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## **DEVELOPMENT OF CLASSROOM WELL-BEING STRATEGIES FOR MANAGING BEHAVIOURAL ISSUES AMONG PRIMARY SCHOOL PUPILS USING THE FUZZY DELPHI METHOD**

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### **Abstract**

Behavioural issues among primary school pupils such as hyperactivity, excessive classroom noise, low motivation, lack of focus, and disruptive behaviour have become increasingly challenging for

*teachers in creating an effective learning environment. These behavioural challenges affect pupils' engagement, classroom well-being, and teaching effectiveness. Therefore, this study aims to develop classroom well-being strategies for managing behavioural issues among primary school pupils using the Fuzzy Delphi Method (FDM). The study is grounded in the concepts of positive classroom management, pupil engagement, and classroom well-being. Employing a quantitative design through the Fuzzy Delphi Method, the study involved five experts from the fields of primary education, counselling, educational psychology, behavioural management, and classroom management. The experts were selected based on their professional experience and direct involvement in managing pupil behaviour in schools. The research instrument was developed through literature review and preliminary needs analysis. The findings demonstrated a high level of expert consensus, with all items fulfilling the threshold value ( $d \leq 0.2$ ), expert agreement exceeding 75%, and  $\alpha$ -cut values above 0.5. The highest-ranked strategies included interactive learning activities, positive reinforcement, emotional support, movement-based activities, brain breaks, and positive teacher–pupil relationships. The study contributes practically by providing a structured framework to support teachers in managing behavioural challenges and improving classroom well-being in primary schools.*

**Keywords:**

Classroom Well-Being, Behavioural Management, Primary School Pupils, Fuzzy Delphi Method