

Teachers' Strategies In Values Education And Behavioral Manifestations Among Basic Education Learners At St. Bridget Schools

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Abstract

Values Education plays an important role in learners' personal and societal growth. It focuses on nurturing one's uniqueness to overcome challenges and shape the future. This study aimed to assess the teaching strategies utilized by basic education teachers in managing learners' behavior in St. Bridget Schools across Batangas City, Alitagtag, Batangas, and Quezon Province. The study employed a descriptive quantitative research design using validated researcher-made questionnaires. The respondents included 124 basic education teachers selected through stratified random sampling. The data were analyzed using weighted mean, ranking, and Pearson's *r* correlation.

Findings revealed that teachers highly utilized personalized learning and social and emotional learning strategies, while technology integration and project-based learning were moderately utilized. Learners demonstrated high levels of readiness, interest, and preferred learning styles, while performance and relationships with others were moderately manifested. The study revealed a significant relationship between teaching strategies and learners' behavioral outcomes. The primary challenges identified were learners' dependence on gadgets, impatience, short attention spans, and inconsistent adherence to classroom rules. The study concluded that the effective use of innovative teaching strategies and learner-centered activities can improve learners' behavior and overall learning outcomes. The findings emphasize the need for schools to strengthen technology-supported and project-based approaches while providing continuous teacher development programs.

Keywords: *learning strategies, values education, basic education*

Introduction

Basic education is the foundation of the early learning of skills and values needed in everyday life. In this level, learners are being molded to be holistic individual. This can change and impact their lives up to future. One of the subject components is values education where teachers put emphasis because as young age, learners must know the difference between right and wrong. Learners in basic education belong to Generation Alpha, encompassing students from kindergarten through junior high school. As the first generation of the twenty-first century, they are often called “screenagers” or tech-savvy, as they heavily rely on screens for both learning and entertainment. Children derive enjoyment from activities such as online games, funny videos, memes, editing tools, and online chatting. This dependence on screens can also influence their behavior.

Values Education is an approach that focuses on developing individuals who can contribute meaningfully to their own growth as well as to society and the nation. Republic Act No. 11476, also known as the GMRC and Values Education Act, recognizes the vital role of youth in nation-building and aims to promote and protect their physical, moral, spiritual, intellectual, and social well-being. Good Manners and Right Conduct (GMRC) encompass universally accepted social values, proper etiquette, and behavior that show respect for others. Character-building activities are authentic learning experiences intended to develop, shape, and strengthen learners’ character.

The Asia-Pacific Network for International Education and Values Education (APNIEVE) seek to improve educators’ understanding of values-based teaching and introduces innovative strategies to teach Values Education more effectively. It nurtures inclusive classrooms for holistic growth and character formation. APNIEVE promotes practical methods for integrating values into daily teaching such as experiential learning, reflective practices, and values across subjects. (Bantilan, 2025).

The behaviors of today’s generation differ greatly from those of previous generations. Many children show reduced creativity, social interaction, and overall happiness. Learners prefer spending time online instead of engaging in physical play, which limits social interaction and the use of physical toys. Psychologist Jean M. Twenge (2023) links the widespread use of smartphones and social media to increased depression, anxiety, and loneliness among youth. Sedentary lifestyle leads to prolonged screen time while physically inactive, contributing to issues like blurred vision, obesity, malnutrition, irregular sleep patterns, and neglect of parental guidance.

According to Bandara et al. (2024), today’s learners are highly skilled in new technologies, which can challenge traditional teaching approaches. Technology brings certain challenges; it also provides opportunities to improve teaching and learning. Technological literacy is a crucial skill for adult life, schools must provide sufficient laboratory facilities, IT equipment and teacher training to address this need. This study seeks to explore teaching strategies that align with the behaviors and needs of basic education learners.

Research Questions

This study aimed to assess the teachers' strategies in Values Education among basic education learners in St. Bridget Schools. Specifically, the study sought to answer the following questions:

1. What is the level of utilization of teaching strategies in values education as assessed by the teachers themselves in relation to:
 - 1.1 technology integration;
 - 1.2 personalized learning
 - 1.3 social and emotional learning; and
 - 1.4 project-based learning?
2. How may the extent of manifestations of learners' behavior inside the classroom be assessed by the teachers in terms of:
 - 2.1 readiness
 - 2.2 interests;
 - 2.3 performance
 - 2.4 learning style; and
 - 2.5 relationship with others?
3. Is there significant relationship between the assessment on the level of utilization of teaching strategies and on the extent of manifestations of learners' behavior inside the classroom?
4. What challenges do teachers encounter in managing behaviors?
5. Based on the findings, what innovative teaching strategies may be proposed?

Review of Related Literature

Learners in today's generation break all traditional educational standards, challenging teachers to reconsider and rethink their old teaching methodologies. (Bandara et.al, 2024). Despite differences in age and experience, teachers from every generation bring valuable skills that can benefit Generation Alpha. They play an important role in preparing students for a rapidly changing world. An effective teaching approach is to combine the diverse perspectives and experiences of teachers from different generations. (McGee, 2023) There are three steps involved in getting the attention of young learners; first, get to know one another. It's time for them to introduce themselves by using any type of educational technology to express their personalities and profiles. Second, consider using technology to teach and learn lessons. Remember, share, and reflect with the class on the learning outcomes that were successfully shown through the use of technology. Third, consider using technology in educational activities. When creating lesson plans, consider the best appropriate web app that would satisfy learner's curiosity and active engagement. (Espique, 2022)

The classroom environment plays a crucial role in shaping students' motivation, study habits, and behavior, as learners spend most of their time in this setting. When the classroom environment is unsupportive, students may struggle to engage in tasks or lose interests in learning. It is essential for learners to feel safe, accepted, and included, as a lack of belonging can lead to behavioral issues, reduced engagement, and decreased ownership of their work. (Hudson, 2022). A positive classroom environment is rooted in constructive student behavior. When learners behave respectfully and participate actively, it encourages mutual respect, academic achievement, and a supportive learning atmosphere. Teachers can focus more on instruction than discipline, making lessons more effective and efficient. Motivation is enhanced when students have opportunities for autonomy and meaningful academic decision-making. Giving learners options fosters empowerment, ownership, responsibility, and motivation in their education (McCombs, 2026). Encouragement as a form of positive social reinforcement boosts hope, confidence, perseverance and courage (Wong, 2025).

Basic Education learners is growing up in a world where technology fills every aspect of daily life. They're surrounded by social media and mobile devices, which naturally affect how they learn, think, and engage with others. This exposure has raised concerns among parents and educators, especially when it comes to too much screen time and its effects on children's mental, emotional, and behavioral development. Some learners start to depend heavily on social media or technology, making it difficult for them to be active without it. It can be difficult for them to concentrate on activities that feel slower or less interactive because they are established to fast-paced, visually stimulating content, such as brief videos and multitasking across multiple screens. As a result, shorter attention spans are becoming more noticeable. This can make it more difficult for learners to stay focused, engage in lessons, and retain information being taught. (Casey, 2024)

Basic Education learners have grown up in an environment shaped by rapid technological advancement. Being exposed to technology has changed their cognitive development and learning habits, presenting teachers with both opportunities and challenges. The impact of widespread school closures and the shift to remote learning caused disruptions to their education and social development. The sudden transition to virtual classrooms raised concerns about academic performance and emotional health by exposing pre-existing issues with engagement, self-control, and attention span. These conditions may manifest behavioral issues in the classroom, making it difficult for children to focus, participate, and control their emotions. (Ulucay, 2024)

Basic education learners are expected to value continuous professional development, as they see themselves as lifelong learners. They prefer workplaces that support their growth through personalized learning paths, helping them build new skills and knowledge over time. This focus on ongoing learning aligns with a larger shift toward flexible career paths, which are likely to shape how learners' approach to work or tasks. In these environments, collaboration among diverse teams will be standard, with different perspectives not just accepted by actively appreciated. (Holmes, 2024)

McCarthy (2023) stated that behavioral expectations and classroom management should remain consistent and predictable. This also means teachers need to regulate their own emotions so that children do not shift from a calm state to feeling anxious or afraid. When students absorb an adult's stress, they often react either through outward challenging behaviors or by holding that stress internally. Teachers should consistently model appropriate behavior and highlight it, so students understand what is expected of them during practice opportunities.

In the study of Khirzani (2023), it suggests that the rapid growth of technology has positively influenced the mindset of Generation Alpha, showing that improved environments can lead to great outcomes. This generation tends to be skilled at multitasking and creative thinking. Having grown up surrounded by various forms of digital technology, their cognitive development is shaped by these experiences. Additionally, they are educated in systems that provide access to technology both at home and in school, enabling them to explore and develop interests beyond the traditional classroom setting.

In the study of Washington (2024), he explains that basic education learners are growing up deeply engaged in digital technology. Compared to earlier generations, they are more tech-savvy, globally connected, and engage with a wider range of age groups. This new generation presents both opportunities and challenges, while also offering valuable insights and support to the two key influences in their lives: families and early childhood teachers.

Hypothesis

The null hypothesis was tested in the study.
There is no significant relationship between the assessments on the level of utilization of teaching strategies and on the extent of manifestations of learners' behavior inside the classroom.

Methodology

Research Design

This study utilized a **descriptive quantitative design**, which collects information through observation and presents the way they are using tools such as surveys, questionnaires, rubrics, interviews, or rankings. The design investigated the teachers' strategies in values education about handling basic education learners' behaviors.

Subjects of the Study

The subjects of this study were 124 Basic Education Values teachers in St. Bridget Schools, presently and who experienced teaching values education. Using Slovin's Formula Calculator, the sample size was computed with a margin of error. A **stratified random sampling** was utilized, wherein the population was divided into distinct subgroups, and sub-samples were selected from each subgroup using proportionate allocation by school.

Research Instrument

A **structured questionnaire** was designed and validated by experts in values education and research. The instrument measured the following:

- Level of Utilization of the Strategies in Handling Learners' Behaviors
 - 1.1 technology integration
 - 1.2 personalized learning
 - 1.3 social and emotional learning
 - 1.4 project-based learning
- Extent of Manifestations of Learners' Behavior inside the Classroom
 - 2.1 readiness
 - 2.2 interests
 - 2.3 performance
 - 2.4 learning style
 - 2.5 relationship with others
- Significant relationships between the assessments on the level of utilization of teaching strategies and the extent of manifestations of learners' behavior
- The challenges encountered by teachers in managing behaviors
- Innovative teaching strategies

A combination of **Likert-scale**, **checklist**, and **unstructured interview** were used to gather quantitative data.

Data Collection Procedure

The researcher sent approval letters to the office of the President and the office of the Institutional Research of St. Bridget College, Batangas City. Upon approval letter was returned, the researcher sent a letter via email and messenger to the schools' principal attached to the approval letter from the School President and the IRRPO Head. With the school head's permission, the questionnaire reproduced and distributed to the basic education values teachers at St. Bridget Schools. The researcher adheres to the Data Privacy Act of 2012. Respondents were given sufficient time to answer the questionnaire. Once collected and organized, the data were forwarded to a statistician for analysis and interpretation using appropriate statistical methods.

Data Analysis

Statistical procedures were used to interpret the results that were gathered from the respondents of the study. This study used statistical treatment of data such as ranking, weighted mean, and Pearson's r coefficient of correlation. (r -value) measures the strength and direction of a linear relationship between two variables (-1 to +1), (p -value) indicates the statistical significance of that relationship.

Results

Section 1: Level of Utilization of the Strategies in Managing Learners' Behaviors

Describing the level of utilization of strategies in handling learner's behavior was one of the objectives of this study. This determined how the said strategies were utilized relative to technology integration, personalized learning, social and emotional learning, and project-based learning. The responses gathered from basic education teachers were presented in this section.

1.1 Technology Integration. In the teaching and learning process, it refers to using technology to enhance learning and achieve educational objectives, with teachers incorporating computers, smartphones, virtual reality tools, and other innovative devices to support student learning.

The table below presents the level of utilization of strategies in managing learners' behaviors related to technology integration. It highlights the different instructional approaches used by teachers, along with their corresponding weighted means, verbal interpretations, and rankings.

Table 3
Level of Utilization of Strategies in Managing Learner's

Items	Weighted Mean	Verbal Interpretation	Rank
1. multimedia tools (videos, presentations) to enhance values lessons	3.62	Highly Utilized	2
2. hands-on activities	3.40	Moderately Utilized	7
3. computer laboratories to play games related to lesson	3.27	Moderately Utilized	8
4. collaboration activities such as by partner and group activity using gadgets	3.26	Moderately Utilized	9

5. school resources such as Aralinks and ACE hub	3.61	Highly Utilized	3.5
6. subjects' collaboration for more exciting task	3.55	Highly Utilized	5
7. an energizer before the start of class using online software	3.66	Highly Utilized	1
8. assignment or reviews using LMS	3.50	Highly Utilized	6
9. independent learning using their own gadget	3.24	Moderately Utilized	10
10. game-based activity such as jumbled letters, guessing game, etc.	3.61	Highly Utilized	3.5
Composite Mean	3.47	Moderately Utilized	
Legend: Least Utilized (1.00-1.49)		Slightly Utilized (1.50-2.49)	
Moderately Utilized (2.50-3.49)		Highly Utilized (3.50-4.00)	

Behaviors relative to technology integration

Table 3 presents the level of utilization of the strategies in managing learners' behaviors relative to technology integration. Among the items, it was clear that basic education teachers utilized strategies in an energizer before the start of class using online software, it has weighted mean 3.66, interpreted as highly utilized. This result was supported by the study of Felani (2022) he stated that energizers or icebreakers provide multiple benefits, such as engaging students intellectually and emotionally, reducing anxiety, encouraging critical thinking, and fostering a sense of community in the classroom. It can strengthen teacher-student relationships, social, cultural gaps, and increase students' interest in academic subjects.

It also gleaned in this table that teachers utilized strategies in multimedia tools to enhance values lessons, it has weighted mean 3.62 and verbally interpreted as highly utilized. This result was supported by the study of Abdulrahman (2020) he stated that multimedia involves using multiple types of media. Teachers should select the most effective multimedia tools and applications for classroom instruction. This helps learners create mental representations by combining various media elements that aid in information processing.

At the same time, as shown in the table, the respondents highly utilized strategies in school resources such as Aralinks and ACE and game-based activity such as jumbled letters, guessing game, both the items weighted mean 3.61. This result was supported by the study of Meris (2025) she stated that coding is important because it simplifies tasks, increases efficiency, and enhances outcomes. Programs like Aralinks Coding Education (ACE) have been developed to provide students with opportunities to learn basic coding while allowing observation of how learners interact with the ACE program. According to Adipat (2021) game-based activity involve learning new concepts and skills through both digital and traditional (non-digital) games.

Incorporating games into education can greatly enrich learning experiences and boost academic performance.

On the other hand, as shown in the table, the respondents moderately utilized strategies in computer laboratories to play games related to lessons with 3.27 weighted mean. The respondents also utilized strategies in collaboration activities such as by partner and group activity using gadgets with 3.26 weighted mean. Then, the least was garnered by the item that basic education teachers utilized strategies in independent learning using their own gadget as it gained 3.24 weighted mean. Based on the interview conducted by the researcher, some of the teachers utilized some of the online software available in school and effectively integrate in depends on the needs of the learners.

However, the composite mean 3.47 showed that the basic education teachers moderately utilized strategies relative to technology integration. It means that the basic education teachers can integrate technology effectively in teaching and learning.

1.2 Personalized learning. In the teaching and learning process, this approach aims to customize education to match each student's strengths, needs, abilities, and interests.

The table below presents the level of utilization of strategies in managing learners' behaviors relative to personalized learning. It illustrates the various learner-centered approaches employed by teachers to address individual differences in learners' strengths, needs, abilities, and interests.

Table 4
Level of Utilization of Strategies in Managing Learner's
Behavior relative to personalized learning

Items	Weighted Mean	Verbal Interpretation	Rank
1. self-assessment such as reflection or essay	3.59	Highly Utilized	4
2. individual tasks and project	3.57	Highly Utilized	5.5
3. personal experiences in such activities	3.45	Moderately Utilized	9.5
4. space inside the classroom for solo activity	3.57	Highly Utilized	5.5
5. flexible seating arrangements	3.54	Highly Utilized	7
6. individual feedback on tasks	3.45	Moderately Utilized	9.5
7. teaching strategies based on learners' needs	3.68	Highly Utilized	1
8. mastery of values and skills	3.53	Highly Utilized	8
9. pair activities or think-pair-share	3.62	Highly Utilized	3
10. educational games	3.65	Highly Utilized	2
Composite Mean	3.57	Highly Utilized	
Legend: Least Utilized (1.00-1.49)		Slightly Utilized (1.50-2.49)	
Moderately Utilized (2.50-3.49)		Highly Utilized (3.50-4.00)	

Table 4 shows that basic education teachers highly utilized strategies in personalized learning in teaching strategies based on learners' needs with weighted mean of 3.75. This result was supported by the study of Seban (2024) he stated that successful learners should possess a wide range of learning techniques and strategies to manage their learning effectively. Applying these strategies can meet learners' needs, enhance understanding, and improve overall academic performance.

It also gleaned in this table that basic education teachers highly utilized strategies in personalized learning in educational games, with 3.65 weighted mean. This result was supported by the study of Adipat (2025) he stated that game-based learning allows students to interact with challenging learning environments, concepts, and specific objectives. Games are designed so that learners can practice and exercise repeatedly within the game context while maintaining their interest and motivation.

At the same time, the respondents also highly utilized strategies in personalized learning in pair activities or think-pair-share with 3.62 weighted mean. This result was supported by the study of Lam Ho (2025) he stated that think-pair-share is a cooperative learning strategy to aimed at increasing student engagement through structured stages of individual reflection followed by peer discussion.

The table also shows that basic education teachers highly utilized strategies in personalized learning in flexible seating arrangements, with a 3.54 weighted mean. The respondents also highly utilized strategies in mastery of values and skills with 3.53 weighted mean. Then the least item gained 3.45, interpreted as moderately utilized, it presents personal experiences in such activities and individual feedback on tasks. And based on the results of the interview conducted by the researcher, the respondents also utilized strategies in personalized learning based on the needs of the learners to be capable of thinking and doing certain tasks.

However, the composite mean 3.57 still showed that the basic education teachers highly utilized strategies relative to personalized learning. It only means that basic education teachers provide the needs of each student based on suited activities and level.

1.3 Social and Emotional Learning. In the teaching and learning process, it serves as a way for children to develop social and emotional skills, including managing difficult emotions, making responsible decisions, coping with stress, and building positive relationships.

The table below presents the level of utilization of strategies in managing learners' behaviors related to social and emotional learning. It highlights the various approaches employed by teachers to promote learners' emotional awareness, self-regulation, interpersonal skills, and responsible decision-making.

Table 5
Level of Utilization of Strategies in Managing Learner's
Behavior relative to social and emotional learning

Items	Weighted Mean	Verbal Interpretation	Rank
1. daily emotion or feeling check-ins	3.60	Highly Utilized	3
2. emotional vocabulary	3.36	Moderately Utilized	10

3. break session	3.39	Moderately Utilized	7.5
4. classroom roles and responsibilities	3.58	Highly Utilized	4
5. peer or group sharing	3.50	Highly Utilized	5.5
6. reflective writing	3.38	Moderately Utilized	9
7. mindfulness activities	3.39	Moderately Utilized	7.5
8. role play and group activity	3.50	Highly Utilized	5.5
9. kindness and self-discipline	3.67	Highly Utilized	1
10. art activities	3.62	Highly Utilized	2
Composite Mean	3.50	Highly Utilized	
Legend: Least Utilized (1.00-1.49)		Slightly Utilized (1.50-2.49)	
Moderately Utilized (2.50-3.49)		Highly Utilized (3.50-4.00)	

It is evident in Table 5 that the respondents highly utilized strategies in social and emotional learning in kindness and self-discipline, that item garnered 3.67 weighted mean. This result was supported by the study of Szafran (2022) she stated that social and emotional learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills needed to recognize and manage emotions, set and achieve positive goals, show empathy, build and maintain healthy relationships, and make responsible decisions. Kindness serves as a fundamental basis in developing social and emotional learning.

Also, the basic education teachers highly utilized strategies in social and emotional learning in art activities, with 3.62 weighted mean. This result was supported by the study of Maithreyi (2023) he stated that the integration of social-emotional learning through art activities has been proven to increase children's empathy, self-awareness, and collaboration. Arts education provides a safe space for creative expression, self-confidence building, and social skill development.

At the same time, the respondents highly utilized social and emotional learning in daily emotion or feeling check-ins, with 3.60 weighted mean. This result was supported by the study of Gilb (2023) she stated that with the rise in challenging behaviors, fostering a sense of belonging and strong teacher-student relationships is especially important in the classroom. One method teacher can use is the Morning Meeting, a strategy for incorporating social-emotional learning that includes four key components: greeting, sharing, group activity, and message.

Simultaneously, as shown in the table, the respondents moderately utilized strategies in mindfulness activities and break sessions with 3.39 weighted mean. The respondents also moderately utilized strategies in reflective writing with 3.38 weighted mean. Then, the least was garnered by the item that basic education teachers moderately utilized strategies in emotional vocabulary as it gained 3.36 weighted mean. And based on the results of the interview conducted by the researcher, the respondents also utilized strategies in social and emotional learning in advising the impact of kindness and the emotions of everyone is valid.

However, the composite mean 3.50 still showed that the basic education teachers highly utilized strategies relative to social and emotional learning. It only means that basic education

teachers can enrich learners not just the intelligent quotient but also the emotional quotient of the learners. Through this, the social learning of the learners will become meaningful.

1.4 Project-based Learning. In the teaching and learning process, it is a student-centered method that promotes learning through engaging, real-world questions or challenges that are connected to the curriculum.

The table below presents the level of utilization of strategies in managing learners' behaviors relative to project-based Learning. It highlights different approaches used by teachers to engage learners in collaborative, inquiry-based, and task-oriented activities.

Table 6
Level of Utilization of Strategies in Managing Learner's
Behavior relative to project-based learning

Items	Weighted Mean	Verbal Interpretation	Rank
1. field trip	3.60	Highly Utilized	1
2. invention	3.28	Moderately Utilized	8
3.coastal clean-up	3.41	Moderately Utilized	5
4.tree planting activity	3.36	Moderately Utilized	6
5.hiking for the nature	3.22	Moderately Utilized	9
6.fun run for a cause	3.21	Moderately Utilized	10
7.prayer rally	3.34	Moderately Utilized	7
8. violence against women and children campaign	3.46	Moderately Utilized	4
9. adopted community service	3.54	Highly Utilized	2
10.church activities such as readers, collectors, and choir	3.50	Highly Utilized	3
Composite Mean	3.39	Moderately Utilized	
Legend: Least Utilized (1.00-1.49)		Slightly Utilized (1.50-2.49)	
Moderately Utilized (2.50-3.49)		Highly Utilized (3.50-4.00)	

Table 6 shows that basic education teachers highly utilized strategies in project-based learning in a fieldtrip with weighted mean of 3.60. This result was supported by the study of

Bouchard (2025) he stated that field trips have inherent educational value, and when paired with project-based learning, they become a powerful source of inspiration. Experiencing real-world applications of academic concepts can spark curiosity and increase student engagement.

It also gleaned in this table that basic education teachers highly utilized strategies in personalized learning in adopted community service with 3.54 weighted mean. This result was supported by the study of Lathifah (2025) stated that community service has become an important element of holistic education, fostering students' civic engagement, empathy, and a commitment to making positive societal contributions. Through participation in community service, students can develop practical skills while addressing social needs, which is vital in the 21st century as educators aim to cultivate responsible, community-oriented citizens.

At the same time, the respondents also highly utilized strategies in project-based learning in church activities such as readers, collectors, choirs with 3.50 weighted mean. This result was supported by the study of Mite (2021) she stated that the creation of a project-based learning approach for Catholic religion education significantly aids both teachers and students in the classroom learning process, particularly with regard to Catholic religion education.

The table also shows that basic education teachers moderately utilized strategies in project-based learning in invention, with a 3.28 weighted mean. The respondents also utilized strategies in hiking for nature with 3.22 weighted mean. Then the least item gained 3.21 presenting about fun run for a cause. And based on the results of the interview conducted by the researcher, the respondents also utilized strategies in project-based learning by providing students with experiential activities such as tour inside and outside the school such as libraries, parks, church, coliseum, and exhibits.

However, the composite mean 3.39 still showed that the basic education teachers moderately utilized strategies relative to project-based learning. It only means that basic education teachers can provide activities outside the school that can make students to be useful and responsible citizens.

Section 2: Extent of Manifestations of Learners' Behavior inside the Classroom

Describing the extent of manifestations of learner's behavior was one of the objectives of this study. This determined how the said behavior was being manifested in terms of readiness, interests, performance, learning style, and relationship with others. The responses gathered from basic education teachers were presented in this section.

2.1 Readiness. In the teaching and learning process, it describes how prepared students are for developmental growth. In contrast, learner behavior refers to the way an individual behaves or carries themselves. In this study, basic education teachers described the extent of manifestations of learner's behavior in terms of readiness inside the classroom.

The table below presents the extent of manifestations of learners' behavior in terms of readiness. It highlights the observable behaviors that reflect learners' preparedness to engage in classroom activities, including their willingness to participate, attentiveness, and ability to follow instructions.

Table 7
Extent of Manifestations of Learners Behavior
in terms of readiness

Items	Weighted Mean	Verbal Interpretation	Rank
1. Arrive in class prepared with the assigned materials	3.42	Moderately Manifested	7
2. settle down quickly once the class starts	3.32	Moderately Manifested	10
3. Show attentiveness during the advisory period	3.49	Moderately Manifested	6
4. Follow classroom rules and routines in all subjects	3.41	Moderately Manifested	8
5. Participate in review, drill, and brainstorming	3.69	Highly Manifested	3
6. Engage actively in energizers and motivational activities	3.64	Highly Manifested	5
7. Sit properly, and things are organized	3.72	Highly Manifested	1
8. Listen attentively to teachers	3.65	Highly Manifested	4
9. Express their thoughts about their feelings or mood	3.35	Moderately Manifested	9
10. Demonstrate willingness to start learning activities	3.70	Highly Manifested	2
Composite Mean	3.54	Highly Manifested	
Legend: Least Manifested (1.00-1.49)		Slightly Manifested (1.50-2.49)	
Moderately Manifested (2.50-3.49)		Highly Manifested (3.50-4.00)	

Table 7 presents the extent of manifestations of learners' behavior inside the classroom in terms of readiness. Among the items, it was clear that basic education teachers manifested learner's

behavior for readiness in sitting properly and things being organized, it has weighted mean 3.72, interpreted as highly manifested. This result was supported by Ahmed (2024), his study stated that how seats are arranged and where materials are placed can enhance students' readiness and overall learning experience. This helps learners become more prepared and organized.

It also gleaned in this table that teachers manifest learner's behavior in demonstrating willingness to start learning activities, it has weighted mean 3.70 and verbally interpreted as highly manifested. This result was supported by the study of Jang (2025) her study stated that in classroom settings, engagement plays a crucial role because it acts as a behavioral pathway through which students' motivation affects their ongoing learning and development. In connection with this, Hudson (2022), pointed out that since learners spend most of their time in the classroom, teachers

need to understand how to motivate them so they can handle tasks effectively and remain interested.

At the same time, as shown in the table, the respondents highly manifested learners' behavior in readiness to participate in review, drill, and brainstorming with weighted mean 3.69. This result was supported with the study of Jang (2025) her study stated that learning activities aimed at promoting readiness should be based on students' interests and preferences, while also providing choices and encouraging a sense of challenge and curiosity.

In the meantime, as shown in the table, the respondents highly manifested learners' behavior in readiness to follow classroom rules and routines in all subjects with 3.41 weighted mean. The respondents also manifested learner's behavior in readiness to express their thoughts about their feelings or mood with 3.35 weighted mean. Then, the least was garnered by the item that basic education teachers manifested learners' behavior to settle down quickly once the class starts as it gained 3.32 weighted mean. Based on the interview conducted by the researcher, some of the teachers manifest that sitting properly and things being organized was helpful for the learners to listen actively and do work properly. It can be less sleep in class and distraction. However, the composite mean 3.54 showed that the basic education teachers highly manifested learner's behaviors in terms of readiness. It means that the basic education teachers can make their learners ready in daily lessons that will reflect on their engagement and participation in class.

2.2 Interests. In the teaching and learning process, it involves engaging and sustaining students' motivation, guiding them to find meaning and value in their lessons. It also refers to how learners participate in the teaching and learning process and act as a means for teachers to assess their progress.

The table below presents the extent of manifestations of learners' behavior in terms of interests. It highlights the observable behaviors that reflect learners' level of curiosity, engagement, and enthusiasm in the classroom activities.

Table 8
Extent of Manifestations of Learner's Behavior
in terms of interests

Items	Weighted Mean	Verbal Interpretation	Rank
1. Give ideas about class activities	3.61	Highly Manifested	5
2. Show curiosity about new discussions	3.55	Highly Manifested	6
3. actively participate in different hands-on activities	3.46	Moderately Manifested	9
4. Show excitement in group activities and collaborative activities	3.75	Highly Manifested	1.5
5. Ask questions about the lesson	3.50	Highly Manifested	7
6. Pay attention to teachers' discussion	3.42	Moderately Manifested	10
7. Take initiative to lead and accomplish the tasks	3.64	Highly Manifested	3
8. Actively participate in class recitation	3.48	Moderately Manifested	8
9. Eagerly join in new experiences	3.75	Highly Manifested	1.5
10. Willingly attend reflective activities such as recollection	3.62	Highly Manifested	4
Composite Mean	3.58	Highly Manifested	
Legend: Least Manifested (1.00-1.49)		Slightly Manifested (1.50-2.49)	
Moderately Manifested (2.50-3.49)		Highly Manifested (3.50-4.00)	

Table 8 shows that basic education teachers highly manifested in terms of interest in joining in new experiences and excitement in group and collaborative activities, both items gained a weighted mean of 3.75. This result was supported by the study of McGee (2023) who discussed an effective teaching approach is to combine the diverse perspectives and experiences of teachers from different generations. By learning from one another, maximizing each other's strengths, and collaborating, teachers can better equip students for the challenges and opportunities they will face in the future.

In addition to this, the table shows that taking initiative to lead and accomplish the tasks was highly manifested with a weighted mean of 3.64. The study was supported by the study of Cimene (2024), he stated that when students receive content and activities tailored to their individual learning preferences, they are more likely to stay motivated and engaged, resulting in improved learning outcomes.

It also gleaned in this table that basic education teachers highly manifested interests in willingly attend reflective activities such as recollection, with 3.62 weighted mean. This result was supported by the study of Taylor (2023) she stated that carefully designed and consistently implemented reflective activities can stimulate students' metacognitive skills, allowing them to

evaluate how they invest their time and effort in learning, which promotes deeper and more active engagement.

On the other hand, the respondents moderately utilized interest in actively participating in class recitation, with 3.48 weighted mean. The table also shows that basic education teachers moderately utilized interests in actively participating in different hands-on activities, with a 3.36 weighted mean. Then the least item gained 3.42 presenting about paying attention to teacher's discussion. And based on the result of the interview conducted by the researcher, the respondents also manifested learner's behaviors in terms of interest in group activities and collaboration and new experiences.

However, the composite mean 3.58 still showed that the basic education teachers highly manifested learners' behavior in terms of interests. It only means that basic education teachers can really get the interests of learners in hands-on and collaborative activities.

2.3 Performance. In the teaching and learning process, it refers to how a student effectively fulfills their responsibilities, achieves set goals, and exhibits the required knowledge, attitudes, and behaviors. It also serves a key criterion that teachers use to evaluate their students.

The table below presents the extent of manifestations of learners' behavior in terms of performance. It highlights the observable behaviors that reflect learners' ability to accomplish academic tasks, demonstrate understanding, and meet expected learning outcomes.

Table 9
Extent of Learner's Behavior
in terms of performance

Items	Weighted Mean	Verbal Interpretation	Rank
1. Consistently meet expected learning standards	3.51	Highly Manifested	3
2. Manage their time properly	3.30	Moderately Manifested	9
3. Follow instructions correctly	3.22	Moderately Manifested	10
4. Show responsibility in handling different tasks	3.53	Highly Manifested	2

5. Apply creativity and determination in doing the tasks	3.50	Highly Manifested	4
6. Show honesty during examinations	3.46	Moderately Manifested	6
7. Complete tasks according to given instructions	3.67	Highly Manifested	1
8. Engage in improvement after constructive feedback	3.45	Moderately Manifested	7
9. Apply values inside and outside the classroom	3.47	Moderately Manifested	5
10. display critical thinking and problem-solving skills	3.43	Moderately Manifested	8
Composite Mean	3.45	Moderately Manifested	
Legend: Least Manifested (1.00-1.49)		Slightly Manifested (1.50-2.49)	
Moderately Manifested (2.50-3.49)		Highly Manifested (3.50-4.00)	

Table 9 presents the extent of manifestations of learners' behavior inside the classroom in terms of performance. Among the items, it was clear that basic education teachers highly manifested learner's behavior in complete tasks according to given instructions, it has weighted mean 3.67. This result was supported by the study of Angulo (2023) she stated that there are many classroom management theories that can improve lesson flow, giving clear instructions is especially beneficial for both teachers and students, as it aids understanding and provides guidance.

It also gleaned in this table that teachers manifest learner's behavior in terms of performance in showing responsibility in handling different tasks, it has weighted mean 3.53 and verbally interpreted as highly manifested. This result was supported by the study of McCombs (2026) she stated that motivation is connected to students having opportunities for autonomy and making meaningful academic decisions. Offering choices allows learners to feel empowered and in control of their learning, fostering responsibility and self-motivation. Teachers can encourage responsible and independent learners by providing appropriate opportunities for student choice.

At the same time, as shown in the table, the respondents highly manifested learners' behavior in performance to consistently meet expected learning standards, with weighted mean 3.51. This result was supported with the study of Opana (2025), he stated that clearly defined performance standards are essential for fostering a supportive learning environment. They give students clear guidance, reduce anxiety and uncertainty and help them concentrate on meeting specific expectations.

On the other hand, as shown in the table, the respondents moderately manifested learners' behavior in learning style in displaying critical thinking and problem-solving skills with 3.43 weighted mean. The respondents also moderately manifested learner's behavior in performance

in managing learner's time properly with 3.30 weighted mean. Then, the least was garnered by the item that basic education teachers moderately manifested learners' behavior in performance in following instructions correctly as it gained 3.22 weighted mean. And based on the results of the interview conducted by the researcher, the respondents also manifested learner's behaviors in performance by giving clear instructions in different tasks.

However, the composite mean 3.45 still showed that the basic education teachers moderately manifested learners' behavior in terms of interests. It only means that basic education teachers can really get the interests of learners in hands-on and collaborative activities.

2.4 Learning Style. In the teaching and learning process, it refers to how learners gather, analyze, interpret, organize, and draw conclusions from information, as well as how they retain it for future use. These are key factors that teachers need to consider in the teaching and learning process.

The table below presents the extent of manifestations of learners' behavior in terms of learning style. It highlights the observable behaviors that reflect how learners prefer to process and engage with information.

Table 10
Extent of Manifestations of Learner's Behavior
in terms of Learning Style

Items	Weighted Mean	Verbal Interpretation	Rank
1. Prefer using visual aids in learning	3.69	Highly Manifested	1
2. Responds better to experiential activities	3.57	Highly Manifested	3
3. Work independently	3.37	Moderately Manifested	6
4. Use technology appropriately	3.28	Moderately Manifested	8
5. Actively join read-aloud activities or oral activities	3.55	Highly Manifested	4
6. Collaboratively join hands-on activities	3.60	Highly Manifested	2
7. Work better when it is self-study	3.36	Moderately Manifested	7
8. Express ideas confidently in logic or reasoning	3.25	Moderately Manifested	9
9. Understand the lesson better when sounds or music is present	3.43	Highly Manifested	5
10. Confidently learn in speech and writing	3.15	Moderately Manifested	10
Composite Mean	3.43	Highly Manifested	
Legend: Least Manifested (1.00-1.49)		Slightly Manifested (1.50-2.49)	

Moderately Manifested (2.50-3.49)

Highly Manifested (3.50-4.00)

It is evident in Table 10 that the respondents highly manifested learner's behavior in using visual aids in learning, that item garnered 3.69 weighted mean. This result was supported by the study of Alabi (2024) he stated that visual learning is a widely recognized and highly effective learning style that focuses on using visual aids, imagery, and spatial understanding. Learners who favor visual learning tend to excel in tasks that involve processing and remembering visual information, such as diagrams, charts, illustrations, and other graphical materials.

At the same time, the basic education teachers highly manifested learner's behavior in learning style to collaboratively join hands-on activities, with 3.60 weighted mean. This result was supported by the study of Kong (2021) he stated that experiential learning is a paradigm for resolving the contradiction between how information is gathered and how it is used. It is focused on learning through experience and evaluating learners in line with their previous experiences. This way of learning entails giving learners more authority and responsibility, as well as involving them directly in their learning process within the learning atmosphere

Also, the basic education teachers highly manifested learner's behavior in learning style to responds better in experiential activities, with 3.57 weighted mean. This result was supported by the study of Eknadan (2024) he stated that experiential learning will play a vital role in future teaching and learning strategies, especially in engaging students and enabling them to co-create knowledge rather than just accessing information immediately. This approach highlights the transformation, interpretation, and enrichment of information.

On the other hand, as shown in the table, the respondents moderately manifested learners' behavior in learning style in using technology appropriately with 3.28 weighted mean. The respondents also moderately manifested learner's behavior in learning style in expressing ideas confidently in logic or reasoning with 3.25 weighted mean. Then, the least was garnered by the item that basic education teachers moderately manifested learners' behavior in learning style in confidently learn in speech and writing as it gained 3.15 weighted mean. And based on the results of the interview conducted by the researcher, the respondents also manifested learner's behaviors in learning style by using visual aids effectively in learning and find ways on how learners will love speech and writing.

However, the composite mean 3.43 still showed that the basic education teachers highly manifested learners' behavior in terms of learning style. It only means that basic education teachers can provide suited learning style and provides the needs of the learners.

2.5 Relationship with others. In the teaching and learning process, it refers to the relationship between two individuals, which can be either positive or negative. It is one of the factors teachers consider when evaluating how students interact with others.

The table below presents the extent of manifestations of learners' behavior in terms of relationships with others. It highlights the observable behaviors that reflect learners' ability to interact, cooperate, and communicate effectively with peers and teachers.

Table 11
Extent of Manifestations of Learner's Behavior
in terms of Relationship with others

Items	Weighted Mean	Verbal Interpretation	Rank
1. Show respect when interacting with classmates	3.33	Moderately Manifested	6
2. Willingly collaborate during group activities	3.35	Moderately Manifested	4.5
3. Easily resolve problems or conflicts with classmates	2.93	Moderately Manifested	9
4. Contribute effectively to a harmonious relationship in classroom	3.15	Moderately Manifested	8
5. Support classmates in contests or any representation	3.63	Highly Manifested	1
6. Spread good words and have good communication	3.35	Moderately Manifested	4.5
7. Encourage others to do good	3.52	Highly Manifested	3
8. Foster sense of belonging	3.54	Highly Manifested	2
9. Accept advice and correction properly	3.30	Moderately Manifested	7
10. Are being sensitive in actions	2.69	Moderately Manifested	10
Composite Mean	3.28	Moderately Manifested	
Legend: Least Manifested (1.00-1.49)		Slightly Manifested (1.50-2.49)	
Moderately Manifested (2.50-3.49)		Highly Manifested (3.50-4.00)	

It is evident in Table 11 that the respondents highly manifested learner's behavior in relationship with others in support classmates in

contests or any representation, that item garnered 3.63 weighted mean. This result was supported by the study of Hoferichter (2022) she stated that when relationships are perceived as supportive, students are less likely to experience stress and can fully commit their energy to learning, which can improve their academic success.

Also, the basic education teachers highly manifested learner's behavior in relationship with others in foster sense of belonging, with 3.54 weighted mean. This result was supported by the study of Peacock (2020) she stated that sense of belonging for learners has both psychological and

social dimensions, defined by two key aspects. The first involves feeling accepted, valued, respected, needed, and significant within the classroom. The second relates to feeling connected or fitting in with a group, class, department, subject, institution, or a combination of these.

At the same time, the respondents highly manifested learner's behavior in relationship with others in encouragement to do good, with 3.52 weighted mean. This result was supported by the study of Wong (2025) he stated that encouragement, as a form of affirmation, is a common positive social action used to strengthen a person's hope and inspiration.

On the other hand, as shown in the table, the respondents moderately manifested learners' behavior in learning style in contributed effectively to a harmonious relationship in the classroom with 3.15 weighted mean. The respondents also moderately manifested learner's behavior in relationship with others in easily resolved problems or conflicts with classmates with 2.93 weighted mean. Then, the least was garnered by the item that basic education teachers moderately manifested learners' behavior in relationship with others in being sensitive in actions as it gained 2.69 weighted mean. And based on the results of the interview conducted by the researcher, the respondents also manifested learner's behaviors in relationship with others in the support of one another in different kinds of activities and the inclusivity.

However, the composite mean 3.28 still showed that the basic education teachers moderately manifested learners' behavior in terms of relationship with others. It only means that basic education teachers build a strong sense of unity and inclusion.

Section 3: Relationship Between Teachers Strategy Utilization and Learners' Behavioral Manifestations

Table 12. Pearson r Correlation Coefficient Results for Technology Integration

Factors	r-value	Strength of Relationship	p-value	Decision	Conclusion
Readiness	.375**	Moderate Relationship	.001	R	Significant
Interest	.099	Very Weak Relationship	.262	A	Not Significant
Performance	.001	Very Weak Relationship	.991	A	Not Significant
Learning Style	-.080	Very Weak Relationship	.368	A	Not Significant
Relationship with Others	-.093	Very Weak Relationship	.290	A	Not Significant

Table 12 presents the significant relationship between learners' behavior and technology integration. Among the factors, Readiness is the only significant factor for technology integration. This result shows a moderate positive relationship with the r value of 0.375, and a significance value (p) of 0.001. This explains that learners who are ready and prepared for activities have a tendency to engage effectively with technology-based instructional strategies. This suggests that

interest is an important factor in how learners engage in digital tools and online platforms inside the classroom.

Meanwhile, other factors such as interest ($r=.099, p=.262$), performance ($r=.001, p=.991$), learning style ($r=-.080, p=.368$), and relationship with others ($r=-.093, p=.290$) had a very weak association and were not significant. This indicates that these factors of learners' behavior do not have a relevant relationship with technology integration. The results revealed that the overall factors, such as interest, performance, learning style, and relationship with others, have an important impact. However, readiness may be the key factor that influences engagement in technology integration.

Overall, the results suggested that multiple aspects of learners' behavior, such as interest, performance, learning style, and relationship with others, were examined; readiness shows an effective influence in technology integration, highlighting the importance of preparing students to participate in technology learning activities.

Table 13. Pearson r Correlation Coefficient Results for Personalized Learning

Factors	r-value	Strength of Relationship	p-value	Decision	Conclusion
Readiness	-.060	Very Weak Relationship	.496	A	Not Significant
Interest	.538**	Strong Relationship	.001	R	Significant
Performance	.133	Very Weak Relationship	.132	A	Not Significant
Learning Style	-.118	Very Weak Relationship	.182	A	Not Significant
Relationship with Others	-.024	Very Weak Relationship	.789	A	Not Significant

Table 13 shows the significant relationship between learners' behavior and personalized learning. The results revealed that interest is the only factor that is significant for personalized learning. The interest shows a strong positive association with personalized learning, with the r value of 0.538, and its significance value (p) of 0.001. This indicates that students who demonstrated a high level of interest tend to engage in personalized learning activities. When students are interested in learning, they are more responsive, show great motivation, and show initiative in learning materials that are relevant to their needs and preferences. This suggests that learners' interests play a crucial role in the implementation of a personalized learning strategy.

Conversely, other factors of learners' behavior, such as readiness ($r=-.060, p=.496$), performance ($r=.133, p=.132$), learning style ($r=-.118, p=.182$), and relationship with others

($r=-.024, p=.789$) shows a very weak correlation and is not statistically significant in personalized learning strategy. This means that these factors do not have a meaningful association in personalized learning.

The findings suggest that teachers must focus on strategies that sustain the learners' interest. This kind of strategy ensures that a personalized learning approach is aligned with the learners' motivation.

Table 14. Pearson r Correlation Coefficient Results for Social and Emotional Learning

Factors	r-value	Strength of Relationship	p-value	Decision	Conclusion
Readiness	.002	Very Weak Relationship	.980	A	Not Significant
Interest	.008	Very Weak Relationship	.932	A	Not Significant
Performance	.338**	Moderate Relationship	.001	R	Significant
Learning Style	-.015	Very Weak Relationship	.869	A	Not Significant
Relationship with Others	.021	Very Weak Relationship	.812	A	Not Significant

The results in Table 14 of Pearson's r correlation show an analysis of the learners' behavior in social and emotional learning. Performance exhibits a moderate positive relationship and shows a significant association between social and emotional learning ($r=.338, p=.001$). This suggests that students who exhibit a high level of performance have a tendency to develop social and emotional learning skills. It indicates that the learner's improvement in academic performance may be associated with strong self-management, interpersonal relationships, and awareness.

However, other factors of learners' behavior were not statistically significant with social and emotional learning. These factors highlighted a very weak relationship with the outcome variable, indicating that students show some of these learning behaviors, but their influence on social and emotional learning is minimal and not statistically proven.

These results revealed that performance is the only key factor to social and emotional learning. This implies that teachers must establish a strategy that enhances the performance of the learners while fostering social and emotional learning.

Table 15. Pearson r Correlation Coefficient Results for Project-Based Learning

Factors	r-value	Strength of Relationship	p-value	Decision	Conclusion
Readiness	.015	Very Weak Relationship	.866	A	Not Significant
Interest	.039	Very Weak Relationship	.663	A	Not Significant
Performance	.050	Very Weak Relationship	.576	A	Not Significant
Learning Style	.201	Weak Relationship	.022	R	Significant
Relationship with Others	-.063	Very Weak Relationship	.476	A	Not Significant

Table 15 revealed that only the learning style behavior influences project-based learning, with the r value of 0.021, indicating a weak positive relationship, and exhibits a significant relationship ($p=.001$). This implies that learners who learned in their own ways were more effectively engaged in project-based learning activities. Teachers must use this information to design an activity that caters to learners' different learning styles. This ensures that all students engage and develop their skills through project based.

The factors like readiness ($r=.015, p=.866$), interest ($r=.039, p=.663$), performance ($.050, p=.576$), shows a very weak positive relationship to project-based learning, and a variable relationship with others ($r=-.063, p=.476$) indicates a very weak negative correlation. Although these factors exhibited an association with the outcome variable, their relationships were not statistically significant.

These data indicate that teachers should make project-based learning activities that work for learners' styles. This strategy allows learners to develop their critical thinking skills, increase the level of engagement, and achieve better learning outcomes. Teachers also consider the individual ways of the learners' approach and learning process and provide more opportunities that cater to their kinesthetic preferences.

Section 4: Challenges Encountered by Teachers in Managing Basic Education Learners' Behavior

The table below presents challenges encountered by teachers in managing basic education learners' behavior. It highlights the various difficulties teachers face in maintaining discipline, addressing diverse learners' needs and ensuring a positive and conducive learning environment.

Table 16

Challenges Encountered by Teacher's in Managing Basic Education Learner's Behavior

Items	Weighted Mean	Verbal Interpretation	Rank
1. experience difficulty in socializing with others	3.03	Agree	10
2. fail to follow classroom rules consistently	3.88	Strongly Agree	3
3. show low motivation in doing tasks	3.11	Agree	9
4. redirect to stay on task	3.68	Strongly Agree	5
5. display disruptive behavior during teaching and learning session	3.46	Agree	6
6. dependently rely on gadgets	3.97	Strongly Agree	1
7. become impatient and have short attention span	3.89	Strongly Agree	2
8. have a lot of missed activities and assessments	3.21	Agree	7
9. do not bring assigned materials	3.76	Strongly Agree	4
10. experience emotional distress	3.15	Agree	8
Composite Mean	3.31	Agree	
Legend: Strongly Disagree (1.00-1.49)		Disagree (1.50-2.49)	
Agree (2.50-3.49)		Strong Agree (3.50-4.00)	

Based on the assessment of the respondents, it has been revealed on this table that the primary problems encountered by teachers in handling basic education learners is dependently rely on gadgets as it acquired the highest weighted mean of 3.97. This result was supported by the study of Yusuf (2024) she stated that due to the widespread availability of digital devices and internet connectivity, teens and young people are constantly connected and frequently check and use their mobile devices. Instant messaging users had lower reading comprehension and took longer to read. Learners become distracted from their studies as a result of their increased use of technology.

On the other hand, the respondents strongly agreed that one of the problems is the impatience and short attention span as it gained 3.89 weighted mean. This result was supported by the study of Oaten (2024) she pointed out that it is no secret that younger generations, who grew up in digital age, have shorter attention spans. Poorer exam scores, trouble remembering information

over time, and trouble combining ideas into a deeper understanding are all linked to shorter attention spans.

It was gleaned in the table that basic education teachers strongly agreed that learners fail to follow classroom rules consistently as it gained 3.88 weighted mean. This result was supported

by the study of Dittmann (2025) he stated that rules play a major role in establishing a classroom structure that permits continuous instruction and learning. Rules should provide clear expectations for behavior and lessen uncertainty.

Furthermore, table 12 also shows that teachers agreed that learners experience emotional distress, as the item gained 3.15 weighted mean. It can also glean on the table that learners show low motivation in doing tasks, with 3.11 weighted mean. Then, the least is the difficulty in socializing with others, with a weighted mean 3.03. Based on the researcher's interview, basic education teachers really challenge themselves with the behaviors of the learners and how they are inclined with technology.

Summing it up, the respondents confirm that these are the challenges encountered by them in managing basic education learners, since it got 3.31 composite mean. These are the variables that should be given to focus on providing activities. However, with teacher's fundamental experience and hard work amidst challenges, they are still capable of teaching effectively the basic education learners.

Section 5: Proposed Innovative Teaching Strategies

The dedication of the basic education teachers to deliver high quality instruction has big impact on the learner's meaningful learning.

In this regard, the researcher is proposing innovative activities that will serve as an output of this study. It focuses on the specific areas of concern based on the findings of the study with regards to the way of how basic education teachers use strategies in values education. It consists of strategies and activities that are specific and attainable to develop that will assist the teachers in the classroom.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Manifesting learner's behavior in readiness to prepare learners inside the classroom	Strategy GUESS Give, Understand and Expressing through arts and Sacred Silence	- The school will provide signals that will be used during class discussions or club meetings that will be used throughout. - Provide effective horizontal articulation for subjects integrating arts. - Spontaneous application of sacred silence before the advisory start through chime music.	- Teachers - Coordinators - School Personnels - Learners	90% of the members of the school use the created signals, attend meetings for horizontal articulation, and follow effectively the sacred silence.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Manifesting learner's behavior in interests to motivate learners to actively participate in class and pay attention	Strategy MOOD M inds in lesson, O n tasks, O n track, D rive	- The heads and coordinators must ensure that all the televisions and HDMI are working for the students stay in attach with the class discussions, monthly check-up from the CSSAO. - The coordinators and teachers must foresee the possible and effective strategies to be use. It must be written in plan and once check, have conference. - The teachers as long as possible will stay at the center of the room and remain standing.	- Teachers - Coordinators - Assistant - Principal or Principal	90% of the teachers can teach well and learners will pay attention and participate in different activities.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Manifesting learner's behavior in performance for the learners to be responsible in handling tasks, solve, think, and follow instructions.	Strategy SMART Solve, Manage, Active, Right, and Timely	- The heads and coordinators must require teachers to use problem solving situations in their subjects not only in Math for the learners use their critical thinking and problem-solving skills. - Teachers must remain active, can manage the class properly with proper etiquette to handle learners, and be consistent with his or her rule. It is good to have kamustahan session on how teachers doing well in delivering instructions.	- Teachers - Coordinators - Assistant Principal or Principal	90% of the teachers provide problem solvin and consistent in rules and learners show leadership and follows instructions correctly.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Manifesting learner's behavior in learning style to help teachers meet the needs of the students especially in logic, reasoning, speech, and writing	Strategy CLICK Confidence in Learning and Integrating technology, let the Communication Kick	- The school should conduct a seminar concerning the logic, reasoning, speech, and writing, not only for the Math, English, and Filipino subjects. It should be through to all subjects which will have curriculum integration. - The teachers must give emphasis on arithmetic, writing, and reading.	- Teachers - Coordinators - Assistant Principal or Principal	90% of the teachers have integration of subjects to other subjects to see the connection of each ide and learning and the learners learn how to reason, answers logic, write well, and speak confidently.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Manifesting learner's behavior in relationship with others to relate harmoniously, be sensitive, and resolve conflicts	Strategy CARE Communicate with Active minds and heart, Respect for Everyone	- The school must provide guidance session twice with students consistently and should have time for each student to have session concerning relationship with others and how to handle self in terms of conflicts. - The school must conduct Teacher and Parent Session. They must provide a schedule for the teachers and students work together in guiding learners on how to relate with others.	- Teachers - Coordinators - Assistant Principal or Principal - Parents	90% of the teachers, parents, and students know how to relate with others harmoniously, sensitively, and proper

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Utilizing strategies in managing learner's behavior relative to technology integration	Strategy CCC Connect, Create, Collaborate	- The school must pay attention to fix all the malfunction and not functioning computers for the learners to use it properly during hands-on activities. - Teachers must integrate the ACE coding session per quarter to have more collaboration activities using gadgets. - The teacher must use Aralinks in discussing lessons using the gadget of students, instead of presenting it in the television.	- Teachers - Coordinators - Assistant Principal or Principal	90% of the teachers integrate technology in their subjects, use ACE coding per quarter, and use Aralinks during lessons.

Key Result Areas	Utilizing strategies in managing learner's behavior relative to personalized learning
Name of Activity	Strategy GROW Growth in Reflection, focus On Wellness
Strategies	- The school must require reflection activity to all the subjects, not only in values education for the learners realize the importance of each thing they learn from each subject. - The teachers must have flexible seating arrangements for learners to enhance their focus and promote meaningful personal experiences. Through this approach, they can master skills and portray good values towards others. - Teachers must give individual feedback in each output of the students consistently.
Person Involved	- Teachers - Coordinators - Assistant Principal or Principal
Expected Outcome	90% of the teachers provides reflection activity and flexible seating arrangements.



Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Utilizing strategies in managing learner's behavior relative to social and emotional learning	Strategy REST Revive, Engage, Settle, Talk	- The school conduct Faithful Monday or any schedule of the week to have time to revive, engage, settle, and talk to each other and be open with what going on based on the teaching journey experience per week, not only for values education but also to other subjects. - The teacher will also do the same, let the learners experience revive, engage, settle, talk. They also experience stress and hassle.	- Teachers - Coordinators - Assistant Principal or Principal - Learners	90% of the teachers, learners, and coordinators participate in Faithful Monday or any schedule of the week.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Utilizing strategies in managing learner's behavior relative to project-based learning	Strategy FUN Feel the adventure of Understanding the world of Nature	- The school conduct fun run and hiking for at least twice a year to help people for their well being and fund for the needy. It must require each student together with their parents. It will help them also to have family bonding. - Teachers must also join in the activity no matter what position they have in school. If have health conditions, they may help other personnel in facilitating the participants. - The teachers must provide invention, not only in science subject. Other subjects must also have an output that will be useful.	- Teachers - Coordinators - Assistant - Principal or - Principal - Learners - Parents	90% of the teachers, parents, learners, and personnels actively join fun run, hiking, and invention.

Key Result Areas	Name of Activity	Strategies	Person Involved	Expected Outcome
Discuss the problems encountered by teachers in managing basic education behaviors	Strategy TOP Talk, Organize, be Positive	- The teachers conduct by partner and by group activity per subject for the learners socialize, be motivated, and avoid emotional distress twice or thrice a week. - The teachers provide outside activities such as team building and group games.	- Teachers - Coordinators - Assistant Principal or Principal	90% of the teachers conduct groupings and outside activities

Sample Pictures related to the Activities

STRATEGY GUESS

The researcher used the title GUESS, and it stands for **G**ive, **U**nderstand and **E**xpress through arts and **S**acred Silence. The school will provide signals that will be used during class discussions or club meetings. Before the start of class or an activity, when the teacher say number 1 means arms forward, number 2 means arm upward, number 3 means sideward, and 4 means arms down. During teaching and learning, when the students raise 1 in their finger, it means they will use comfort room, 2 means drinking water. School provides effective horizontal articulation for subjects integrating arts. Teachers will meet and talk about the possible subjects that may have collaboration. The school must spontaneously apply sacred silence before the advisory start through chime music, if the SAP officer will be absent, the chime ring will be inside the classroom. Sacred silence is a time for everyone to be quiet and stop from what they are doing. It is a kind of activity that will help learners and teachers to prepare themselves.

The researcher asked permission from the people involved in the pictures.



STRATEGY MOOD

Minds on lessons, On tasks, On track, Drive

In this strategy, in terms of interests, the heads and coordinators must ensure that all the televisions and HDMI are working for the students stay in attach with the class discussions. The CSSAO should have monthly check-up. This will help to lighten the burning drive or desire of the learners. The coordinators and teachers must foresee the possible and effective strategies to be used. It must be written in detail and once checked, have conference with the coordinator not only during observation days. The teachers as long as possible will stay at the center of the room and remain standing. Once the teachers roam around inside the classroom, they might not see what others are already doing so it is better to stay at the center. Coordinators should have meaningful walk in the building to check their teachers and even the learners.



STRATEGY SMART

Solve, Manage, Active, Right, and Timely

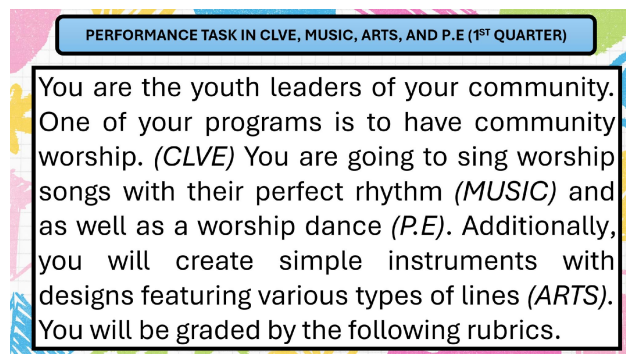
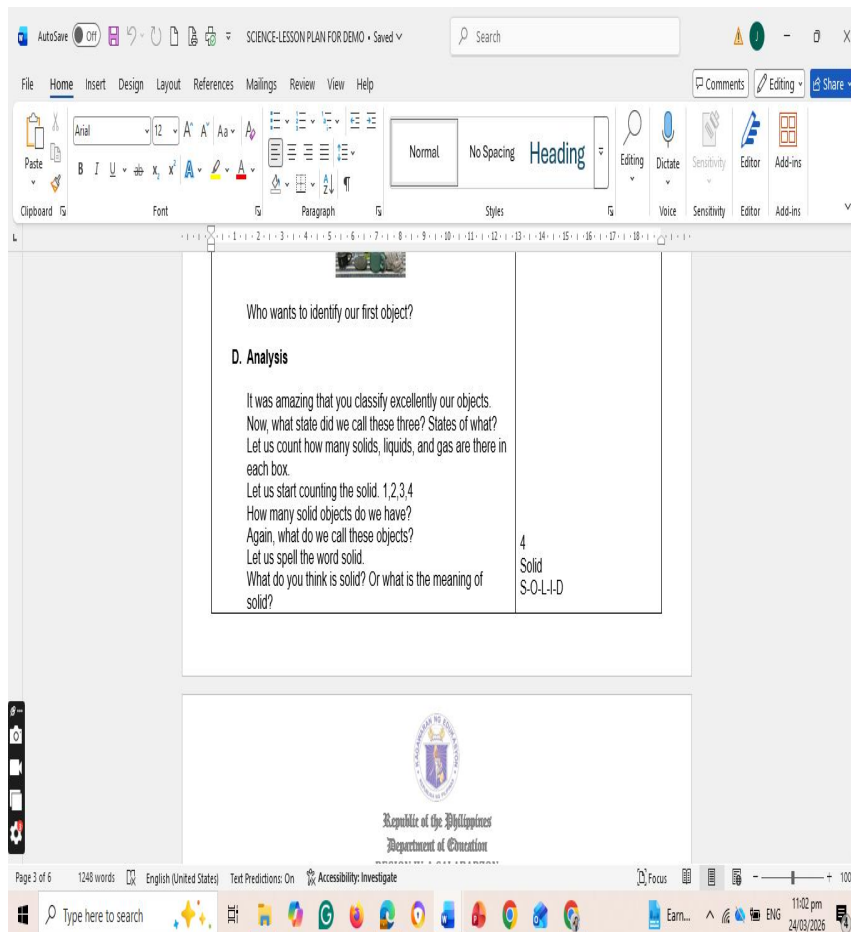
In terms of learner's performance, the heads and coordinators must require teachers to use problem solving situations in their subjects not only in Math, for the learners to use their critical thinking and problem-solving skills. Teachers must remain active, can manage the class properly with proper etiquette to handle learners, and be consistent with his or her rule. It is good to have "**Kamustahan session**" on how teachers are doing well in delivering instructions.



STRATEGY CLICK

Confidence in Learning and Integrating technology,
let the Communication Kick

In this strategy, the school should conduct a seminar concerning the logic, reasoning, speech, and writing, not only for the Math, English, and Filipino subjects. It should be through to all subjects which will have curriculum integration. The teachers must give emphasis on their lesson not only numbers but can read and spell it out, once spelled out, letting the students write and give the meaning of it.



STRATEGY CARE

Confidence with Active minds and heart,
Respect for Everyone

In terms of relationships with others, this strategy can help teachers a lot. The school must provide guidance sessions twice with students consistently and should have time for each student to have sessions concerning relationships with others and how to handle self in terms of conflicts. The school must conduct Teacher and Parent Session. They must provide a schedule for the teachers and students to work together in guiding learners on how to relate with others.



STRATEGY CCC

Connect, Create, Collaborate

In strategy CCC, the school must pay attention to fix all the malfunction and not functioning computers for the learners to use properly during hands-on activities. Teachers must integrate the ACE coding session per quarter to have more collaboration activities using gadgets. The teacher must use Aralinks in discussing lessons using the gadget of students, instead of presenting it in the television. While the teachers are discussing, the slides in the gadget of the learners will only be moved if the teachers move it, teachers have control in the software.



STRATEGY GROW

Growth in Reflection, focus On Wellness

In terms of personalized learning, the school should require reflection activity to all the subjects, not only in values education for the learners to realize the importance of things they learn from each subject. The teachers must have flexible seating arrangements for the learners to focus and to have meaningful personal experiences in such things, through this they can master skills and portray good values towards others. Teachers must give individual feedback in each output of the students consistently.



STRATEGY REST

Revive, Engage, Settle, Talk

In terms of social and emotional learning, the school conduct Faithful Monday or any schedule of the week to have time to revive, engage, settle, and talk to each other and be open with what going on based on the teaching journey experience per week, not only for values education but also to other subjects. The teacher will also do the same, let the learners experience revive, engage, settle, talk. They also experience stress and hassles.



STRATEGY FUN

Feel the adventure of Understanding the world of Nature

The school conduct fun runs and hikes for at least twice a year to help people for their well-being and fund for the needy. It must require each student together with their parents. It will help them also to have family bonding. Teachers must also join in the activity no matter what position they have in school. If they have health conditions, they may help other personnel in facilitating the participants. The teachers must provide inventions, not only in science subjects. Other subjects must also have an output that will be useful.



STRATEGY TOP

Talk, Organize, be Positive

Based on the problems encountered by teachers, this strategy TOP can help teachers in handling basic education learners. The teachers conduct by pair and by group activity per subject for the learners socialize, be motivated, and avoid emotional distress twice or thrice a week. They should also provide outside activities such as team building and group games per week, specifically Thursday or Friday.



Discussion

The study examined the level of utilization of teaching strategies and the extent of learners' behavioral manifestations in basic education. Results showed that teachers moderately utilized technology integration and project-based learning, while personalized learning and social-emotional learning were highly utilized. These strategies included the use of digital tools, learner-centered activities, emotional check-ins, and collaborative tasks.

In terms of learners' behavior, findings revealed that readiness, interests, and learning style were highly manifested, indicating that learners are generally prepared, engaged, and responsive to different learning approaches. However, performance and relationships with others were only moderately manifested, suggesting areas for improvement.

The study also found a significant relationship between teaching strategies and learners' behavior, particularly between:

- technology integration and readiness,
- personalized learning and interests,
- social-emotional learning and performance, and
- project-based learning and learning style.

This implies that effective teaching strategies positively influence learner behavior. Despite these, teachers encountered several challenges, including learners' overdependence on gadgets, short attention span, impatience, and difficulty following classroom rules. To address these concerns, the study proposed innovative, output-based teaching strategies designed to improve classroom management and enhance learner engagement and behavior.

Conclusion

The study concludes that basic education teachers, on average, demonstrate a moderate level of utilization of teaching strategies. Similarly, the extent of learners' behavior manifestations is also assessed as moderate. A significant relationship was found between selected teaching strategies and learner behaviors, particularly in technology integration and

readiness, personalized learning and interest, social-emotional learning and performance, and project-based learning and learning style. These findings suggest that specific strategies can influence certain aspects of learner behavior. However, teachers face challenges such as learners' dependence on gadgets, short attention span, impatience, and difficulty following classroom rules. To address these issues, the study proposes output-based innovative teaching strategies that can help teachers effectively manage learner behavior in a digital and modern learning environment.

Recommendation

Based on the findings and conclusions drawn from the collected data, the recommends that the proposed innovative teaching strategies be presented recommends that the proposed innovative teaching strategies be presented to the school president and coordinators for further suggestions and evaluation prior to their implementation. It is also recommended that the principal, assistant principal, and coordinators conduct meaningful classroom visits or walkthroughs at least twice a month to monitor and support the teaching and learning process. Furthermore, all personnel are encouraged to perform their duties responsibly and efficiently to ensure the smooth flow of transactions and processes within the school and classrooms premises. Teachers and parents should likewise become more aware of the behaviors and characteristics of learners belonging to basic education learners. In connection with this, the school may organize talk sessions and seminars for teachers and parents to help them better understand and manage learners' behavior. Lastly, similar studies may be conducted to validate the findings of the present study and further contribute to the development of innovative teaching strategies for handling basic education learners.

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