

## Students' behaviors and teachers' classroom management strategies at public secondary schools in Lemery District

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### *Abstract*

The purpose of this study was to determine the proper and disruptive behaviors of students shown inside the classroom and the classroom management strategies employed by the secondary school teachers in Lemery District. This study was conducted using a quantitative research thru a researcher-made questionnaire. The study included 183 select high school teachers who were all chosen using a stratified sampling technique. The data collection was done using researcher-made questionnaire. Based on the survey conducted, the highest in rank with regard to proper behavior shown by the students inside the classroom was “Participates actively in class discussion and other learning activities” with 4.08 mean and verbal interpretation of Often. The researcher was able to determine the disruptive behavior of students shown inside the classroom which was “Begins answering before the question finishes” with 2.74 mean. The highest rank in classroom strategies used by the teachers for proper behavior was “Coach proper behaviors among students like helping, sharing etc.” with mean of 4.18 or Often; while for disruptive behavior of students, was “Call parents’ attention to report bad behavior” with 4.01 mean or Often. This research work was original and was carried out by the author.

**Keywords:** students, behavior, disruptive behavior, teachers, classroom management strategies, PUP Open University, Master in Educational Management

## **Students' behaviors and teachers' classroom management strategies at public secondary schools in Lemery District**

### **1. Introduction**

The students' behavior in classroom create impact on how they learn (<http://www.ehow.com/>). Teachers really play a big role on how their students behave in classes. Because of this, teachers and school administration must think of plans and programs that could maintain appropriate behavior among students at school. Children make up students in the educational system. The way they perform in class depends largely on how they behave academically. When there is negative or disruptive behavior, it will result in academic failures, while positive behaviors result in better academic performance. But, the unnecessary behavior inside and outside the classroom that disrupt class performances thus left negative image to younger students. They have been considered as one of the factors that may influence the performance of public secondary students in the many schools. This has been a big challenge among teachers in how they can manage and behave properly.

Based on the news gathered by Joan Nano published by UNTV News on Monday, June 6, 2016, every classroom has its fair share of unruly and obnoxious students who oftentimes push teachers to teach them a hard lesson on discipline. Also, based on the data provided by the Department of Education (DepEd), 2 of the 10 cases of violence among schools which they have received speaks about corporal punishment or the use of violence to discipline a child. While 80% is related to bullying. DepEd Secretary Armin Luistro said, "Aside from anger, use of offensive languages, there are other ways to carry out disciplinary actions among children such as explanation and other methods to show the children that there are other ways to discipline a child."

Experts' studies mentioned that punishment on children results negative outlook as he is being surrounded with friends and other people. It can also affect a child's brain development and may result to hurting other people. Aside from the teachers, DepEd similarly wants to train parents on positive discipline techniques. Thus, the researcher noticed that managing disruptive classroom behavior brought enormous task for new and experienced teachers in Lemery District. Lemery consists of four public schools such as "Ananias C. Hernandez National High School" specifically located at Arumahan, Lemery; "Governor Feliciano Leviste Memorial National High School" in Igualdad St., Lemery; "Payapa National High School" in Payapa, Lemery; and "Vito National High School" located in Matingain, Lemery. These performing schools in Lemery have designed different strategies regarding academic and behavior improvement of their students. These prove that Lemery is giving much importance to education. There are about 8,000 students in public high schools, and 338 teachers who provide assistance and guidance. The school campuses are quite spacious and one half of which is devoted to classrooms and offices. However, with the current population, the classroom and school premises can be considered as congested. There are about fifty or more students make up one class.

The "Ananias C. Hernandez National High School" receives recognition in both academic and sports. The "Governor Feliciano Leviste National High School" consistently maintains its academic performance for several years. It is well-known in promoting life-long learning, and continuously deliver its mission in sustaining students' knowledge. It has become the cradle of budding Principals within Area I of Batangas. The "Payapa National High School" received recognition in School-Based Management and curricular activities. The "Vito National High School", being located in an agricultural area establishes its recognition in terms of "school within a garden" and other landscaping category. These prove that public schools are realizing their objectives thus continuously promote academic excellence and minimize disruptive behavior among students.

Disruptive behavior in the secondary schools in the Philippines nowadays and is becoming a great problem. There were several complaints of teachers about behavioral problems among students relating to classroom management. Charles (2011), Ruttledge and Petrides (2011), describes behavior that is undesirable, "problematic

behavior", and "disruptive behavior". Accordingly, examples of such behaviors are: not following the teachers' given tasks and not completing the requirements or activities (Colvin, 2010). In a school setting, those mentioned behaviors if not met expectations may affect the teaching and learning process and hinder students' social and academic development (Duesund, 2014); Ogden, (2009) stated that students who show inattentiveness, being withdrawn or having impulsive behaviors had low scholastic performance.

Behavior of the students inside the classroom really matters with regards to the teaching-learning process. The teachers play a vital role in molding and what the students will become in the future. As how students behave in and out of the classroom, their teachers become a big part of it. The researcher aims to identify the different behaviors shown by the students and what classroom management strategies are employed by the teachers inside the classroom.

### *1.1 Theoretical Framework*

The Social Development theory of Lev Vygotsk (1978) states that individuals are on the so called "Zone of Proximal Development". He said that individuals learn through the help of MKO's (More Knowledgeable Other) through the proper guidance and help of those individuals (Mind in Society). In the theory cited by Vygotsky's (1978), he mentioned that social interaction played an important role in the development of one's understanding'. Further stated that: "the child's cultural development appears twice". This refers to the social level or between people, while the other is on the individual level or inside the child. This can be observed to voluntary attention, to logical memory, and in forming concepts. All of these higher functions started from building relationships with other people.

The second idea of Vygotsky's theory pertains to "zone of proximal development" (ZPD) wherein a level of development of children was connected to social behavior. Social interaction is a big factor in child's development. Accordingly, as they developed, their ability to mingle and establish peer relationships likewise exceeded. By this, it is important to manage properly their learning process. Another theory made by B. F. Skinner (1954) is the "Behavior Modification Theory" which states that individual behavior is being modified through the process of reinforcement. Appropriate behavior will recur once individual is being reinforced. Reinforcement comes in positive reinforcement and negative reinforcement. The positive reinforcement comes in the form of rewards which strengthen student's appropriate behavior and leads to the repetition of the said behavior. Giving rewards and other reinforcement increase students eagerness to learn. On the other hand, negative reinforcement, also strengthens the behavior of individual through eliminating the inappropriate actions. He bad actions manifested by students are to be addressed properly to eliminate negative behavior. In this way, unpleasant behaviors are stopped.

There are several ways to give feedback to learners. One would be in the form of compliments. Next is the giving an approval. It was said that by simply giving encouragement is of great help too. Praising students' eagerness to participate may likewise make students become active and always aim for a more challenging activities. The theory of Vigotsky was focused on the role of socialization in the growth of individuals. As we can see the social aspects of a student affect his behavior towards his self and to others, while the second theory dealt on the role of reinforcement in the behavior of an individual. Positive reinforcement produces positive results, while negative reinforcement results in negative behavior.

These two theories are related to the present study since they focus on how the individuals' behavior are influenced by its environment and other stimuli. Those factors really matter with regards to how they are perceived by the students. Students nowadays are prone to accepting and imitating whatever they see in the environment. Students' behavior are shaped by their peers or classmates, teachers and parents as well. Teachers are role models to students and students love imitating and looking for something that they want to have. If positive behaviors are shown by teachers, students feel a positive environment and feel safe and cared for, while they are inside the classroom.

## 2. Results and Findings

The research find this study beneficial to the following:

**Department of Education.** This will inform the Department of Education about the different behaviors shown by students and the classroom management strategies of teachers, thus paving the way to enhance its program for improved behaviors of students specifically with regard to their discipline and the classroom management strategies used by teachers.

**School Administrators.** The results of this study will enable administration to determine behavioral and academic problems of students and enable them to find solutions to increasing problem behaviour of students and can emphasize strategies suited to manage them properly. They can impose rules and regulations with regard to proper behaviors the students must show while inside the classroom.

**Teachers.** For them to set clear goals and objectives as they plan their teaching methods. This will guide them to assist their students behavioral and academic performance respectively. Since they have the direct supervision of students they can be able to identify the proper behaviors students must show while inside the classroom.

**Students.** The research conducted would help them gain information on behaviors that must not be manifested and avoided. Findings may give students clearer understanding of the importance of proper behaviour while inside the classroom. They can develop self-discipline and improve their social being.

**Parents.** For them to gain insights of what kind of behaviors are being shown by their children while inside the classroom and how much it may affect their personality as an individual, and help their children learn positive behavior at home. They can guide their children to be more careful in developing their personality and in dealing with other people.

**Future Researchers.** They can gain ideas and concepts from this study. this research paper can serve as reference for a more vital study.

**Table 2**

*Observed Students' Proper Behavior*

Proper Behaviors	Mean	Interpretation
Acts as a leader during group/pair activities	3.61	Often
Asks assistance from the teacher whenever he/she needs it.	3.86	Often
Asks teacher assistance in an appropriate manner.	3.84	Often
Avoids creating distracting behavior.	3.66	Often
Follows an effective strategy to review for quizzes and other tests.	3.83	Often
Has positive sense of self-efficacy and confidence about the academic content.	3.82	Often
If finished with the activities given by the teacher, uses remaining time to check his/her work.	3.71	Often
Participates actively in class discussion and other learning activities.	4.08	Often
Prepares his/her own copy of reviewer for the examination.	3.45	Sometimes
Maintains good working relationship with others during group/pair activities.	3.96	Often
Shows cooperation during group/pair activities	3.88	Often
Shows willingness to engage in course work	3.94	Often
Spends enough time to focus on quizzes and tests.	3.9	Often
Take down notes in a complete, organized notebook.	3.64	Often
Takes full responsibility of completing activities with quality.	3.6	Often
Grand Mean	3.78	Often

According to Peterson and Seligman (2008), students who persevere are considered having a goal-directed action despite of the many challenges, difficulties, and discouragements that they are facing”. These behaviors are highly beneficial in any school environment, wherein challenging goals are presented are encouraged to be achieved inspite of the many challenges they are facing. These goals shape their ability to perform well at

school.

**Table 3**

*Observed Students' Disruptive Behavior*

	Mean	Interpretation
Argue with teachers.	2.27	Rarely
Begins answering before the question finishes.	2.74	Sometimes
Blame other another upon any misbehaviour caught by the teacher.	2.59	Sometimes
Chat with classmates without permission during class hours.	2.88	Sometimes
Comes to classroom habitually late.	2.69	Sometimes
Plays with hands, feet, pen, etc.	2.72	Sometimes
Should loudly to get attention in the classroom.	2.62	Sometimes
Sleeps even during class hours.	2.62	Sometimes
Starts quarrel among classmates/peers.	2.42	Rarely
Tear down things/materials such as books and other instructional materials.	2.41	Rarely
Tells about others for his or her misbehavior.	2.71	Sometimes
Tries to gain influence among his/her fellows.	2.41	Rarely
Uses noisy gadgets/devices in the classroom.	2.29	Rarely
Uses rough language with other students and teachers.	2.56	Sometimes
Walks in the corridor which gets attention of students inside the classroom.	2.64	Sometimes
Grand Mean	2.57	Sometimes

Kowalski (2013) who mentioned that problematic behaviors may not only affect classroom but also the society. Problematic behaviors include coming to school late and leave early in class, inappropriate use of gadgets especially while classes are ongoing, talking with seatmates, unable to meet deadlines, unable to submit assignments and other requirements, cutting of classes, cheating on exam, inactive participation in class activities and making loud noise when during class discussion.

**Table 4**

*Classroom Management Strategies for Students' Proper Behavior*

	Mean	Interpretation
Coach students with proper behavior like helping, sharing, etc.	4.18	Often
Conducts a student interest survey	3.33	Sometimes
Ignores misbehaviour that is non-disruptive to class	3.1	Sometimes
Gives reward among students with positive behaviors.	3.78	Often
Narrate stories to teach problem solving.	3.54	Often
Points out a student or a group of students for misbehavior	3.44	Sometimes
Promote respect/high regard for cultural differences in the classroom	4.12	Often
Shows patience in coaching students to achieve focus and good work	3.73	Often
Teaches specific social skills in circle time.	3.73	Often
Uses emotion coaching.	3.53	Often
Uses nonverbal signs to instruct learner who is not focused.	3.58	Often
Use privileges (e.g. extra computer time, leader of the group, less homework)	3.74	Often
Uses scientific method in problem-solving strategy.	3.59	Often
Uses verbal instructions for student who is uninterested	3.4	Sometimes
Uses verbal praise (e.g. good job or I like Sophia is....)	4.01	Often
Grand Mean	3.65	Often

In the study entitled "Toward a Conception of Culturally Responsive Classroom Management" Weinstein, Clarke, and Curran (2013), revealed that social ethics and cultural ethics are associated with classroom management. Lack of multicultural competence could create difficulties with classroom management. Candler (2014), had stated that the teachers should set clear procedures or rules for the class before they are involved in any cooperative learning activities or before engaging them in any classroom engagement program. Through this, the teacher can effectively manage the class because learners are at their relax mood and later can enjoy the learning environment.

**Table 5**

*Classroom Management Strategies for Students' Disruptive Behavior*

	Mean	Interpretation
Advise students of the effect of misbehavior in their class performance.	3.66	Often
Apply effective strategy in dealing anger specially under challenging conditions.	3.78	Often
Call parents' attention to report bad behavior.	4.01	Often
Coach positive social behaviors to influence others.	3.73	Often
Describe or comment on bad behavior.	3.31	Often
Impose in-house suspension (send to Guidance office for misbehavior).	2.99	Sometimes
Model self-control/regulation strategies for students.	3.73	Often
Post clear classroom discipline plan and let students follow it.	3.91	Often
Reprimand students with disruptive behavior in a loud voice.	3.25	Sometimes
Send students home for aggressive or disruptive behavior.	2.7	Sometimes
Teach students to ignore disruptive behavior.	3.54	Often
Teach students anger management strategies.	3.78	Often
Use physical form of discipline.	2.51	Sometimes
Use Time Out (calm down) for aggressive behavior.	3.18	Often
Warn to send student out of the classroom during misbehavior.	3.31	Often
Grand Mean	3.41	Sometimes

Wright (Inside Higher Ed 2016), cited that “awareness of the focus of uncivil behavior is vital to our abilities to create spaces conducive for the learning of all students and productively engage them in sensitive topics of conversation and intellectual inquiry.” Added by Holland (2018), the teacher may send the disruptive student to the hall and when he/she repeat the misconduct, send to the office. According to Biglan & Embry (2008), parent involvement in the different activities at schools have a sense of support on the child’s educative process. As a whole, it sticks to the teachers’ goal of encouraging students to be on track of their performances. To manage behavior like uncivil and disrespectful students, several learning institutions pose guidelines that contain good classroom behavior and oblige all students to strictly follow those rules and regulations. Having proper implementation of various interventions by the teaching staff and parent involvement in enforcing positive behavior and providing consequences for disruptive behavior will likely support students’ excellent mark (McKeachie & Svinicki, 2014).

**3. Conclusion**

From the research conducted, the researcher found that there are different behaviors shown by each student in the classroom. The positive and disruptive behaviors were really becoming a big problem faced by teachers as well as administration. This is quiet a big challenge in the success of teaching-learning process in the classrooms. In conclusion, the research was able to determine the proper behavior and disruptive behavior among students while inside the classroom and the classroom management strategies used by the teachers. From this perspective, the findings of this study reveal that: Fourteen behaviors from the questionnaire were perceived to be Often. Only one behavior was perceived to be Sometimes which is: “Prepares his/her own copy of reviewer for the examination” with mean of 3.45 and verbal interpretation of Sometimes. On the other hand, “Participating in class discussion” with mean of 4.08 ranked first with regards to observed proper behavior among students. The students lack proper study habits although they participate actively in class discussions.

There were five disruptive behaviors which were perceived to be Rarely and ten disruptive behaviors which were perceived to be Sometimes. “Begins answering before the question finished” with 2.74 mean while “Argue with teachers with” mean of 2.27 or Rarely. Students are less aware of proper conversation with their peers or teachers, and they fail to control their noise even during classes. There were four classroom management strategies for proper behaviors which were used by teacher respondents Sometimes and eleven are Often. “Ignore behavior that is non-disruptive in class” was least in rank with mean of 3.10; while “Coach positive social behavior” was first in rank with mean of 4.18. Teachers don’t give much attention of non-disruptive behavior since it won’t affect the teaching learning process. Coaching positive social behavior is more prominent approach among classroom management strategies.

With regards to classroom strategies used by the teachers for disruptive behavior the last in rank was "Use physical form of discipline" with mean of 2.51; while "Call parents to report bad behavior" ranks first with 4.01 mean. Teachers use less use physical restraint and favor more on calling parents attention to report misbehavior of their students. The findings revealed that the observed behavior shows significant relationship to the dependent variable. Obtaining R-value of -0.38 and p-value of 0.00 the decision is rejecting Ho.

**Recommendations** - After data gathering and making thorough analysis of the findings of the study conducted by the researcher, the following were recommended.

**Proper Behavior.** Enhance classroom management that allows all students to learn and participate freely. Teachers must involve the students in collaborative or cooperative type of learning activities or other motivating lessons.

**Disruptive Behavior.** The teachers must control students' continuous chatting as it really disrupts classes. The sooner the disruptive behavior is controlled, the better the learning environment.

**Classroom Management for Proper Behavior.** Teachers should avoid repetition of ineffective intervention strategies, and provide instead, more engaging academic tasks.

**Classroom Management for Disruptive Behavior.** Teachers must develop strategies that will lessen the students' disruptive behavior that will create and achieve a well-rounded personality.

The Department of Education must firmly implement its program specifically the Anti-Bullying Program. Schools must strictly follow its guidelines to strengthen students' discipline. This program could let students know they need to behave inside the classroom. Students will avoid showing disruptive behavior since they can get sanctions whenever they fail to behave properly. In a way, teachers too can achieve classroom objectives.

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