

**CLASSROOM BEHAVIORAL CHALLENGES****Simeon B. Abarquez IV<sup>1</sup>, Lloyd A. Mata<sup>2</sup>, Mark Edzel Pablico<sup>3</sup>**<sup>1,2</sup>University of Northern Philippines, Tamarog, Vigan City, Ilocos Sur, PhilippinesEmail: [simeon.abarquez@unp.edu.ph](mailto:simeon.abarquez@unp.edu.ph)

**ABSTRACT:** *This study examined the prevalence and extent of behavioral challenges commonly experienced by senior high school students. A mixed method of research was for the study. Results revealed that the overall extent of behavioral challenges commonly experienced by senior high school students is at a low level. However, the respondents still believed that they were challenging the authority of their teachers and felt that they lack interest in their lessons and activities. These findings suggest teachers should mitigate the problems of behavior by reaching their students in a way that makes the class as a whole more interesting, engaging, and relevant to their life. Also, parents must provide quality time, attention, follow-ups, and assurance to their children. Lastly, administrators should be more stringent in enforcing school rules and regulations on campus and create an effective behavioral intervention program for the school.*

**Keywords:** behavioral challenges, discipline

## 1. INTRODUCTION

Student discipline issues plague schools all over the Philippines. Students are frequently removed from their regular educational setting and given consequences for student discipline issues. Discipline is the process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the purpose of gaining more effective and dependable action as defined by Good. This practice plays a paramount role in the life of every individual. People need discipline in all the things that they are performing so that the outcomes of these acts will be pleasing to others.

Discipline is an important factor that influences the character and efficiency of the teaching and learning situation. In the teaching-learning situation, discipline should always be present. This can be of great help on the part of the teacher to share easily or impart his knowledge about the lessons he is teaching. Classes with good discipline signify that the teacher is a good disciplinarian.

By identifying student discipline problems, public schools can more effectively provide every child the opportunity for a quality education he or she deserves and by law is entitled. School administrators can spend more time as instructional leaders and less time as disciplinarians. Teachers can focus on curriculum alignment and classroom instruction rather than negative student behavior. As educators consider how to serve and educate students more effectively, it becomes essential to gain a better understanding of student discipline problems by identifying areas of concern. As students exhibit violent or disruptive behaviors, schools must take serious steps toward responsibility and accountability for student behavior. A clear message must be sent. Schools must have a safe and secure environment where all students can learn, and teachers can teach. To ensure a positive educational setting, student discipline problems must be addressed and the disruptive student be held accountable by suspending the student from classes. As the roles and responsibilities for dealing with disruptive students become more complex, educators are constantly searching for ways to meet the educational needs of students while still maintaining a positive learning environment. If administrators and teachers view curriculum, instruction, and the schooling process as separate entities from students' problems, they are also negligent in fostering the educational philosophies of citizenship, values, and self-worth [1]. Establishing a positive school environment where effective teaching and learning occurs ensures educational opportunities and academic

progress for students.

Every classroom has its fair share of unruly and obnoxious students who oftentimes push teachers to teach them a hard lesson on discipline. Based on the data provided by the Department of Education (DepEd), 2 of the 10 cases of violence in schools that they have received speak about corporal punishment or the use of violence to discipline a child. While 80% is related to bullying.

The Department Order No. 40 Series of 2012 or the Child Protection Policy states that DepEd prohibits maltreatment, abuse, bullying, and any form of teachers' violent discipline to their students. It has likewise assigned public schools in the elementary and high school levels to put together a child protection committee that will help provide protection and welfare among students. And to further amplify the department's campaign, earlier, DepEd launched a book that will serve as a guide to teachers to acquire positive methods in disciplining students.

According to DepEd, any teacher who is found guilty of maltreatment or has exercised any form of violence into one of their students is likely to face suspension or will be removed from teaching.

Education Undersecretary for Legal Affairs Alberto Muyot said there was a need to develop this set of guidelines as part of DepEd's child protection policy because "some teachers tend to handle situations regarding their students wrongly." [2].

The "Positive Discipline in Everyday Teaching," the primer developed by DepEd in partnership with child rights group Save the Children and education group E-Net Philippines lists ways teachers can apply positive and non-violent discipline in the classroom.

Student failure in public school has traditionally been explained in terms of student deficits, family problems, and socialization factors that affect the student's life rather than in terms of instructional and educational needs. The question is not, who is responsible for addressing student problems? It is what educators can do to help students learn self-discipline and responsibility to avoid school-related issues.

School management may also be a factor in discipline in the sense that administrative policies, regulations and practices are not fully observed and implemented. When school policies and regulations and other institutional practices are not properly observed and followed, the tendency is that students develop undesirable habits and attitudes.

Disciplinary problems are teaching and learning difficulties

that need a diagnosis, direction, prevention, and treatment. It cannot be denied that most of the disciplinary problems in the classrooms can be prevented or greatly minimized with a favorable teaching-learning situation. A favorable teaching-learning condition is conducive to good classroom discipline. Researchers have identified that the greatest area of stress is the area of managing discipline and student behaviors [3]. The researchers also agree with the aforementioned statement because student discipline is the foremost problem as per observation. This observation motivated the researchers to conduct a study on the disciplinary problems in senior high schools at the University of Northern Philippines. After describing the problems exhibited by the students, the researchers may provide input data as a basis for their endeavor to help minimize their disciplinary problems. The findings of this study will reveal a clear picture of the disciplinary problems of said students as observed. Thus, the students are the primary beneficiaries of this study because teachers will have a better guide and understanding in helping their students to have more positive behavior inside the classroom.

According to [4] when parents of middle school students participate in school-based, family interventions, it can reduce problems in behavior. The transition to adolescence can be particularly challenging, as, during this period, children are more likely to engage in potentially harmful behavior with their peers while having less monitoring from and communication with their parents.

Based on findings of a new study by others [5], adolescents aged 12 to 17, who use alcohol are more likely to report their child's performance at school on the following day since it takes time to metabolize alcohol and this process varies depending on the dose of alcohol that was consumed and differing metabolic capacity; d) alcohol consumption can have a detrimental effect on young people's short-term educational performance, e) alcohol consumption by young people, particularly students is more likely to make them vulnerable to being the victims of crime,; and f) alcohol may make some young people more likely to display aggressive behavior, although it is likely that other factors such as their personality and family life play a role.

Meanwhile, Teen ADHD, or Attention-Deficit/Hyperactivity Disorder, is a disorder that causes inattentive or hyperactive and impulsive behavior in teens inappropriate to their age. ADHD can be difficult to gauge in the teenage years because teenagers mature at different rates and may naturally be inattentive or impulsive at times. Also, teens usually show fewer symptoms of ADHD than children. Researchers currently believe that disruptive behavior and defiant especially difficult for teens with ADHD. Though ADHD is a struggle for teens and their parents and families, many teens with ADHD learn to function well, and a disorder that causes inattentive or hyperactive and impulsive behavior in teens inappropriate to their age. ADHD sometimes improves with age, but in some cases, the associated learning disorders remain, or the teen may develop problems with the normal challenges of the teenage years that can be going on to successful adult lives. Struggling at school or home does not necessarily mean a troubled teen has ADHD.

In addition, the cause of teen ADHD is unknown. It is not caused by problems at home or school, or by poor parenting, though these factors may cause additional difficulties for teens with most likely causes of teen ADHD being neurological imbalances and genetics. Exposure to alcohol or cigarette smoke while in the womb, premature birth, or exposure to lead may also increase the risks of ADHD[5].

Lyness (2010) stressed that is bullying when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing. Two of the main reasons people are bullied are because of appearance and social status. Bullies pick on the people they think do not fit in, maybe because of how they look, how they act, their race or religion, or because the bullies think the target might be gay or lesbian. Others use psychological control or verbal insults to put themselves in charge. One of the most painful aspects of bullying is relentlessness. Most people can take one episode of teasing or name-calling or be shunned at the mall. However, when it goes on and on, bullying can put a person in a state of constant fear.

Moreover, studies show that people who are abused by their peers are at risk for mental health problems, such as low self-esteem, stress, depression, or anxiety. They may also think about suicide more. Bullying is violence, and it often leads to more violent behavior as the bully grows up. It is estimated that one out of four elementary school bullies will have a criminal record by the time they are 30. Some teen bullies may also fail in school and not have the career or relationship success that other people enjoy.

The following suggestion to combat psychological and verbal bullying and also good tips to share with a friend as a way to show your support: a) ignore the bully and walk away; b) hold the anger; c) do not get physical; d) practice confidence; e) take charge of your life; f) talk about it, and g) find your (true) friends.

The study of [6] said that there are several important aspects to teen dishonesty. People, including teens, most commonly lie because of fear; they are afraid of the consequences of telling the truth. Likewise, there are a number of homework, and some of these are closely associated with the school setting. A biennial survey of high school students in 2004 found that 62% had lied to a teacher about something significant at least once; 35% had copied an internet document for a classroom assignment; 62% had cheated during a test at school, and 83% had copied someone else's homework at least once, In addition, 82% had lied to a parent about something significant at least once (www.teenhelp.com).

Likewise, [7] mentioned that dishonesty may seem like a minor issue in comparison to other problems like drug abuse, sexual promiscuity, and eating disorders, but it is a vice that parents should never ignore. Dishonesty is rooted in an attitude of disrespect; disrespect for others; disrespect for authority; disrespect for other people's things; disrespect for your family's values; and disrespect for oneself. Getting away with lying, cheating, or theft today can lead to a lifetime of dishonesty, and that can land them in real trouble or heartache in the future.

The study of [8] revealed that the use of alcohol could result in behavioral problems like aggressiveness. Likewise, the Institute of Alcohol Studies Factsheet stated that there are numerous adverse consequences of drinking alcohol for children and young people.

The study of [9] draws an interesting relationship between students'/parents' perception of the walking and biking environment and variables such as age and gender of the students, whether they attended is private or public, and the travel time to reach school. It was also observed that the attitude the respondents have toward the walking and biking environments greatly influences their mood preferences and school behaviors.

On the other hand [10] described the result analysis of the 2009 National Household Travel Survey (NHTS) focusing on how students and/or parents view issues related to the walking and biking environments; and the implication to students' behavior. He found in the survey that walking and biking is a factors related to different moods and behaviors in school. The survey claimed that stress in walking and biking may influence the students' disobedience and attendance in school. Apparently, [9] found that students residing nearby schools are seen with more antisocial behaviors and underachievement in the subjects that those who live in far-flung places who have well and received consistent achievements in school.

The study of [11] concluded that children of higher birth order positions are found to have poorer outcomes. He suggests that inequalities in children's outcomes based on the respective birth order positions could be due to differences in resources received.

The research studies that the researchers reviewed were focused on the behavioral challenges of students are affected by various factors such as personal, socio-economic, socio-demographic, psychological, environmental, and their learning skills.

Researchers also stressed the significant role of family members, especially the parents, in influencing the social and emotional development of the child.

This study may also serve as an eye-opener for school administrators and teachers to address these problems for the welfare and development of students.

Based on the background and importance of this study, it is the dream of the researchers that through this study, the disciplinary challenges of senior high school students in the University of Northern Philippines may be minimized, if not eradicated through programs and activities geared towards the development of moral and ethical values of students.

## 2. METHODS

The study utilized the mixed method of research. The respondents of the study were 154 senior high school students of the University of Northern Philippines during the School Year 2018-2019. The researcher used a questionnaire to gather the data needed for the study. The questionnaire consists of two parts. The first part dealt with the socio-demographic profile, namely: age, sex, travel time to school, mode of transportation in going to school, ordinal position, highest educational attainment of parents, occupation of parents, monthly income of parents, and size of the family.

The second part focused on the extent of behavioral challenges commonly encountered by students, namely: challenges to authority, lack of discipline, and lack of interest. A 5-point Likert Scale was used to measure the extent of behavioral challenges commonly encountered by the respondents.

The Frequency count and Percentage is used to describe the socio-demographic factors and socio-economic factors of the students while the mean is used to determine the extent of behavioral problems commonly experienced by the students and the simple Correlation Analysis to determine the relationship between the socio-demographic factors and socioeconomic factors and the extent of behavioral problems commonly encountered.

## 3. RESULTS AND DISCUSSION

### Profile of the Respondents

Majority (87 or 56.49%) of the respondents are 18 years old. With regard to sex, the great majority (100 or 64.94%) of the respondents are females. A great percentage (37.66% and 35.07) of the respondents have to travel from home to school for 0 – 20 minutes and 21 – 40 minutes, respectively. A great percentage (39.61% and 31.17%) of the respondents use their public vehicles and their own car/vehicle in going to school, respectively. A great percentage (61 or 39.62%) of the respondents are in the eldest position. A great percentage (62 or 40.25%) of the mother of the respondents are college graduates. The great majority (122 or 79.22%) of the father of the respondents is non-professional. A great percentage (37 or 24.03%) of the respondents have a monthly family income of P15, 000.01 – 20, 000.00. The great majority (114 or 74.02%) of the respondents belong to a small family.

### The extent of the behavioral challenges

**Table 1: Summary of the Overall Behavioral Challenges Commonly Experienced by the Senior High School Students**

INDICATORS	Overall Mean	DR
Challenge to Authority	2.06	R
Lack of Discipline	2.63	S
Lack of Interest	3.93	O
<b>As a Whole</b>	<b>2.87</b>	<b>M</b>

Legend:

Numerical Value	Item Description	Overall Description
4.21 – 5.00	Always (A)	Very High (VH)
3.41 – 4.20	Often (O)	High (H)
2.61 – 3.40	Sometimes (S)	Moderate (M)
1.81 – 2.60	Rarely (R)	Low (L)
1.00 – 1.80	Never (N)	Very Low (VL)

**Table 1: Summary of the Overall Behavioral Challenges Commonly Experienced by the Senior High School Teachers**

INDICATORS	Overall Mean	DR
Challenge to Authority	2.52	R
Lack of Discipline	3.30	S
Lack of Interest	4.18	O
<b>As a Whole</b>	<b>3.33</b>	<b>M</b>

Legend:

Numerical Value	Item Description	Overall Description
4.21 – 5.00	Always (A)	Very High (VH)
3.41 – 4.20	Often (O)	High (H)
2.61 – 3.40	Sometimes (S)	Moderate (M)
1.81 – 2.60	Rarely (R)	Low (L)
1.00 – 1.80	Never (N)	Very Low (VL)

**Challenge to Authority**

The students' respondents' overall behavior along with a challenge to authority is "low" ( $x=2.06$ ). However, it is interesting to note that senior high school students "never" make gossip about their teachers as supported by the mean rating of 1.54. This means that students are not fun of making gossips of their teachers, and this can be attributed to the advancement of technology wherein students are busier and more interested in the games of their cellphones and computers. On the other hand, though it is still low, the respondents rarely "pass their notes when the lesson is going on" with a mean rating of 2.38. This implies that students are probably lazy to bring their notes in school. It may also be that they do not have notes at all.

It has been observed that students are always asking for papers, bond papers, or ball pens from their classmates during class activities, which would interrupt and disturb the flow of the discussion.

**Lack of Discipline**

Although the result of the extent of behavior is still "moderate", senior high school students believed that sometimes they lack discipline while they are inside the school with an overall mean rating of 2.63.

Furthermore, many faculty members complained about students who are always coming to class late, especially during the first periods in the morning and afternoon.

**Lack of Interest**

The overall rating of lack of interest is at a "high" level with a 3.93 mean score. This means that the students really believe that they lack the interest in the lessons and discussions inside the classroom. However, it is contrasting to find that the students respond rarely to teachers who do not use interesting instructional materials in the lessons. In addition, students lack the motivation in submitting their requirements as projects, assignments, and seat work with a mean score of 2.28 and 2.24 respectively. Students who are intrinsically motivated may eagerly engage in an activity because of personal interest and internal pleasure.

Students are indeed predisposed to lack motivation in school for a variety of reasons. It has been determined that individuals may experience an absence of motivation to perform. There is a belief that a large number of individuals do not have the personal ability to enact the required task, the belief they cannot maintain the effort that is required by the behavior or the belief that they are simply powerless in effectuating a suitable outcome.

**Relationship between the Extent of Behavioral Challenges and Person**

There is a significant relationship between personal factors and the behavioral challenges of the students. However, when taken singly, it can be noted that the travel time in going to school ( $r = .283$ ) is significantly related to the overall behavioral challenges of the students. This implies that the travel time of the students going to school has an effect on the behavioral challenges of the students in the school.

**4. CONCLUSIONS AND RECOMMENDATIONS****Conclusions**

The majority belongs to the age of 18 years, female dominates the male group. A great percentage travels 0 – 20 minutes and 21 – 40 minutes. Most of them use public vehicles when going to school and use their own car/vehicle. Likewise, a great percentage is in the eldest position in the family while there are some middle and youngest children. The majority of their parents is college graduates and a great percentage is professional, earning P 15, 001 – P 20, 000 monthly. The great majority belongs to a small family size with 3 – 5 members.

The overall extent of behavioral challenges commonly experienced by the senior high school students of the University of Northern Philippines is at a low level. The sex, travel time going to school, mode of transportation, birth order, educational attainment of the father, and occupation of the mother is significantly related to the behavioral challenges experienced by the students.

**Recommendations**

Though the overall extent of behavioral challenges of the students in Senior High School of the University of Northern Philippines is at a moderate level, there is a need for the students to be more participative in various programs and activities designed by the school for their development. The efforts of teachers and parents should be intensified in monitoring the activities of their children whether in school or at home to ensure avoidance of behavioral problems on the challenge to authority, lack of discipline, and lack of interest. The students should still be given attention to watch over their activities, inside and outside the school. They are more vulnerable and sensible to many changes and pressures from peers, social media, technology, etc. that may influence negative behaviors.

The parents, regardless of their educational attainment, profession, income, and size of the family should give quality time to their children, whether male or female, traveling far or near going to school to prevent the negative factors from the environment that may influence negative behavior.

Teachers should be improved or sustain in implementing rules and regulations or the student code of conduct inside the classroom and in the university campus.

A more in-depth qualitative study is also recommended to explore further the different behavioral challenges encountered by students in the university.

**REFERENCES**

- [1] Ayson, J. C. Physical Education Performance of the Second Year Students of Tagudin National High School, Division of Ilocos Sur. New Vision. UNP Journal of Graduate Research. Vol. XXXV. (2010)
- [2] Csikszentmihalyi, M. & Nakamura, J. Handbook of competence and motivation. 598-608 (2005)
- [3] Diaz, M. P. English Reading Comprehension Skills and Academic Performance of First-Year Students of Solsona National High School. Graduate Research Journal, Northern Christian College, Laoag City (1999)
- [4] Maye, M. J., Mather, N. Evidence – Based Interventions

- for Students with Learning and Behavioral Challenges. Madison Avenue, New York (2008)
- [5] Orteza, Jr. F. C. Determinants of the Performance in Mathematics of the First Year Students of Science High Schools in Ilocos Sur. *New Vision UNP Journal of Graduate Research* Vol. XXX (2006)
- [6] Pelletier, L. G., Dion, S., Tucson, K., & Green-Demers. Why do people fail to adopt environmental behaviors? Toward a taxonomy of environmental amotivation. *Journal of Basic and Applied Psychology*, 29, 2481-2504. (1999)
- [7] Ream, G.L. Religion's Role in the Development of Youth. Retrieved on July 23, 2018 from <http://demoiselle2femme.org/wp-content/uploads/Religions-Role-in-the-Development-of-Youth.pdf> (2003)
- [8] Reboroso, C.G. T. Mathematic Performance of Second Year Students of Ilocos Sur National High School. *New Vision. UNP Journal of Graduate Research*. Vol. XXXII (2009)
- [9] Rogel, R. Academic Behavior and Performance of Third Year Students of General Emilio Aguinaldo National High School, Division of Cavite. *Graduate Research Journal, Polytechnic University of the Philippines* (2012)
- [10] Saldua, C. D. Physical Education Performance of the Second Year Students of Sta. Maria National High School, Division of Ilocos Sur. *New Vision. UNP Journal of Graduate Research*. Vol. XXXII (2008)
- [11] Sun, R. C.F., Shek, D. T. L. Student Classroom Misbehavior: An Exploratory Based on Teachers' Perceptions. *Scientific World Journal*. Volume (2012)
- [12] Tablada, J. M. The Nutritional Status, Physical Fitness and Academic Performance of the Laboratory High School Students of the Ilocos Sur Polytechnic State College, Tagudin Campus. *New Vision. UNP Journal of Graduate Research*. Vol. XXV (2004)
- [13] Untivero, D. Protecting Our Filipino Heritage. Retrieved on July 22, 2018 from <https://ph.asiatatler.com/life/Protecting-Our-Filipino-Heritage> (2017)