

BEHAVIORAL PROBLEMS OF STUDENTS OBSERVED BY THE SECONDARY TEACHERS IN THE CLASSROOM AS A BASIS FOR A PROPOSED INTERVENTION SCHEME

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Abstract: Every teacher experiences difficulty at one time or another in trying to remedy an individual student's behavior problem. The teacher plays an important role in the process of education.

Thus, it is important that teachers are effectively trained so that they can facilitate students in the best possible manner. This study attempted to assess the behavioral problems observed by the Public High School Teachers inside the classroom in the Division of City Schools of Quezon City and to determine the possible intervention scheme.

Keywords: Behavior, Teaching Performance, Classroom Environment

RESEARCH RATIONALE

The school is an institution where individuals develop intellectual, emotional and social aspects of their existence. That is why it plays a very critical role in teaching general problem-solving techniques, which in turn help the children to tackle unfamiliar impending challenges and problems.

As observed, the educational system has an utmost challenge of developing human well-being. It is because of the deterioration in values and behaviors of the modern generation. Numerous factors affect the formation of the values and one of them is the media. Some television shows for instance, highlighted negative traits in family, solidarity, manner of dressing, mode of speaking, choice of words and even respect for parents and old.

The end result is the children tend to imitate them or are affected by what they see or watch. They can easily instill in their mind the effect of what they see and hear which is either good or bad.

RESEARCH PREDICAMENTS

This study aimed to determine the behavioral problems observed by the Public Secondary Teachers inside the classroom in selected schools of District IV, Quezon City, Philippines as basis for a proposed intervention scheme.

Specifically, the study sought to answer the following:

1. What are the common behavioral problems encountered by secondary teachers inside the classroom?
2. What is the academic performance of student's with behavioral problems
3. Based on the result of the findings, what intervention scheme maybe proposed?

SIGNIFICANT CONCEPTS AND BACKGROUND THEORIES

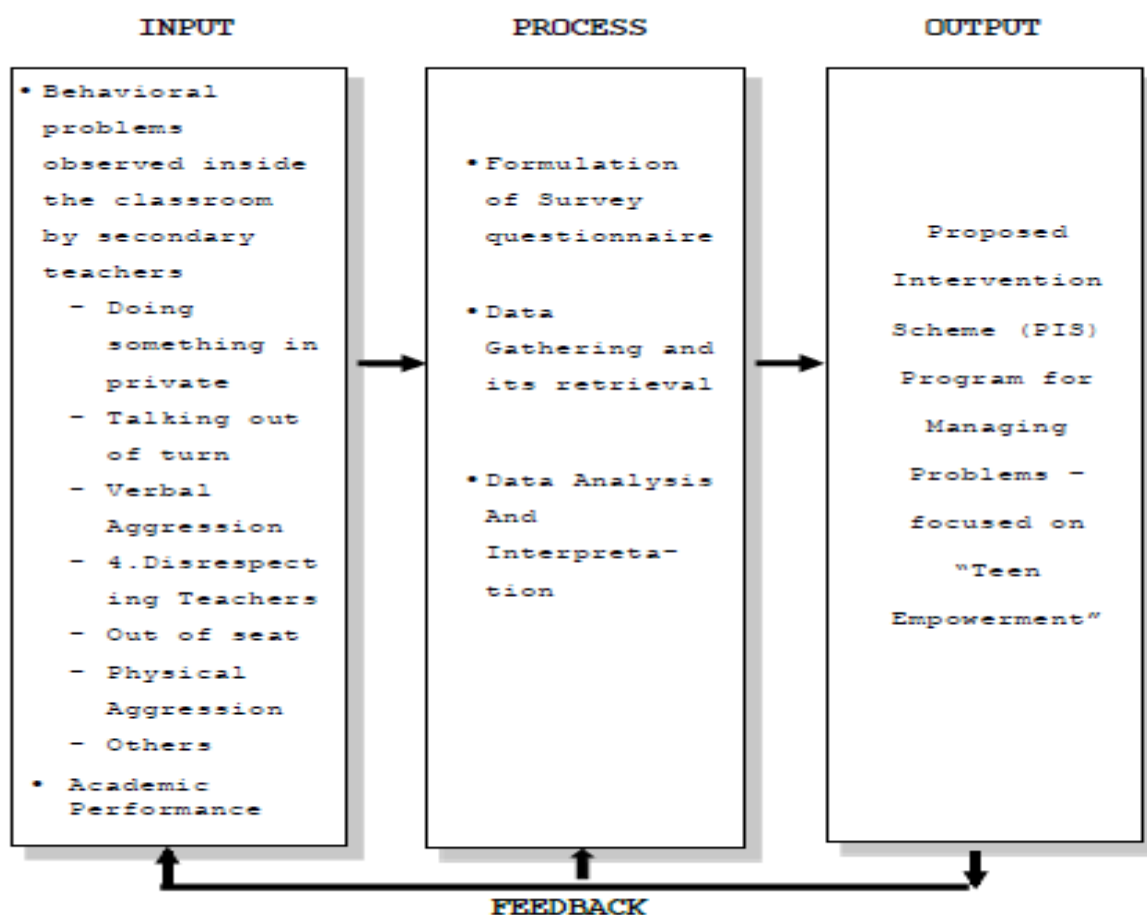
According to Mayer (2010), teachers need to build a classroom environment where positive interactions are the norm and punitive consequences are minimized. Effective feedback should be immediate and follow the demonstration of an appropriate behavior, the use of a routine, or the successful completion of teacher instructions. Research has shown that positive reinforcement can lead to improved behavior. A good general rule is that positive feedback should occur three times as frequently as negative feedback. The positive feedback does

not always have to be verbal – it can also include praise, hugs, smiles, handshakes, nods, and eye contact. The study above will serve as baseline data on the part of the researcher most especially in knowing the causes of behavior problems of students inside the classroom.

Bartz (2009), cited for reasons of misbehaviors such as: Children misbehave to get attention. They are trying to get attention of other students and their teachers to themselves. Students misbehave to achieve power.

An excerpt from a Guidebook entitled: “What Schools Can Do to Welcome and Meet the Needs of All Students” by Adelman and Taylor (2011), beyond discipline is a need to address the roots of misbehavior, especially the underlying motivational bases for such behavior. Consider students who spend most of the day trying to avoid all or part of the instructional program. An intrinsic motivational interpretation of the avoidance behavior of many of these youngsters is that it reflects their perception that school is not a place where they experience a sense of competence, autonomy, and relatedness to others. Over time, these perceptions develop into strong motivational dispositions and related patterns of misbehavior.

Ergo, taking a cue from these references, the concept of this study is as follows:



RESEARCH METHODS

This study used the descriptive method of research using survey-checklist. The descriptive method was used because the study looked into the behavioral problems of public high school students in relation to academic performance in the General Average. According to Travers,(1978) the principal aims in employing descriptive research are to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. The study determined the common behavioral problems of students as well as to proposed intervention.

A total of fifty (50) Public High School Teachers composed of principals, head teachers, and master teachers served as respondents in this study in selected schools of District IV Quezon City, Philippines

The researcher used the descriptive method using self-made survey questionnaires that were validated by experts in the field of education and management. The survey questionnaire has two (2) parts: Part I contains the teachers' perceptions of student problem behavior inside the classroom; and Part II comprises intervention scheme on how suitable, acceptable and feasible as assessed by the administrators and teachers. Video documentation and informal interview, as well as Focus Group Discussion (FGD) were also used in order to triangulate the study in getting and collecting information about the identified problem.

A letter was made to seek permission to the Schools Division Superintendent in the Division of City Schools Quezon City to identify school respondents of the study. The Division office allowed the researcher to float questionnaires provided that no classes will be disrupted.

For data gathering, the Superintendent endorsed the request to the schools provided that: 1.) Its activities should not in any way disrupt or interfere the school program or duties of teachers and school administrators; 2.) Proper coordination should be made with respective school principal; and 3.) The information gathered should be used for research purposes only and will be treated with utmost confidentiality. Out of 10 schools in District IV, five schools were randomly selected. Subsequently, the self-made instrument was administered in the five public high schools in Quezon City namely: Don Alejandro Roces Sr. Science Technology High School, Krusna Ligas High School, Quezon City High School, Roxas High School and Doña Josefa Jara Martinez High School.

The intervention scheme program was prepared based on the results of the behavior problems identified in the instruments supported by the FGD. Consequently, the intervention scheme program implemented dwelt on the development of identified problems. The problems identified from the questionnaire checklist deals with the focus of students and attention, because based on the results there are a lot of students who are always talking with their classmates. This means that the target of the intervention scheme will focus on the problems of students who are inattentive because of talking with classmates.

SIGNIFICANT RESULTS AND DISCUSSION

General Findings

The following are the significant findings of the study:

It was determined that common behavioral problems of students as assessed are the following:

First off, the lack of motivation to learn. The following as the most prevalent negative attributes:

Criteria	Mean	Interpretation
1. Disobedience / disrespecting to teacher	2.88	Fairly Observed (FO)
2. Rudeness, talking back	2.76	Fairly Observed (FO)
3. Arguing with teacher	2.66	Fairly Observed (FO)
4. Insulting teacher	2.36	Fairly Observed (FO)
5. Refusing to carry out instruction	2.62	Fairly Observed (FO)
Overall Weighted Mean	2.66	Fairly Observed (FO)

These are also highly evidenced by the fact that the teachers themselves were not enthusiastic enough to perform their task, thus contributing to the further fiasco.

This is followed by these manifestations:

Criteria	Mean	Interpretation
1. Playing	3.14	Moderately Observed (MDO)
2. Tardiness	3.60	Moderately Observed (MDO)
3. Eating/Drinking	3.34	Moderately Observed (MDO)
4. Passive engagement in class	3.18	Moderately Observed (MDO)
5. Cheating	3.42	Moderately Observed (MDO)
Overall Weighted Mean	3.34	Moderately Observed (MDO)

These are effects of the student’s lack of definitive motivation to learn.

Recommendations / Interventions

Taking a cue from the findings, the following interventions are suggested to address this untoward scenario:

The intervention program, which focused on Teen Empowerment, was created to lessen the problems experienced by public high school students in relation to talking out of turn which has the highest mean that needs to be addressed. The researcher addressed the problems encountered by teenagers targeting talking out of turn such as calling, making remarks, having conversation with classmates, excessive noisy talking, and irrelevant talk inside the classroom while the teacher is giving her lecture. Through a workshop entitled “Teen Empowerment” parents and students of public high school students will be given a change to communicate and address the problems mentioned above. To address student’s problems on talking out of turn will focus on the items mentioned.

Behavioral problems are frequently experienced by public high school students at present. The roots according to the result of the self-made instrument suggested that public high school students do much of the talking inside the classroom the hinders learning process through this teen empowerment students may realize the importance of communicating with their teachers instead of their classmates. The workshop for teenager’s is aligned with the problems experienced by our student’s in the 21st century specifically problems they experienced at home.

An Intervention Scheme Program for managing behavioral problems is one of the services a school can provide for the students. Therefore, majority of the topic should focus on what and the how of teenagers. Active and dedicated school personnel should be trained enough for alternative strategies and intervention for assessing, managing and resolving simple behavior problem.

This can be achieved via consistent monitoring and guidance by providing sufficient training and supervision even to the teachers to be reminded and develop the following virtues:

1. Discipline – The ability to be more patient and professional in handling the classroom concerns
2. Dedication – Being able to teach and instill the aforementioned virtues with utmost fervor, style and passion

3. Commitment – To remind every teacher of what they signed for as government employees of service and moral fortitude.

CONCLUSION

In the light of the forgoing findings of the study, the following conclusions are drawn:

1. It was concluded that common behavioral problems of students are also attributed to the faults of the teachers' lack of motivation.
2. It was concluded that the academic performance of students was very poor.
3. The proposed intervention program in managing behavioral problems can be used to develop the students' behavioral problems.

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