognitive development.

Skinner's Theory is known as radical behaviorism, and it emphasizes the importance of the environment in shaping human behavior. He believes that behavior is influenced by its consequences. Positive reinforcement can be used in the classroom to encourage desirable behaviors such as active participation, attentive listening, and on-time completion of assignments. Praising and rewarding pupils for their participation and efforts, for example, can reinforce these behaviors and increase the likelihood of their recurrence. Negative reinforcement, on the other hand, can be used to discourage undesirable behaviors. Removing an aversive stimulus (e.g., additional homework) after students complete their tasks on time, for example, can reinforce their punctuality. Similarly, appropriate punishment, such as losing privileges or additional assignments for disruptive behavior, may prevent unwanted behavior. Educators can shape students' behavior in the classroom by using the principles of reinforcement and punishment.

Deped Order 8, s. 2015 is a directive issued by the Department of Education (DepEd) that focuses on assessing learners' progress and measuring their academic performance. The order aims to provide a framework for teachers to effectively evaluate what learners know and can do in various academic subjects. It emphasizes the importance of assessing and measuring learners' academic performance. It provides a structured approach for teachers to evaluate students' progress, improve teaching practices, provide meaningful feedback, and ensure that every learner.

This study is anchored on Lapasaran's (2022) research, which emphasizes the significant impact of pupils' behavior on their academic performance. According to Lapasaran, whether positive or negative,

pupils' behavior can have a significant impact on their educational achievements. According to the study, pupils who exhibit desirable behavior practices in the classroom are more likely to achieve good academic performance. When classroom behavior is unfavorable, it unfortunately contributes to poor academic outcomes.

Classroom behavior significantly influences academic performance. Pupils' behavior includes poor relationships, lack of cooperation, disrespect for others' belongings, disobedience, and irresponsibility. Behaviorism is an important aspect for educators because it profoundly influences pupils' reactions and behaviors in the classroom, claiming that teachers have the power to directly shape and improve their pupils' behavior. (Staddon, 2019). It also helps teachers understand that a pupil's home environment and lifestyle can be the result of their behavior, helping them see it objectively and work to assist with improvement. As a result, the concept of an individual's dispositions as influences on his responses to stimuli was developed. These personal dispositions could occur as a result of events such as habits, preferences, and interests. These are the characteristics that justify his actions, as well as the personality traits that influence almost everything he does. When the stimulus situation affects the pupil's memory content, performance occurs. The learners have such a way that their performance varies over time.

The interaction between pupils' behavior and their academic performance is a critical aspect of the educational process. DepEd Order 8, s. 2015 provides guidelines for assessing learners' progress and measuring academic performance, while Lapasaran's research emphasizes the significant impact of pupils' behavior on their academic achievements. Understanding and addressing pupils' behavior in the classroom, utilizing principles from behaviorism and Skinner's theory of operant conditioning, can positively influence their academic performance. By reinforcing desirable behaviors and appropriately addressing undesirable behaviors, educators can create a conducive learning environment that supports pupils' academic success.

2. Methodology

The descriptive-correlational research design will be used in this study. According to Rodrigo et al., (2021), the use of a descriptive-correlational research design, which is appropriate for quantitative research, is a methodical investigation of the relationship between the variables. A descriptive-correlational research design is a combination of descriptive and correlational research designs that explain a specific phenomenon that appears in the research paper and a systematic investigation into the interplay between the variables.

Descriptive-correlational research for this study used surveys to gather data about the respondents' assessment of the impact of pupils' classroom behavior and academic performance in terms of classroom behavior towards classmates and schoolmates, behavior towards work and activities, and behavior towards teacher and person in authority.

Frequency, Percentage, Mean, and Standard Deviation were used for descriptive statistics, data analysis, and interpretation. The pupils' classroom behavior and academic performance were summed up using this method. Pearson Product Moment Correlation Coefficient was utilized to establish a correlation between pupils' classroom behavior and academic performance in the learners of the South 1 District in Gingoog City Division.

3. Results and Discussions

Problem 1. What is the pupils' perception of the classroom behavior in terms of:

- 1.1 Physical Aggression;
- 1.2 Verbal Expression;
- 1.3 Non-Verbal Communication;
- 1.4 Disrespecting Teacher; and
- 1.5 Peer Pressure?

Table 1 presents the pupil's classroom behavior on physical aggression. It has an Overall Mean of 3.08 with SD=0.67, which is described as Moderately Low and interpreted as Sometimes. This means that pupils' classroom behavior in terms of physical aggression is that they demonstrate the behavior sometimes. This implies that pupils experience physical aggression in the classroom, and it is a serious problem that needs to be addressed. It can have lasting effects on pupils' mental health, and it can lead to bullying or even more serious consequences. Pupils should be reminded that if they've noticed physical aggression in the classroom, it is important that they tell their teacher about it. When allowed to interact with others, they have demonstrated this behavior in the classroom. Physical aggression was still present in the classroom. Hickson (2022) stated that the environment is an important factor in controlling the use of physical aggression. They are still faced with the challenge of providing a secure and supportive learning environment. Pupils are more aware of their classroom environment. The environment in which pupils and teachers are placed is a major contributor to how they feel.

Table 1
Physical Aggression

Indicators	Mean	SD	Description	Interpretation
1. Some of my classmates attacked us when they get mad.	2.81	1.14	Moderately Low	Sometimes
2. I witnessed my classmates slap some of my classmates.	2.97	1.26	Moderately Low	Sometimes
3. If somebody hits my schoolmates, they hit back.	3.29	1.29	Moderately Low	Sometimes
4. They get into fights a little more than The average person.	2.99	1.32	Moderately Low	Sometimes
5. They resort to violence to protect their rights.	3.11	1.24	Moderately Low	Sometimes
6. My classmates pushed some of my classmates with no valid reasons.	3.17	1.38	Moderately Low	Sometimes
7. My classmates have always reasons for hitting.	3.18	1.35	Moderately Low	Sometimes
8. They threatened people they knew.	2.74	1.35	Moderately Low	Sometimes
9. They become so mad that things are broken.	3.26	1.29	Moderately Low	Sometimes
10. If somebody kicks others, they kick back.	3.27	1.30	Moderately Low	Sometimes
Overall	3.08	0.67	Moderately Low	Sometimes

Note: 4.21-5.00 = All the Time
 3.41-4.20 = Most of the Time
 2.61-3.40 = Sometimes
 1.81-2.60 = Rarely
 1.00-1.80 = Never

In the same table, the indicator *If somebody hits my schoolmates, they hit back* got the highest Mean of 3.29 with SD=1.29, which is described as Moderately Low and interpreted as Sometimes. This means that the pupils hit their classmates if they are being hit first. This implies that pupils behave and respond based on how they are treated in the class. It is important to encourage pupils to communicate and promote a positive, safe classroom environment fostering a culture of respect, empathy, and understanding. Teachers should encourage open dialogue and show fairness and equality in dealing with the pupils so that no one will feel mistreated and jealous. Wangdi and Namgyel (2022) claimed that classroom management must be

consistently implemented and imposed to reduce or prevent pupils from fighting each other.

In the same table, the indicator *They threatened people they knew* got the lowest Mean of 2.74 with SD=1.35, which is described as Moderately Low and interpreted as Sometimes. This means that the pupils have treats in the classroom. This implies that even if the indicator has the lowest mean, it still indicates that the pupils have treats in the classroom. It is a serious matter that must be addressed as soon as possible and appropriately. Threats made by students to their classmates can have a variety of causes. Conflicts, bullying, personal struggles, and emotional distress are examples of such issues. Understanding the underlying causes of these threats is essential for effective intervention and assistance. Hickson (2022) stated that children act from their perspective and cannot think by putting themselves in other places. The pupils are still young and not mature; they will act according to what they think and feel. They tend to speak about how they feel and say what they want to say. It is important to act quickly to ensure the safety and well-being of all individuals involved. This includes implementing effective intervention strategies, assisting both the individuals threatened and the students responsible, and creating a safe and supportive school environment for all.

Table 2

Verbal Expression

Indicators	Mean	SD	Description	Interpretation
1. They tell their friends openly when they disagree with them.	3.11	1.14	Moderately Low	Sometimes
2. They often find their selves disagreeing with people.	3.12	1.30	Moderately Low	Sometimes
3. When their classmates annoy them, they may tell them what they think of them.	3.10	1.20	Moderately Low	Sometimes
4. They can't help getting into arguments when my classmates disagree with them	3.11	1.22	Moderately Low	Sometimes
5. Some of my friends say that they're somewhat argumentative.	3.11	1.23	Moderately Low	Sometimes
6. They are an even-tempered person.	3.11	1.32	Moderately Low	Sometimes
7. They have trouble controlling their temper.	3.10	1.29	Moderately Low	Sometimes
8. When frustrated, they let their irritation show.	3.14	1.34	Moderately Low	Sometimes
9. They sometimes like to have an enemy.	3.12	1.32	Moderately Low	Sometimes
10. Some of my classmates are teasing each other.	3.11	1.16	Moderately Low	Sometimes
Overall	3.11	0.69	Moderately Low	Sometimes

Note: 4.21-5.00 = All the Time
 3.41-4.20 = Most of the Time
 2.61-3.40 = Sometimes
 1.81-2.60 = Rarely
 1.00-1.80 = Never

Table 2 presents the pupil's classroom behavior in verbal expression. It has an Overall Mean of 3.11 with SD=0.69, described as Moderately Low and interpreted as Sometimes. This means that some pupils have moderately low in terms of verbal expression. It implies that the pupils are reserved or reluctant to speak up. They are sometimes open to expressing their feelings, thoughts, and ideas. Expressing their feelings also helps them understand what others are saying and how they feel about something. They must improve their verbal

expression skills to be encouraged to speak up in class. Pupils must learn how to express themselves verbally to find their voice and feel heard. It's also a good idea to learn how to express themselves verbally so that they can stand out in a crowd, which can be useful in different situations. However, it is important to teach the pupils the right way to speak up with a calm tone so that the classroom would have a better climate. Wangdi and Samten (2022) revealed that verbal expression could be disruptive during the teaching and learning process. For both teachers and pupils. If this case becomes consistent, the teacher can make seating arrangements wherein those pupils doing disruptive behaviors like verbal expressions are seated near to them so that it's easy for the teacher to call its attention or reprimand them and other intervention strategies for making sure that it will not affect more pupils in the future.

In the same table, the indicator *When they are frustrated, they let their irritation show* got the highest Mean of 3.14 with SD=1.34, which is described as Moderately Low and interpreted as Sometimes. This means that pupils are not afraid to show if they feel frustrated or irritated. It implies that this display of irritation serves as a non-verbal communication of their struggle or dissatisfaction with the task, situation, or their own abilities. When pupils are frustrated, they sometimes openly express their frustration. Pupils need to develop the ability to say what they feel when they are frustrated so that their teachers, as well as their classmates, can understand them. Wang and Calvano (2022) claimed that the teacher's role in making sure that the pupils behave in class appropriately is important. Teachers should make interactions, especially with those pupils that have mixed feelings or emotions. Talking to them allows them to express their emotions and eventually release them and get away with it. In this way, the pupils can get back to their comfortable and stable state. It helps them to become more confident and express their emotions, which will help them to understand other people's feelings.

In the same table, the indicators *When their classmates annoy them they may tell them what they think of them* and *they have trouble controlling their temper* both got the lowest Means of 3.10 with SD=1.20, 1.29, respectively, which is described as Moderately Low and interpreted as Sometimes. Though the data shows that it happens sometimes, pupils had a higher chance of experiencing these feelings. This usually happens when they are frustrated when they cannot get what they want, or they do not want to do something they need to do. This implies that When pupils are irritated by their classmates, they may feel compelled to express their feelings or frustrations to them directly. This can manifest as sharing their genuine opinions, criticism, or even confrontations. Furthermore, some pupils may struggle to control their temper in such situations, resulting in emotional outbursts or impulsive reactions. Tremblay (2018) claimed that as pupils mature, they develop the ability to control their anger. Since they are not mature enough, they have trouble controlling their emotions. Herman et al. (2022) claimed that pupils nowadays express what they feel to someone they feel annoyed or disturbed. In this way, they can easily move on and continue to focus on the task at hand and give full concentration to it. Thus, effective classroom management behavior of pupils allows them to focus and achieve in their studies.

Table 3 presents the pupil's classroom behavior in non-verbal communication. It has an Overall Mean of 3.12 with SD=0.57, which is described as Moderately Low and interpreted as Sometimes. This means that non-verbal communication, which includes facial expressions, body language, gestures, and eye contact, is essential in the classroom. It has a significant impact on the classroom climate, with positive nonverbal cues fostering a supportive environment and negative cues preventing engagement and learning. It implies that Non-verbal communication cues help the teacher communicate with pupils, especially misbehaving ones. In the teaching-learning process, when a teacher observes that their pupils misbehave, the way the teacher looks, moves, and reacts will tell the pupils whether their teacher cares or not. Ozcan (2021) claims that the nonverbal language of a teacher conveys an extremely strong impression of a teacher's management and disciplinary intentions to pupils. Non-verbal behavior among pupils serves as a channel for emotional expression, allowing them to express their feelings and emotions without using words. The nonverbal cues a teacher uses to communicate, including the way they listen, look, move, and react, let the pupils know whether or not the teacher cares, whether or not the teacher is being truthful, and how well the teacher is

listening. When nonverbal cues and spoken words are in sync, rapport, trust, and clarity are all improved. When they do that, it might lead to conflict, distrust, and uncertainty. It's crucial for the teacher to develop greater awareness of their own body language and nonverbal indicators if they wish to improve their communication skills (Segal et al., 2021).

Table 3*Non-Verbal Communication*

Indicators	Mean	SD	Description	Interpretation
1. Teacher maintains eye contact with misbehaving pupils.	3.11	1.25	Moderately Low	Sometimes
2. Teacher smiles at misbehavior pupils.	3.11	1.48	Moderately Low	Sometimes
3. Teacher raises his/her eyebrows Towards Misbehavior pupils.	3.12	1.43	Moderately Low	Sometimes
4. Teacher forms wrinkles on his forehead While looking at misbehavior pupils.	3.12	1.45	Moderately Low	Sometimes
5. Teacher avoids eye contact with misbehavior.	3.12	1.29	Moderately Low	Sometimes
6. Teacher rolls his/her eyes towards Pupils' misbehavior.	3.12	1.40	Moderately Low	Sometimes
7. Teacher stares at misbehavior pupils.	3.12	1.38	Moderately Low	Sometimes
8. Teacher makes "OK" sign with a thumb when Misbehavior pupils give a response.	3.12	1.45	Moderately Low	Sometimes
9. Teacher sits beside the misbehavior Pupils while teaching.	3.10	1.22	Moderately Low	Sometimes
10. Teacher points to the door by means of asking Misbehavior pupils to go out of the classroom.	3.13	1.50	Moderately Low	Sometimes
Overall	3.13	0.57	Moderately Low	Sometimes

Note: 4.21-5.00 = All the Time
 3.41-4.20 = Most of the Time
 2.61-3.40 = Sometimes
 1.81-2.60 = Rarely
 1.00-1.80 = Never

In the same table, the indicator *The teacher points to the door by means of asking misbehavior pupils to go out of the classroom* got the highest Mean of 3.13 with SD=1.50, which is described as Moderately Low and interpreted as Sometimes. This means that in order for the concerned pupil not to continue disturbing the class, the teacher sometimes uses and communicates nonverbal communication in classroom management. When a teacher points to the door and asks misbehaving pupils to leave, the classroom is an indicator of a disciplinary approach in the classroom. It may also convey to other pupils the importance of adhering to rules and maintaining a respectful learning environment. To maintain classroom order and discipline, the teacher may use a variety of strategies. The teacher may also establish clear routines and procedures. Teachers have to balance maintaining discipline and creating a positive and welcoming classroom environment, focusing on positive relationships, promoting independence among pupils, and fostering a sense of belonging. Garcia (2019) claims that recognizing pupils' efforts or even the smallest task completed will boost their confidence in participating in the work given to them.

In the same table, the indicator *The teacher sits beside the misbehavior pupils while teaching* got the lowest Mean of 3.10 with SD=1.22, which is described as Moderately Low and interpreted as Sometimes. This means that when a teacher chooses to sit next to a misbehaving pupil while teaching, it can be viewed as an alternative method of dealing with disruptive behavior in the classroom. It implies that sitting next to the misbehaving pupils, the teacher expresses their willingness to assist, understand, and redirect the pupil's attention to the lesson at hand. Sitting beside the misbehaving pupil allows the teacher to provide immediate feedback and redirection. Wang and Calvano (2022) stated that when the teacher sits beside a disruptive behavior pupil, they behave immediately, realizing that they might get into further trouble should they continue to misbehave or cause disruption in the class. The teachers find it manageable to sit near the pupils so that they might feel important.

Table 4
Disrespecting Teacher

Indicators	Mean	SD	Description	Interpretation
1. Somebody cheating in class during Final exam	3.13	1.63	Moderately Low	Sometimes
2. Some of the pupils playing electronic games during school lessons.	3.12	1.27	Moderately Low	Sometimes
3. The pupils fail to do their homework.	3.12	1.03	Moderately Low	Sometimes
4. Some of the pupils call a teacher some names.	3.12	1.37	Moderately Low	Sometimes
5. Some of the pupils read magazine when the teacher is teaching.	3.12	1.45	Moderately Low	Sometimes
6. Selected pupils pretend to be sick to stay away from school.	3.12	1.56	Moderately Low	Sometimes
7. Certain pupils dominate the discussion.	3.12	1.38	Moderately Low	Sometimes
8. A particular mobile phone ringing in class during discussion.	3.12	1.09	Moderately Low	Sometimes
9. Some of the pupils are eating during class session.	3.12	1.28	Moderately Low	Sometimes
10. Selected pupils entering the classroom loudly.	3.11	1.41	Moderately Low	Sometimes
Overall	3.12	0.82	Moderately Low	Sometimes

Note: 4.21-5.00 = All the Time
 3.41-4.20 = Most of the Time
 2.61-3.40 = Sometimes
 1.81-2.60 = Rarely
 1.00-1.80 = Never

Table 4 presents the pupil's classroom behavior in disrespecting Teacher. It has an Overall Mean of 3.12 with SD = 0.82, which is described as Moderately Low and interpreted as Sometimes. This means that the teacher is being disrespected in the classroom. It means Pupils manifest this behavior sometimes. Disrespecting teachers is highly unacceptable because pupils are taught the values of respect and obedience. Disrespecting teachers includes a variety of behaviors, such as refusing to follow instructions, acting in the opposite direction, not listening to teachers, giving rude answers, confronting teachers, and so on. Pupils are at school to learn. Thompson (2018) claimed that respect is an essential component of both teacher-pupil relationships. Respect and caring relationship between teachers and pupils result in improved academic

performance and discipline. Pupils misbehaving with their teachers reduces the effectiveness of teaching and also prevents the entire class from learning. Furthermore, such behavior leads to poor academic performance and encourages delinquent behavior among the pupils.

In the same table, the indicator *Somebody cheating in class during the final exam* got the highest Mean of 3.13 with SD= 1.63, which is described as Moderately Low and interpreted as Sometimes. This means that pupils sometimes display this behavior. It implies that pupils resort to cheating in order to improve their grades and meet these expectations. There are numerous reasons why pupils cheat on exams. One reason could be that they are unprepared for the exam, don't care about their studies, and want to succeed or pass at any cost. Cheating could be a way to ensure that one passes the final exams. They may get a better grade or simply pass the exam if they do not get caught and manage to avoid all of the obstacles that come with this challenge. This attitude demonstrates that the person is ambitious and wants to find a way to ensure a good grade. Apart from the desire to succeed, this also demonstrates that these children are frequently afraid to fail. The behavior of peers can play a significant role in cheating incidents. If pupils observe their classmates cheating without consequences or receiving advantages, they may be more inclined to engage in cheating themselves to level the playing field or conform to group norms. Felisilda and Torreon (2020) claimed that the learner's attitude and behavior influence academic success. Pupils who perform poorly in school have a negative attitude toward learning and believe that school and learning will not help them succeed in the future. Some students nowadays do not prioritize their studies. This is why, during the exam, they are forced to cheat to pass.

In the same table, the indicator *Selected pupils entering the classroom loudly* got the lowest Mean of 3.11 with SD=1.41, which is described as Moderately Low and interpreted as Sometimes. This means that though it is in the lowest mean, the data indicate that this behavior manifests in the classroom sometimes. This implies that selected pupils entering the classroom loudly can have a negative impact on the classroom environment and pupils' engagement. The disruptive behavior of entering loudly can disrupt ongoing activities, draw attention away from the teacher, and create a chaotic atmosphere that hampers learning. Moreover, such behavior can affect the mood and concentration of other pupils, leading to decreased academic performance and increased stress levels. Chamber and Rost (2020) claimed that when the physical learning environment in the classroom is conducive, pupils develop a positive attitude toward school and are always attentive in class during instruction. It is important for the teacher to be vigilant on these things to take appropriate action towards it so that it will be immediately reprimanded or solved.

Table 5 on the next page presents the pupils' classroom behavior on peer pressure. It has an Overall Mean of 3.12 with SD= of 0.77, which is described as Moderately Low and interpreted as Sometimes. This means that the pupil's behavior demonstrates sometimes. This implies that sometimes they need to give in because everyone wants to fit in and be liked especially when everyone appears to be doing it.

Sometimes they give in to peer pressure because they do not want to hurt someone's feelings or because they do not know how to get out of a situation, so they simply say "yes." Peer influence significantly impacts pupils' attitudes, actions, and decision-making in the classroom. Peer pressure can take many forms, such as encouraging risky behavior, conformity to group norms, and adherence to social hierarchies. Hartney (2022) states that peer pressure is the process through which members of the same social group persuade their fellow members to take actions that they may otherwise choose not to or may be resistant to. Peer pressure is typically used to describe actions that are not regarded as desirable or acceptable by society. In actuality, peers, or a group of peers' influence over others, can be either positive or harmful. The teacher must guide the pupils in choosing the right peers or friends they will go with so they will not be in vain.

Table 5*Classroom Behavior on Peer Pressure*

Indicators	Mean	SD	Description	Interpretation
1. My classmates were skipping classes with their friends.	3.12	1.55	Moderately Low	Sometimes
2. My classmates get into trouble due to their friends' fault.	3.12	1.20	Moderately Low	Sometimes
3. My classmates go outside and play computers with their friends.	3.13	1.40	Moderately Low	Sometimes
4. During the vacant time, my Classmates stay outside while eats and hangs out with others.	3.11	1.54	Moderately Low	Sometimes
5. My classmates were wearing Appropriately attire inside the school premises.	3.12	1.33	Moderately Low	Sometimes
6. My classmates are using mobile phones inside the classroom.	3.12	1.14	Moderately Low	Sometimes
7. My classmates pass notes from one classmate to another.	3.12	1.21	Moderately Low	Sometimes
8. My classmates called the attention the other classmates who did not get it right during oral recitation.	3.12	1.29	Moderately Low	Sometimes
9. My classmates do vandalism inside the school campus.	3.12	1.49	Moderately Low	Sometimes
10. My classmates stole money from her/his parents to buy snacks together with her/his friends.	3.12	1.48	Moderately Low	Sometimes
Overall	3.12	0.77	Moderately Low	Sometimes
Note: 4.21-5.00 = All the Time 3.41-4.20 = Most of the Time 2.61-3.40 = Sometimes 1.81-2.60 = Rarely 1.00-1.80 = Never				

In the same table, the indicator *My classmates go outside and play on computers with their friends* got the highest Mean of 3.13 with SD= 1.40, which is described as Moderately Low and interpreted as Sometimes. This means that such cases may be less frequent. There are instances where pupils escape or skip classes to engage in computer games with friends. This implies that there is a potential obsession among some pupils. It is crucial for teachers to be aware of this behavior as it can significantly impact their academic performance. Wills et al. (2019) claimed that pupils doing activities like this must be given intervention to avoid becoming a major concern. Teachers must provide various classroom management interventions and can even ask for assistance from the parents of the concerned pupil for better follow-up and actions.

In the same table, the indicator *During the vacant time, my classmates stay outside while eating and hanging out with others* got the lowest Mean of 3.11 with SD= 1.54, which is described as Moderately Low and interpreted as Sometimes. This means that the pupils do not give more time to their classmates outside the room during their vacant time but rather stay and study. It implies that the pupils interact with one another. They develop their social aspects, especially at this stage. They enjoy meeting new people. Hartney (2022)

stressed that the influence of peers can be very high, so teachers must make monitoring of those pupils cutting classes or not attending their classes at all just to be with their friends or peers doing it. In this way, the possible development of negative habits like cutting or skipping classes is mitigated.

Table 6*Overall Classroom Behavior*

Variables	Mean	SD	Description	Interpretation
Physical Aggression	3.08	0.67	Moderately Low	Sometimes
Verbal Expression	3.11	0.69	Moderately Low	Sometimes
Non-Verbal Communication	3.13	0.57	Moderately Low	Sometimes
Disrespecting Teacher	3.12	0.82	Moderately Low	Sometimes
Peer Pressure	3.12	0.77	Moderately Low	Sometimes
Overall	3.11	0.70	Moderately Low	Sometimes

Note: 4.21-5.00 = All the Time 3.41-4.20 = Most of the Time
 2.61-3.40 = Sometimes 1.81-2.60 = Rarely 1.00-1.80 = Never

Table 6 presents the overall classroom behavior. It registered an overall Mean of 3.11 with SD= 0.70, which is described as Moderately Low and interpreted as Sometimes. Moreover, all the variables are rated with sometimes level. This means that it is strongly advised to implement behavioral intervention programs and effective classroom management strategies to address the misbehavior of pupils. Addressing these issues during their elementary years is crucial, as it becomes increasingly challenging to address them effectively in higher studies. This implies that in the classroom, some pupils show disruptive behavior. The teacher must have consistency in discipline and, at the same time, show fairness to the pupils. According to the report of Caballes and Palma (2022), tardiness in submitting assignments and projects, verbal and physical aggressiveness, derogatory language, lack of attention, and bullying of fellow pupils are the most frequently seen behavior issues.

In the same table, the highest variable is *non-verbal communication* with a Mean of 3.13 with SD= 0.57, which is described as Moderately Low and interpreted as Sometimes. This means nonverbal communication in the classroom is a powerful tool that significantly impacts the learning environment. This implies that nonverbal cues such as body language, facial expressions, gestures, and words play an important role in conveying emotions, attitudes, and engagement. Bhatti et al. (2021) claimed that teachers must learn strategies and interventions to address various behavior cases in the classroom setting to assert their command and authority so that pupils will continue to respect them and behave accordingly inside the classroom. Creating a supportive learning environment, encouraging open communication, and implementing interventions to address disrespectful behavior and peer dynamics can all help improve pupils' performance and academic outcomes.

In the same table, *physical aggression* got the lowest variable with a mean of 3.08 with SD=0.67, which is described as Moderately Low and interpreted as Sometimes. This means that making physical contact or attack is the last resort of the pupils when getting irritated or angry at somebody. They control their emotions and thoughts carefully to avoid further violent actions. Hamsho (2017) stated that pupils contemplate before making actions like physical aggression as it can further cause more problems that will lead to more sanctions. Thus, they think a lot of times before making their moves.

Problem 2. What is the pupils' academic performance for the Second Quarter of the School Year 2022-2023?

Table 7 shows the pupils' academic performance. It reveals that 54.67% of the pupil's academic performance was at a fairly satisfactory level, followed by 26% at a very satisfactory level, 11.33% at a satisfactory and 8% at an outstanding level. This means that the majority of the pupils' academic performance was at a fairly satisfactory level. This implies that the pupils need to give more time to their studies to

improve their academic performance. Moreover, teachers should also use various teaching strategies and remedial activities to enhance the pupils' interest in studying their lessons. Armentano and Comighud (2020) claimed that there are several factors why pupils have low academic performance. This includes environmental factors, physical factors, and even themselves. It is important for the teachers to have a proper and accurate diagnosis so that proper actions and interventions will also be implemented

Table 7*Pupils' Academic Performance*

Range	Frequency	Percentage	Description
90-100	12	8.00	Outstanding
85-89	39	26.00	Very Satisfactory
80-84	82	54.67	Fairly Satisfactory
75-79	17	11.33	Satisfactory
Below 75	0	0.00	Did not Meet the Expectation
Total	150	100.00	

Note: 90-100 = Outstanding
 85-89 = Very Satisfactory
 80-84 = Fairly Satisfactory
 75-79 = Satisfactory
 Below 75 = Did not Meet the Expectation

Moreover, Ozcan (2021) stressed that in terms of operations and attitude, the school administration has an impact on pupils' academic progress. In terms of motivation, social effects, and socioeconomic effects, the school environment has an impact on a pupil's academic progress. In terms of professional ability, serving as a role model, communication, attitude, motivation, and direction, teachers have an impact on pupils' academic progress. Thus, everyone in the community must do their part in ensuring that pupils are well supported and guided.

Problem 3. Is there a significant relationship between the pupils' academic performance and the pupils' classroom behavior?

Table 8*Test Correlation Between Pupils' Classroom Behavior and Academic Performance*

Pupils' Classroom Behavior	Academic r	Performance P	Interpretation
Physical Aggression	-0.117	0.154	Not Significant
Verbal Expression	-0.192	0.019*	Significant
Non-Verbal Communication	-0.171	0.037*	Significant
Disrespecting Teacher	-0.190	0.020*	Significant
Peer Pressure	-0.237	0.003*	Significant

Note: r = correlation coefficient; P = probability value; * = Significant at 0 .05 Level

Table 8 projects the test correlation between pupils' classroom behavior and academic performance. The correlation analysis reveals that *physical aggression* has an r-value of -0.117 and a p-value of 0.154. The computed p-value exceeds the critical p-value of 0.05, indicating that no significant relationship exists between physical aggression and academic performance. Therefore, the null hypothesis is accepted, suggesting that physical aggression does not impact pupils' academic performance. Despite this lack of direct effects, it is crucial for teachers to remain vigilant regarding such behaviors, as they can have broader implications for pupils' overall well-being. Wangdi and Namgyel (2022) emphasized the importance of behavior and attitude in a child's development, particularly during their formative years. Hence, it is essential to establish a foundation of positive behaviors and attitudes to support their holistic growth.

For *verbal expression*, it registered an r-value of -0.192 and a p-value of 0.019. The computed p-value is lower than the critical p-value of 0.05 level of significance, indicating that a significant relationship was registered between verbal expression and academic performance. Thus, the null hypothesis is rejected. This implies that verbal expression has a bearing on pupils' academic performance. Teachers and parents must give emphasis on providing interventions to minimize, if not totally eliminate, this kind of behavior as it indicates negative effects on the pupils' academic performance. Wangdi and Samten (2022) reiterated that verbal expressions can affect the teaching and learning process which in turn also affects the performance of the pupils. Thus, it must be addressed immediately and carefully.

For *non-verbal expression*, it registered an r-value of -0.171 and p-value of 0.037. The computed p-value is lower than the critical p-value of 0.05 level of significance, indicating that a significant relationship was registered between non-verbal expression and academic performance. Thus, the null hypothesis is rejected. This means that non-verbal expressions have a bearing on pupils' academic performance. Teachers and parents must give emphasis on providing interventions to minimize, if not totally eliminate, this kind of behavior as it indicates negative effects on the pupils' academic performance. Non-verbal communication must be properly implemented to avoid misconceptions and misunderstandings as it can cause barriers between parties (Ozcan, 2021).

For *disrespecting teachers*, it registered an r-value of -0.190 and p-value of 0.020. The computed p-value is lower than the critical p-value of 0.05 level of significance, indicating that a significant relationship was registered between disrespecting teachers and academic performance. Thus, the null hypothesis is rejected. This means that disrespecting teachers significantly influences pupils' academic performance. Therefore, it is essential for teachers and parents to prioritize interventions aimed at minimizing or completely eradicating such behavior. Disrespectful conduct towards teachers demonstrates negative effects on pupils' academic performance, emphasizing the need for focused attention and intervention. Disrespecting teachers has a bearing on pupils' academic performance. Singla (2017) claimed that there are plenty of things to consider regarding why a pupil disrespects a teacher. Thus, the teacher should talk to the concerned pupil and further investigate before giving a conclusion and sanctions as it may develop further negatively instead of solving it.

For *peer pressure*, it registered an r-value of -0.237 and a p-value of 0.003. The computed p-value is lower than the critical p-value of 0.05 level of significance, indicating that a significant relationship was registered between peer pressure and academic performance. Thus, the null hypothesis is rejected. This means that peer pressure significantly impacts pupils' academic performance. Peers can be influential figures for individuals, regardless of their age, as they often share social circles. To navigate peer pressure, individuals can reflect on their actions and consciously choose to engage in behaviors that align with their own values, despite external influences. Listening to one's inner voice and abstaining from participating in activities that cause discomfort is preferable (Saxena, 2023). For pupils, it is essential for teachers and parents to provide guidance and support, recognizing that their ability to make mature and informed decisions is still developing.

4. Conclusions and Recommendations

The following conclusions were drawn considering the findings of this study:

1. Nonverbal communication is important in the classroom because it complements and enhances verbal communication, allowing for effective and holistic communication between teachers and pupils. Teachers can promote active engagement, facilitate effective learning, and improve overall classroom dynamics by recognizing and applying the power of nonverbal communication.

2. The level of Pupil's Academic Performance for the Second Quarter of the School Year 2022-2023 was Fairly Satisfactory level.

3. Pupils' classroom behavior has a significant impact on academic performance, except for physical aggression.

Based on the findings and conclusions of the study, the following are the recommendations :

1. Teachers may implement proactive behavior management strategies in the classroom. Encourage open communication, establish a zero-tolerance policy for physical aggression, and ensure that pupils are aware of the consequences of such behavior.

2. School administrators and teachers may proactively address the needs of students who are performing at a satisfactory level academically. Regular communication and updates on the child's progress support learning and encourage parental involvement in school activities.

3. Teachers may establish clear expectations for respectful behavior and address any instances of disrespect as soon as possible. Implementing social-emotional learning programs that emphasize empathy, self-awareness, and conflict resolution can provide pupils with the skills they need to effectively manage peer pressure. Promote positive peer interactions, a supportive classroom environment, and the implementation of peer mentoring programs can all help to reduce negative peer pressure and promote a sense of belonging and support among pupils.

REFERENCES

- Adedigba, O., & Sulaiman, F. R. (2020). Influence of Teachers' Classroom Management Style on Pupils' Motivation for Learning and Academic Achievement in Kwara State. *International Journal of Educational Methodology*, 6(2), 471-480.
- Adamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). Influence of Extrinsic and Intrinsic Motivation on Pupils Academic Performance in Mathematics. *Online Submission*, 2(2), 52-59.
- Armentano, J., & Comighud S.M., (2020). Factors Affecting Academic Performance of Grade III Pupils Caniogan Valley Elementary School, Sta. Catalina South District. DOI: 10.5281/zenodo.3976891
- Babadjanova, N. (2020). Effective classroom management techniques for the curriculum of the 21st century. *Science and Education*, 1(7), 281-285.
- Bhatti, Zafar Iqbal, Anila Khan, Saqib Javed. (2021). The Impact of Teachers' Non-Verbal Communication Strategies- *Pakistani ELT Perspective* doi: 10.17051/ilkonline.2021.01.567
- Bibi, A., Saleem, A., Khalid, M. A., & Shafique, N. (2020). Emotional intelligence and aggression among university students of Pakistan: A correlational study. *Journal of Aggression, Maltreatment &*

- Trauma, 29(10), 1189-1203.
- Briones, S.K., Dagamac R.J., David, J., Landerio C.A., (2022). Factors Affecting the Students' Scholastic Performance: A Survey Study *Indonesian Journal of Educational Research and Technology* 2 (1) (2021) 97-102.
- Burden, P. R. (2020). Classroom management: *Creating a successful K-12 learning community*. John Wiley & Sons.
- Bursztyn, L., Egorov, G., & Jensen, R. (2019). Cool to be smart or smart to be cool? Understanding peer pressure in education. *The Review of Economic Studies*, 86(4), 1487-1526.
- Caballes, E. and Palma, B. (2022). Students' Misbehavior and Behavioral Classroom Management practices As Perceived By Students And Teachers: Basis For Intervention Program. <https://www.instabrightgazette.com>
- Chambers, C., & Rost, A. O. (2020). The history of behavior management: Key theorists and current context. In *Behaviour Management* (pp. 7-21). Routledge.
- Cheon, S. H., Reeve, J., & Ntoumanis, N. (2018). A needs-supportive intervention to help PE teachers enhance students' prosocial behavior and diminish it.
- DULAY, L. O. L. I. T. A. (2020). Classroom Behavior and Academic Performance of Public Elementary School Pupils. *Classroom Behavior and Academic Performance of Public Elementary School Pupils*, 56(1), 34-34.
- Felisilda, M. M. A., & Torreon, L. C. (2020). Effects of Broken Family on Pupils' Behavioral Development and Academic Success. *International Journal of Research-GRANTHAALAYAH*, 8(10), 216-223.
- Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral disorders*, 43(2), 302-315.
- Ganga S. (2022) Appropriate Verbal Expression, National University of Singapore Millersville University via Public Speaking Project
- Garcia, M. (2019). Minimizing behavioral problems in over-aged Grade Six-B Pupils at San Roque Elementary School Bauan, Batangas. *Ascendant Asia Journal of Multidisciplinary Research Abstracts*, 3(2M).
- Hamsho, N. (2017). The Impact of Classroom Behaviors and Student Attention on Written Expression. <https://surface.syr.edu/thesis/145>
- Hargreaves, E., Elhawary, D., & Mahgoub, M. (2020). 'One girl had a different idea': *Children's perspectives on learning and teaching models in the traditional classroom*. *Education 3-13*, 48(1), 87-99. antisocial behavior. *Psychology of Sport and Exercise*, 35, 74-88.
- Hartney, E. (2022). What Is Peer Pressure? Types, Examples, and How to Deal With Peer Pressure. <https://www.verywellmind.com/what-is-peer-pressure-22246>
- Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2022). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. *Journal of Educational Psychology*, 114(1), 144-160. <https://doi.org/10.1037/edu0000641>
- Hickson, Linda (2022). Views of Catholic Middle School Students on Handling Peer Aggression. State University at Old Westbury 6-2022.
- Ibrahim, N. A. N., Abdul Rani, N. S., Jamri, M. H., Bakar, M. H., Abdul Irawati, P. R., & Listyani, L. (2020). Problems in classroom management encountered by three English teachers in a rural area in Ungaran, Semarang Regency, Indonesia. *Rangsit Journal of Educational Studies*, 7(1), 46-59.
- Ismail, Z., Halias, N., Saad, R. M., & Mohamed, M. F. (2020). Motivation as the mediator in relationship between non-verbal communication of arabic language teachers and student learning outcomes. *Universal Journal of Educational Research*, 8(2), 700-708.

- Johnson, A. (2022) What is considered physical aggression?. <https://scienceoxygen.com/what-is-considered-physical-aggression>
- Johnson, Z. D., Goldman, Z. W., & Claus, C. J. (2019). Why do students misbehave? An initial examination of antecedents to student misbehavior. *Communication Quarterly*, 67(1), 1-20.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2018). Co-operative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3&4), 85-118
- Kapur, R. (2018). Factors influencing the student's academic performance in secondary schools in India. *The University Of Delhi*, 575-587.
- Kirkpatrick, M., Akers, J., & Rivera, G. (2019). Use of behavioral skills training with teachers: A systematic review. *Journal of Behavioral Education*, 28, 344-361.
- Lapasaran, Deonilyn M. (2018) Misbehavior And Academic Performance Of Learners In Sugbongcogon District.
- Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5(1), 1-21.
- Martin, A. J., & Collie, R. J. (2019). Teacher-student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter?. *Journal of Educational Psychology*, 111(5), 861.
- McMahon, S. D., Davis, J. O., Peist, E., Bare, K., Espelage, D. L., Martinez, A., Anderman, E. M., & Reddy, L. A. (2020). Student verbal aggression toward teachers: How do behavioral patterns unfold? *Psychology of Violence*, 10(2), 192-200. <https://doi.org/10.1037/vio0000256>
- Moldes, V. M., Biton, C. L., Gonzaga, D. J., & Moneva, J. C. (2019). Students, peer pressure and their academic performance in school. *International Journal of Scientific and Research Publications*, 9(1), 300-312.
- Mustami, M. K., & Safitri, D. (2018). The Effects of Numbered Heads Together-Assurance Relevance Interest Assessment Satisfaction on Students' Motivation. *International Journal of Instruction*, 11(3), 123-134.
- Mutia, A. T., & Sukmawati, I. (2019). Relationship Between Peer Pressure and Self Esteem in Adolescents. *Jurnal Neo Konseling*, 1(3).
- Nguyen, T. D., Cannata, M., & Miller, J. (2018). Understanding student behavioral engagement: *Importance of student interaction with peers and teachers*. *The Journal of Educational Research*, 111(2), 163-174.
- Oco, Richard M., Florendo, Mary Issa Grace B., Quirap, Erlinda A. (2022). Inner Disposition and Social Formation of Junior High School Students towards Corporal Works of Mercy. DOI: 10.21275/SR22308181914
- Ozcan, M. (2021). Factors Affecting Students' Academic Achievement According to the Teachers' Opinion. <https://files.eric.ed.gov/fulltext/EJ1318651.pdf>
- Sadiku, G. (2019). Factors that influence the level of the academic performance of the students. *Journal of Social Studies Education Research*, 10(3), 17-38.
- Saxena, S. (2023). Peer Pressure: Types, Examples, & How to Respond. <https://www.choosingtherapy.com/peer-pressure/>
- Segal, Jeanne, Melinda Smith, M.A., Lawrence Robinson and Greg Boose. (2021). Nonverbal Communication and Body Language. <https://www.helpguide.org/>
- Singla, A. (2017). Student Disrespect for Teachers: Causes and Effects. <https://www.linkedin.com/pulse/student-disrespect-teachers-causes-effects-ajay-singla/>
- Staddon, J. (2019). Behaviorism.
- Sueb, Rosilawati; Hashim, Hamimah; Hashim, Khadijah Said; Izam, Munirah Mohd – Asian Journal of University Education, 2020

- Sutiyatno, S. (2018). The effect of teacher's verbal communication and non-verbal communication on students' English achievement. *Journal of Language Teaching and Research*, 9(2), 430-437.
- Teferi, G. (2020). The effect of physical activity on academic performance and mental health: A systematic review. *Am. J. Sci. Eng. Technol*, 5, 131–136.
- Thompson, C. S. (2018). The Construct of respect in Teacher-Student Relationships: Exploring Dimensions of Ethics of Care and Sustainable Development. *Journal of Leadership Education*, 17(3).
- Tokan, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behavior on student achievement. *South African Journal of Education*, 39(1).
- Tremblay, R. E., Vitaro, F., & Côté, S. M. (2018). Developmental origins of chronic physical aggression: A bio-psycho-social model for the next generation of preventive interventions. *Annual review of psychology*, 69, 383-407.
- Vidić, T. (2022). Student classroom misbehavior: Teachers' perspective. *Croatian Journal of Education*, 24(2), 599-639.
- Vukelić, N.; Rončević, N. (2021). Student Teachers' Sustainable Behavior. <https://doi.org/10.3390/educsci11120789>
- Wahab, S., Mahbob, M. H., & Kahar, N. (2022). The Importance of Non-Verbal Communication in Organizations. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 1841 – 1851.
- Wahyuni, A. (2018). The power of verbal and nonverbal communication in learning. In 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017) (pp. 80-83).
- Walker, H., Ramsey, E., & Gresham, F. (2018). *Antisocial Behaviour in School. Evidence-Based Practices* (2nd ed.). Belmont, CA: Wadsworth.
- Wangdi, T. & Namgyel, S. (2022). Classroom to Reduce Student Disruptive Behavior: Action Research. https://mextesol.net/journal/index.php?page=journal&id_article=46323
- Wang, L. and Calvano, L. (2022), "Class size, student behaviors and educational outcomes", *Organization Management Journal*, Vol. 19 No. 4, pp. 126-142. <https://doi.org/10.1108/OMJ-01-2021-1139>
- Wahyuni, A. (2018, January). The power of verbal and nonverbal communication in learning. In 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017) (pp. 80-83). Atlantis Press.
- Wienen, A. W., Batstra, L., Thoutenhoofd, E., Bos, E. H., & de Jonge, (2019). Do troublesome pupils impact teacher perception of the behavior of their classmates? *European Journal of Special Needs Education* 34(1), 114-123.
- Wills, H. P., Caldarella, P., Mason, B. A., Lappin, A., & Anderson, D. H. (2019). Improving Student Behavior in Middle Schools: Results of a Classroom Management Intervention. *Journal of Positive Behavior Interventions*, 21(4), 213–2