



Identifying Causes of Pupil's Misbehavior that Affects Thinking and Learning through Modified Parents-Teachers Conference

EMERITA B. FORCA, MARY JOY D. IMPERIAL, ANNALYN B. DELA CRUZ

ABSTRACT

As the world is facing Covid 19 crisis, DepEd should be adopt ways of continuity educationg millions of youth that needs widens their skills and knowledge that may help them not only to reach their goals but to cope themselves to fast changing world. Education itself focus not only to skills and knowledge of each individual but also to the behavior that is important in dealing with others. This study aimed to examine the conceptions of elementary student misbehaviors in their studies , and to identify the most common, disruptive, and unacceptable student problem behaviors from teachers' perspective. There are individual interviews with teachers were conducted. A list of 17 student problem behaviors was generated. Results showed that the most common and disruptive problem behavior was talking out of turn, followed by non attentiveness, daydreaming, and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the class discussions settings and upsetting teaching and learning, which mainly required intervention from teachers.

Key Concepts: Academic Performance, and, good study habits, accountability during pendency and new normal

INTRODUCTION

Student 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, is a thorny issue in everyday class settings. Teachers usually reported that these disturbing behaviors in the lessons are intolerable [and stress-provoking and they had to spend a great deal of time and energy to manage their teaching lessons. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior . To lessen these immediate and gradual adverse effects of student misbehaviors, it is of primary importance to identify what exactly are these behaviors towards their studies. When there are explicit rules and regulations in school and classroom or online class, violation of these is apparently a "misbehavior or misconduct or discipline problem." Nevertheless, a particular behavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the class discussion setting either in classroom or online class.. These behaviors referred to "an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student" With a specific focus on studying as early age of the students, this study attempted to replicate the previous studies in examining the problem behaviors perceived by teachers as the most common and disruptive. In addition, this study further attempted to investigate the most unacceptable problem behaviors in the eyes of teachers and the underlying reasons behind.

RESULTS AND DISCUSSIONS

The following are the results of the study:

1. These causes of the students misbehavior are: (a) Seeking of Attention. Being the center of the attention is the common desire for students. (b) Physiological Factors. Students who are misbehaving may have kind of temporary malady contributing to their attitude. (c) Classroom Environment. Poor seating arrangement, extreme temperature or a high noise level are distracting elements in a classroom that cause hinder learning experience.
2. Distrutive behavior by one student encourages other student do the same which compromises teachers authority and ability to control the group. The learning process affected when one or more students behave in a disruptive manner. If this manner cannot be corrected, the students itself will grow into not well function citizen of the country. He/She will manifest the bad characteristic and way of thinking towards many things in their life, work and dealing with others. In terms of academic, they are the low level of knowledge and skills upon not totally developed.
3. Better strategies and intervention of both parents and teachers. First, the strong partnership and communication of parents and teacher. Second, develop classroom and online class rules Third, the Positive Classroom and Online Discipline.

CONCLUSION

The study shows that the misbehavior of students can be cause either from family problems or by in classroom/online class itself. Teachers and parents should be have strong partnership to solve this prolem. Hand by hand and deep understanding to the problem could help pupils to manage their studies. effective classroom management strategies could be explored

RECOMMENDATIONS

- All teachers are encouraged to adapt the use of effective classroom management strategies that could explored pupils motivation through learning.
- The teacher should also ask help for the parents specially to pupils who have serious problem regards to behavior and studies..
- The parents should also be informed about the study so that they will not suspect or would not have any negative thinking why the

REFLECTION:

The researcher realized that the pupils sometimes having hard time in their personal problems specially in the family that affects their behavior inside the classroom. The teacher should have active communication with the parents to solve these problems and motivate more the pupils to strive harder in their studies.

REFERENCE:

D. F. Reed and C. Kirkpatrick, *Disruptive Students in the Classroom: A Review of the Literature*, Metropolitan Educational Research Consortium, Richmond, VA, USA, 1998.

R. Lewis, "Teachers coping with the stress of classroom discipline," *Social Psychology of Education*, vol. 3, no. 3, pp. 155-171, 1999. View at Google Scholar

C. Arbuckle and E. Little, "Teachers' perceptions and management of disruptive classroom behaviour during the middle years (years five to nine)," *Australian Journal*

STATEMENT OF THE PROBLEM

This action research aims to determine the following:

What are the causes of students misbehavior either inside the classroom or in online class?

How these problems will affect the development of the students in terms of personal and in academic?

What strategies and interventions that may help to solve the problem regards the study habits of the students?

METHODOLOGY

The researcher used a self-constructed semi structured questionnaire for each individual to answer with yes or no. The correspondence to this study are 10 selected pupils in Grade 2 and Grade 3 class. In the questionnaire used to explore the perceptions of students' problem behaviors and their management strategies in the classroom/online class and school contexts. As many questions were covered in the interview guide, only data related to the following questions were analyzed in this paper.

(1) In the classroom or in online class, what student problem behaviors are there? Please list out as many as possible and describe.

(2) Among these problem behaviors, which are the most common?

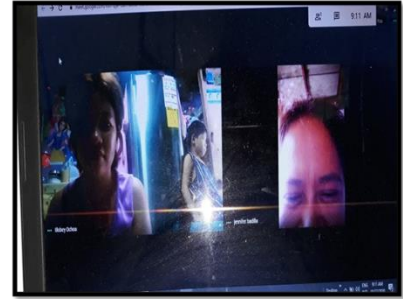
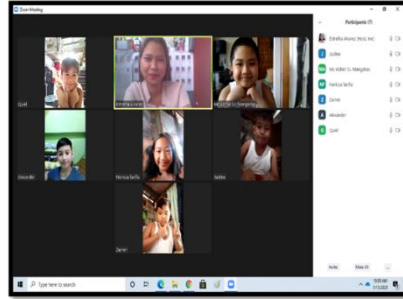
(3) Among these problem behaviors, which are the most disruptive to teaching and learning?

(4) Among these problem behaviors, which are the most unacceptable? Please illustrate.

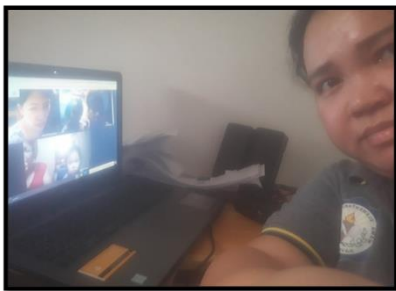




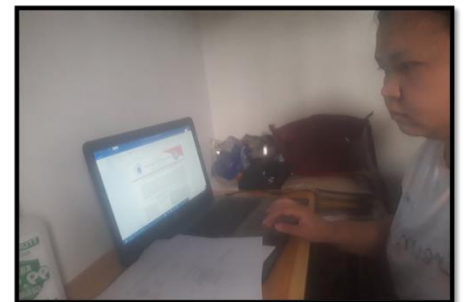
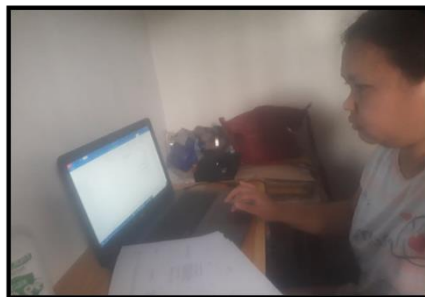
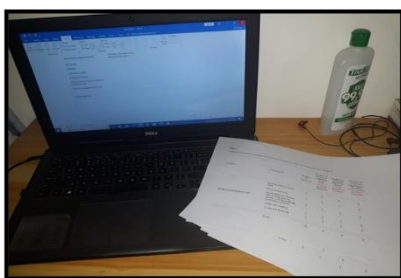
Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Navotas City
Wawa Elementary School
J. B. Santos St., Tangos South, Navotas City



Key Concepts: Academic Performance, and, good study habits, accountability during pandemic and new normal



Kamustahan days of both parents and pupils correspondence. This aim to inform the parents about the behavior being observed during online class. It is also time to get more ideas about why pupils behave that way.



Collecting and encoding of the result from the selected pupils correspondence.

