



## Factors Associated with Misbehavior and the Academic Performance of Elementary Pupils in Selected Schools of Bacolod District, Lanao del Norte SY 2015-2016: Basis for an Intervention Plan

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**Abstract:** Learners' misbehavior can significantly impact their academic performance, often hindering their ability to focus and achieve academic success. Specifically, it sought to determine 1. the demographic profile of the teachers, 2. the extent of misbehavior of pupils as perceived by teachers, and 3. the significant relationship between the demographic profile of the teachers and the extent of misbehavior of pupils in Bacolod District, Division of Lanao del Norte during the School Year 2015-2016. A descriptive correlational research method was used in the study to explore the demographic profile of the teachers and the extent of misbehavior of pupils among one hundred twenty (120) elementary pupils and seventy-five (75) teachers. The researcher used purposive sampling to select the participants, and an adapted questionnaire was employed as the main data-gathering tool in identifying and establishing the relationships between and among the variables. The researcher used statistical tools such as percentage, frequency, mean, standard deviation, and Pearson Product Moment Correlation ( $r$ ) to determine the significant relationship between the demographic profile of the teachers and the extent of misbehavior of pupils. The findings of the study revealed that majority of the teacher respondents are female 92% or 69 teachers; majority belonged to the age bracket 26-40 years old; majority have 10 years and below of teaching experiences; with most of them earning masters' degree units. It also showed that the extent of misbehavior of pupils has a description of Sometimes. Moreover, the demographic profile of the teachers and the extent of misbehavior of pupils have no significant correlation. The study concluded that pupils were affected when misbehaviour occurred, such as interruptions, not along the respondent or the one who made disruptions were affected but the entire individual found in the class. The study recommends that administrators should implement a program relevant to regulate misbehavior of pupils. Besides, the teachers should provide a wholesome environment that is free from discrimination inside the classroom to respect one's feelings of sensitivity, and to develop fun-filled activities, outdoor and indoor games to motivate the child in learning. All stakeholders should regularly meet in conference to discuss about the misbehavior and the performance of the pupils specially those at risk so that all the problems will be given solutions.

**Keywords - Misbehavior, School, Pupil, Teacher, Parent, Administrator, stakeholder.**

### I. INTRODUCTION

Pupils' misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, are a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the students and their classmates. Moreover, research findings have shown that school misbehavior of pupils not only escalated with time but also lowered academic achievement and increased delinquent behaviour. To lessen these immediate and gradual adverse effects of student misbehaviors, it is of primary importance to identify what exactly are these behaviors inside classroom.

Studies reveal that children are continuously learning how to manage their emotions and conform to the behavioral expectations of the world around them. Therefore, children will sometimes express their emotions or try to achieve their goals in ways that may be challenging to others as they may lack understanding of the meaning of their expressions or the effect their actions may have on

others. This is a normal part of children's growth and development and can usually be addressed through the daily behavior guidance practice of the children's service and the adults who interact with the children (Patterson, et al (2011).

According to Morin (2016), pupils use their behavior to show how they are feeling and what they are thinking. Often, children communicate through behavior they are not able to verbalize. When children want attention, misbehavior is often a great means of getting it. Sometimes behavior problems stem from a lack of skills. A child who lacks social skills may hit another child. Sometimes they have no idea what to do about their feelings. Children may be easily overwhelmed when they feel angry, and as a result become aggressive. They may even act out when they feel overly excited, stressed, or bored. Children need to learn healthy ways to deal with feelings such as sadness, disappointment, frustration, and anxiety. Likewise, when a child feels hungry, tired, or ill, misbehavior often ensues.

Research studies have shown that these kinds of behaviors could be reduced or even prevented in school, through the efforts exerted by the pupils, teachers, school administrators in imposing school policies. Most importantly, efforts shall be directed by parents decreasing or eliminating exposure of children to violence at home and in the community.

Numerous studies have concluded that a complex interaction or combination of factors associated with negative behavior situate the child and young adolescents to exhibit extreme behavior in the near future. According to Banning (2008), various researches have introduced different character curricula in an effort to improve the negative behavior. As stated by Barton (2008) NBCT interviewees quoted: "if we want children to practice good character traits in school, we must teach children what is acceptable versus unacceptable behavior". Instructional strategies were implemented throughout the school survey and taught through modelling, discussion, role playing activities and cooperative learning.

Furthermore, Dreikurs's (2013) writings were influenced by social psychologist Alfred Adler (2013). Adler believed that the central motivation of humans is to belong and be accepted by others. First of all humans are social beings. Thus, all behavior, including misbehavior: is orderly, purposeful and, directed toward achieving social approval.

In addition, Dreikurs (2013) suggested that a behavior is a result of individual's purposes. We do not simply react to forces that confront us from the outside world. Our behavior is the result of our own biased interpretations of the world. We do not act according to the reality that surrounds us, but rather according to our own subjective assessment of it. Unfortunately, when situations are open to personal interpretations, individuals make unavoidable mistakes in perception. When we choose how to behave, we almost never have all the facts we need to make adequate choices. Therefore, our choices are subjective. Few people investigate the conditions present in particular situations. We make assumptions of misbehavior begins. All misbehavior is the result of a child's mistaken assumption how to find a place and gain status and believe that these assumptions are true. Human beings all have a need to belong and be accepted.

However, Dreikurs (2013) did not believe in the use of punishment, reinforcement or praise. Instead, Dreikurs believes that natural/logical consequences and the process of encouragement are the most useful techniques for preventing discipline problems. Praise vs. Encouragement according to Dreikurs, encouragement is more important than any other aspect of child rising because a misbehaving child is a discouraged child. Encouragement corresponds so well to children's goals. Children seek approval and encouragement is a legitimate way to do it. Encouragement focuses on effort rather than achievement, so it gives positive feedback to children who are trying hard but may be unsuccessful. Encouragement motivates them to continue trying. Praise is very different from encouragement. It focuses on the level of achievement.

The Philippine government introduces and formulates acts to protect child rights and the Department of Social Work and Development (DSWD) is the lead agency to look into this matter. The Pantawid Pamilyang Pilipino Program (4p's) is one form of support where the government will not just share the financial support to the children but it educates the parents understand and protect their children. In spite of these, some children are still exposed to some factors either at home and in the community that trigger them to have such behavior which affects their school performance.

Misbehavior is one of the common major problems of children encountered by the teachers inside the classroom and most of the time this interrupts the flow of the teaching and learning process. This issue needs to be carefully understood by the parents and teachers.

A parent's job is not just to ensure that their child has a happy childhood. Instead, a successful parent can have confidence that their child will be ready for adulthood. When children receive necessary discipline, they learn the skills to be a responsible adult Morin (2016).

The work of a teacher is basically to impart knowledge to the child and in order for the teaching to be effective, it does not only depend on how the teacher teaches the lesson but there is a necessary required concentration of the pupils. However, this concentration can be distracted easily by the misbehavior of some of the pupils. The enormous problem of the issue on misbehavior is that it hinders the learning of the child. Misbehavior becomes the top-list agony of a teacher. When it strikes during class, the smooth road of teaching becomes rough. Another thing is that a child who often misbehaved has the lower grades. For the teacher to address this problem, it is important to go to the root of the problem. This is the reason for conducting this study.

This study will be beneficial to every teacher. This will help them understand why the child is acting out inappropriately. Understanding the nature of the problem is necessary. A teacher must determine the causes of the problem first so that he/she can give the proper response to it.

Since, the researcher is an elementary teacher in public school for four years, she observed that one of the problems encountered inside the classroom and even the other teachers is the misbehavior (tardiness and laziness, inattentiveness, aggressiveness, and attention seeker) of the children. The researcher conducted this study in order to find ways to minimize the misbehavior of the children, this is one of the causes why they have low academic performance.

## II. RESEARCH METHODOLOGY

The researcher used the descriptive-correlational research design, using survey as the main tool in gathering the data. These were quantitative data with the main purpose to determine the extent or factors associated with misbehavior and the academic performance of elementary pupils. Data were taken from the respondents chosen by the use of purposive sampling method.

## 2.1 Population and Sample

The respondents of the study were the one hundred twenty (120) elementary pupils and seventy-five (75) teachers from selected schools in Bacolod District, Division of Lanao del Norte, for the 2015-2016 school year. The researcher used purposive sampling, picking all the cases that meet the criterion.

## 2.2 Data and Sources of Data

The research instrument used in gathering data is a questionnaire composed of two (2) parts. Part I is the questionnaire that covers the profile of the teacher respondents in terms of age, gender, length of service, and educational attainment while Part II focuses on the misbehavior of pupils containing 35 questions.

The questionnaires served as the instrument of the study. This is based on Gabrinez, Gemina entitled "Factors Associated with Disruptive Behavior Affecting the School Performance of Grade IV-V Pupils of Cabanglasan District SY 2014-2015".

## 2.3 Theoretical framework

This study is anchored on the following theories and concepts of Social Learning by Albert Bandura (2015). Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. People learn through observing other behavior attitudes and outcomes of those behaviors.

In addition, the social learning theories of Albert Bandura (2015) emphasize the reciprocal relationship among cognition, behavior, and environment, for which Bandura coined the term reciprocal determinism. Hostile thoughts can result in hostile behavior, which can affect the environment by making others hostile and evoking additional hostile thoughts. Thus, not only does environment influence an individual's thoughts and behavior. But also play a role in determining one's environment. Bandura (2015) is emphasizing the importance of imitation and reinforcement in learning. His work on modeling has been influential in the development of new therapeutic approaches, especially the methods used in cognitive behavior therapy. Bandura (2015) also expanded on Rotter's notion of expectancy by arguing that one's expectations about the outcomes of situations are heavily influenced not only by expectations but also by one's performance.

The theory of Bandura (2015) is related to this study which addresses the pupils' misbehaviour because this study aims to find the factors of pupils' misbehaviour. As stated by Bandura the environment can affect the misbehaviour of the children. They tend to imitate what they observe in the society.

Furthermore, Peer et al. (2005) stated the social cognitive theory that postulates that perceived self-efficacy affects an individual in all aspects of life, including educational experiences. Beliefs about one's competence to successfully perform a task can affect motivation, interest, and achievement. The higher the perceived efficacy, the higher the goal aspirations people adopt and firmer their commitment to achieving those goals. Educational activities should foster self-efficacy through the use of social interaction. By doing so, the learning environment is structured to de-emphasize competition and highlight self-comparison of progress to build a sense of self-efficacy and promote academic achievement.

Moreover, Maslow's Hierarchy of Needs (2013) is a theory in psychology which serves as a motivational theory that argues that while people aim to meet basic needs, they seek to meet successively higher needs in the form of a pyramid. Maslow's Hierarchy of Needs has often been represented in a hierarchical pyramid with five levels. The four levels (lower-order needs) are considered physiological needs, while the top level of the pyramid is considered growth needs. The lower-level needs must be satisfied before higher-order needs can influence behavior. Self-actualization – includes morality, creativity, problem solving, etc. Esteem – includes confidence, self-esteem, achievement, respect, etc. Belongingness – includes love, friendship, intimacy, family, etc. Safety – includes security of environment, employment, resources, health, property, etc. Physiological – includes air, food, water, sex, sleep, other factors towards homeostasis, etc.

## 2.4 Statistical tools and econometric models

After gathering and recording the data for this study, the researcher used various statistical tools: descriptive statistics like percentage, frequency, mean, standard deviation, and Pearson Product Moment Correlation ( $r$ ) to describe the study's variables. For Problems 1 and 2, percentage, frequency, mean, and standard deviation were used to assess the demographic profile of the teachers and the extent of misbehavior of pupils. For Problem 3, the Pearson Product Moment Correlation ( $r$ ) was employed to find the significant relationship between the demographic profile of the teachers and the extent of misbehavior of pupils.

### 2.4.1 Descriptive Statistics

In this study, descriptive statistics were used to summarize and describe the main features of the collected data. Percentages, frequencies, means, and standard deviations were employed to provide simple summaries about the sample and the measures. These tools helped the researcher understand basic patterns in the data, such as how common certain values were, the average value, and the variability of the data. By using descriptive statistics, the study's findings were presented in a clear and straightforward way, making it easier to communicate the results and draw meaningful conclusions.

### III. RESULTS AND DISCUSSION

**3.1 Table 1:** Demographic Profile of Teachers

GENDER	Teacher-Respondents	
	( Frequency ) N	(Percentage) %
Male	6	8.00
Female	69	92.00
<b>Total</b>	<b>75</b>	<b>100.00</b>
<b>AGE</b>		
20-25 years old	7	9.33
26-30 years old	20	26.67
31-35 years old	18	24.00
36-40 years old	18	24.00
41 and above	12	16.00
<b>Total</b>	<b>75</b>	<b>100.00</b>
<b>LENGTH OF SERVICE</b>		
Below 5 years	27	36.00
6-10 years	20	26.67
11-15 years	12	16.00
16-20 years	11	14.67
21 and above years	5	6.67
<b>Total</b>	<b>75</b>	<b>100.00</b>
<b>EDUCATIONAL ATTAINMENT</b>		
College Graduate	26	34.67
Master Degree Units	34	45.33
Master Degree Graduate	15	20.00
<b>Total</b>	<b>75</b>	<b>100.00</b>

Table 1 presents the demographic profile of the teacher respondents in terms of gender, age, length of service, and educational attainment. Table 1 showed the teacher respondent's profile. In terms of gender only 6 or 8% are male and 69 or 92% are female. This further showed that in most educational institutions, there are more females than male. There were 20 or 26.67% teachers who



are 26-30 years old; which showed that majority of the teachers are mature and have already sufficient experiences in teaching. There were 27 or 36% of the teacher respondents having 1-5 years in service; the highest percentage in length of service. This implied that teachers are new in the service. This presents a challenge for the DepEd to contently train the newly hired teachers and encourage them to pursue higher educational professional growth (Batutay 2011). The same table showed the highest frequency with 34 or 45.33% of the teacher respondents had earned Masters Units. It indicated that majority of the respondents have already earned Masters' degree Units.

**3.2 Table 2:** The Extent of Misbehavior of Pupils as Perceived by the Teacher

Processes/Variables	Mean	Rank	Description
Tardiness and Laziness	3.07	1	Sometimes
Overt Inattentiveness	2.992	2	Sometimes
Aggressiveness	2.904	3	Sometimes
Attention Seeker	2.805	4	Sometimes

Table 2 presents the extent of misbehavior of pupils as perceived by the teacher. The researcher interviewed another respondent teacher about how she observed her pupils. She stated her experiences that one of her pupils was very aggressive, when the child was angry, he gets stones and throw it inside the classroom, and when she tries to calm him, he will shout and say bad words to his classmates. But when she does not mind him, he will calm down in his own but it takes hours. The researcher inquired about the family of the child, and found that the parents also were aggressive and easily irritated.

**3.3 Table 3 – Significant Relationship between the Demographic Profile of the Teachers and the Extent of Misbehavior of Pupils**

GENDER							
Source of variation	Df	Sum of Squares	Mean Square (Variance)	F- Value			Decision
				Computed	Tabled	Level of Significance	
Among Means of Groups	66	4.520	0.068	0.548	3.44	Not Significant	Accept Ho
Within Groups	8	1.000	0.125				
Total	74	6132.427					
AGE							
Source of variation	Df	Sum of Squares	Mean Square (Variance)	F- Value			Decision
				Computed	Tabled	Level of Significance	
Among Means of Groups	66	110.647	0.068	5.365	3.44	Significant	Reject Ho
Within Groups	8	2.500	0.125				
Total	74	113.147					
LENGTH OF SERVICE							
	Df			F- Value			

Source of variation		Sum of Squares	Mean Square (Variance)	Computed	Tabled	Level of Significance	Decision
Among Means of Groups	66	122.153	1.851	2.401	3.44	Not Significant	Accept Ho
Within Groups	8	6.167	0.771				
Total	74	128.320					
<b>EDUCATIONAL ATTAINMENT</b>							
Source of variation	Df	Sum of Squares	Mean Square (Variance)	F- Value			Decision
				Computed	Tabled	Level of Significance	
Among Means of Groups	66	37.220	0.564	2.082	3.44	Not Significant	Accept Ho
Within Groups	8	2.167	0.271				
Total	74	39.387					

Table 3 showed the significant relationship between the teachers' profile and the extent of the misbehavior of the pupils. As shown, the computed F-values are less than the tabled value thus the null hypothesis is accepted. As the figures suggest, there was no significant relationship between the teachers' profile and the extent of the misbehavior of the pupils, as to their gender, length of service, and educational attainment and the extent of the misbehavior of the pupils, however there is a significant relationship between the teachers' age and the extent of misbehavior of the pupils. This implies that older teachers could have some control on the misbehavior of pupils. According to the theory of John Dewey (2012) of the "Experience and Education" old teachers are much more experienced than young teachers, therefore they are more effective when it comes to disciplining the children.

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