CLASSROOM MISBEHAVIOR OF COLLEGE STUDENTS OF ACLC: BASIS FOR IMPROVEMENT OF GUIDANCE AND COUNSELING PLAN

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APPROVAL

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ABSTRACT

Mixed approach was employed. Documentary review or review of students' cumulative and permanent records and referral letters was used to determine the students' profile including academic performance and common behavior problems of 50 reported cases who were college students in various academic programs of ACLC. Phenomenological strategy was also employed using 15 out of the 50 reported cases to dig deeply into the root causes of classroom misbehavior.

As to findings, majority of the reported cases of misbehavior were young adults between 19 – 21 years of age and males. Most of them belonged to families with monthly income ranging from PhP15,000 to PhP35,000, residing in urban areas and with academic performance of below average. The most common behavioral problems were: absenteeism, cheating, cutting classes, leaving their seats, and speaking out of turn to answer problems.

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The root causes of misbehaviour were determined through interviews, and from the interview results, themes and subthemes were generated.

Theme 1: Absence of belongingness breeds social discomfort and mistrust

Subthemes: Social discomfort and mistrust

Theme 2: Laizzes faire style of teaching and teacher-student rapport problem demotivate learning

Subthemes: Poor instructional planning and rapport problem

Theme 3: Poor attendance and grades are due to financial problems

Subtheme: No permit no exam policy

Theme 4: Inappropriate career choice and class schedules demotivate learning

Subthemes: Inappropriate career choice and broken class schedules

Theme 5: Weak family bond fosters behavioral problems

Subthemes: Child brutality, absence of behavior model at home, absence of mother figure at home, and absence of "bayanihan" spirit at home

To conclude, it is clear from the themes and subthemes that students' misbehavior are caused by some external factors such as absence of belongingness within the peer group, teacher factor, financial problem, wrong career choice, and weak family bond. Based on the findings, the following are recommended:

- There is strong need for the guidance counselor to implement the Guidance Plan that is designed by the researcher to lessen classroom misbehavior and improve students' academic performance, and
- Similar studies may be conducted in other schools to validate the findings of this study.

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DEDICATION

This humble piece of work

is dedicated to the students of ACLC College, Gapan

who are struggling in their academic status.

ROCEL B. ROXAS

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction and Rationale

Learning is highly effective inside a conducive classroom. This is the reason why teachers are trying their very best to provide the most conducive learning environment for their students. And just like parents to their children, these teachers also impose discipline to maintain good learning outcomes. This is necessary especially to those misbehaving students because the behavior of students largely contribute to the effectiveness of the teacher and the students as well. If the teacher is distracted due to students' misbehavior, the quality of teaching and learning is affected. When students' behavior goes off track, the teacher will then find some solutions to deal with them. Scott (2011) said that misbehavior in school can be harmful to the individual student since it interferes with learning, decreases the chance of graduation, or reduces the likelihood of entering or completing post-high school education. Misbehavior is harmful to teachers and the students if it interrupts instruction and the normal functioning of classroom; it can even cause some troubles on both teachers and students. It is harmful to school if it creates an atmosphere of discomfort or fear or if administrators spend disproportionate amounts of time dealing with discipline problems.

Classroom misbehavior poses a big challenge not only to teachers but to school guidance counselors as well. Finding the reasons or causes of students' misbehavior is the main purpose of this study because by knowing the causes, an appropriate action could be determined.

At ACLC College, Gapan Campus, students' academic status is closely monitored by their respective class advisers as part of the bases of their enrollment and retention program and at the same time fulfilling their obligations as parents to their students in their second home. Any classroom misbehavior is reported to the researcher's office being the school's guidance counselor. Counseling starts with establishing good relationship with the students to build their trusts and confidence to the guidance counselor. The guidance counselor tries to understand the students' behavior fully by gathering information through serious talks with the students, the use of students' anecdotal records, discussions with the subject teachers, and even with the parents or guardians.

The most commonly reported classroom misbehaviors among college students at ACLC are absenteeism, cutting classes and coming to classes late. After they are being reported, they are asked to see the guidance counselor for some informal talks. They receive some warnings and then followed up with their respective instructors. A few of them improve but majority seem to be unaffected. In such cases, their guardians are contacted. Upon learning their children's performance in school, some of the parents would stop their children from continuing their education while some of them would just warn their children. Those who receive warnings are closely monitored by their class advisers who in turn inform their parents if they do not attend their classes.

Another behavioral problem at ACLC College, Gapan is students speaking out of turn that causes destructions among their classmates and instructors. Most of them belong to the same section and are friends. They seem to influence each other. What their instructors do is to reprimand them initially and if they do not stop, they are referred to the guidance counselor. At the guidance office, they are asked to explain why they behave in such ways. When they are

brought to the guidance office, their problems are assessed through the use of their records filed in the office such as psychological tests, anecdotal records, autobiography, attendance monitoring forms submitted by instructors and the like. Goals are set during the counseling sessions, then the guidance counselor evaluates them periodically by looking at indicators of improvement. The succeeding referrals of the teachers are used to track or evaluate their improvements. If there is no improvement, a simple individual guidance plan is prepared by the guidance counselor which involves the parents, the teachers, and the guidance counselor. These people regularly monitor the misbehaving students, but no significant improvements have been observed. This prompted the researcher to formally conduct an investigation on the problem as it results to class distractions and affects the academic achievement particularly of the misbehaving students. The researcher needs to dig deeply into the root causes of the problem to have a valid or authentic basis in developing a guidance plan which will realistically address the students' misbehavior in classes.

The Related Literature

The researcher read and reviewed literature from books, articles and journals which gave deeper insights into the problem. They are presented by topics.

Patterns of home and school behavior problems in rural and urban settings. Psychol (2009) cited some recent studies which show that in general, aggressive behavior at home is associated with low socioeconomic status, marital discord and instability, insularity and single-parent status. Families in both rural and urban settings may experience these types of adversity. Rates of unemployment, low educational attainment, insularity, marital discord and economic stress occur at equivalent rates in rural and urban settings. To the extent that these

contextual factors increase risk for the development of child behavior problems at home, one would expect few rural/urban differences in home-based behavior problems.

In contrast, rural and urban communities may be quite different when the context of the school is considered. That is, school-based behavior problems appear fostered by classrooms that contain many aggressive children, perhaps because aggressive behavior is more likely to be viewed as acceptable by peers. Teachers are more likely to find it difficult to manage aggression effectively and suppress it consistently, and peers are more likely to react to aggression with escalating negative chains of counter aggression. Although rural school districts face some disadvantages when compared to urban districts, such as lower per-pupil school expenditures, a narrower curriculum, and more poorly paid and less well-trained teachers, they are at an advantage in terms of school characteristics associated with child aggression. Indeed, urban schools report significantly more frequent and more severe violence than rural schools, even when differences in socioeconomic and ethnic/racial status are controlled. The higher density of children from disadvantaged backgrounds, the larger school size, and the use of ability tracking may all contribute to urban classrooms containing high proportions of disruptive children, which provide children with more peer exposure to deviant community models and negative peer influence. Hence, children in urban settings may be at increased risk relative to rural children for the development of child behavior problems at school. Correspondingly, the patterns of conduct problem development may be different for children in rural and urban settings. Whereas children in rural settings may be less likely to generalize home problem behaviors to the school setting, urban children may be at increased risk for the initiation of deviant behaviors at school.

Gender differences in self-perceptions and academic outcomes : A study of African-American high school students. According to Saunders, Davis, Williams and Williams (2004),

African-American males and females experienced the school environment very differently. Males were much more frequently behind in school for their age, typically had lower grades in reading and conduct and were more likely to have failed. African-American males were also much more likely than any other group of students to receive corporal punishment, to be suspended and to be identified as behaviorally disordered. Behavior-disordered students were usually separated from the general school population which led to their social isolation and stigmatization.

These negative experiences are believed to contribute to African-American males viewing school as hostile environment and feeling increasingly frustrated in their academic efforts which often leads to academic alienation and disengagement. When academic disengagement begins in elementary school, it is more difficult for these young men to be well prepared for a more challenging high school curriculums putting them at risk for further failure or drop out. There is also an associated loss on one's academic ability and skills and overall sense of self-worth.

By comparison, African-American females of all ages fared better in the classroom than their male counterparts. They tend to have more positive experiences which increased their confidence in their academic skill and abilities, enhanced their feelings of self-worth and reinforced the potential for rewards from the school system. These more positive experiences may be related to the fact that most elementary teachers are female. A group of female teachers are more tolerant of and better able to handle girls' behavior (and misbehavior) in a more positive manner compared to that of boys.

The study by Poorfallah, et al. (June, 2014) investigated the difference between the types and amount of student misbehaviors in adult and young EFL (English as a Foreign Language)

learners' classes. Three EFL adult learners' classes and three young learners were observed during this study. Additionally, 40 Iranian EFL teachers, out of which 20 were practicing teaching in adult learners' classes and the other 20 in young learners' classes, responded to a questionnaire investigating the intensity of different types of discipline problems in their EFL classes. The results indicated that while distracting, activity-related misbehaviors, and assessment-related problems were more common in young EFL classes and distracting, activity-related and assessment-related misbehaviors were more prevalent in adult classes. A significant difference was also found between the amount of discipline problems in young and adult learners in the misbehavior types of 'talking out of turn', 'distracting noise', 'cheeky or impertinent remarks', and 'forgetting learning materials' in which young learners' classes outnumbered adult learners' classes. Meanwhile, adult learners' classes significantly surpassed young learners' classes regarding the misbehavior type of 'cheating in exams' according to both observations and teachers' point of view.

Bullying behavior. In an article published on August 26,2014, it stated that grades and academic performance often suffer when a victim is bullied. Learning doesn't happen automatically for children, and being bullied or walking around school in fear makes it even harder to pay attention in class. As a result, children often put their own safety first, and school becomes a secondary priority. Grades drop, and then the child suffers complaints from parents wondering why (Effects of Bullying in School).

Factors influencing classroom behavior/misbehavior. There are several factors/conditions that make students behave properly or misbehave in classrooms. These are given sufficient details in the following paragraphs.

Teachers' support for students' emotional well-being. Pössel (November 2013) cited abundant researches which support the notion that teacher support has clear implications for students' emotional well-being. Wellbeing comprises positive and negative effects. Positive effect is the extent to which a person typically feels positive emotions (e.g., enthusiastic, active, and alert). Negative effect encompasses frequent negative feelings (e.g., distressed, angry, nervous). Well-being is not only of subjective importance for students; negative effect is associated with academic problems including reduced homework completion, less concentration in class, fewer interactions with peers, poorer class attendance, and lower rates of post-secondary degree attainment. To the contrary, positive effect in students towards school (e.g., school liking, a sense of belonging) tends to be associated with higher classroom engagement and academic achievement.

Unplanned pregnancy and break-up. The study of Nothandono (November, 2010) cited that students with unplanned pregnancies were affected academically. Being pregnant when still studying comes with many challenges and that includes University drop-out or poor performance at the University. Tiffany, et al. (September 2012), on the other hand, wrote that a breakup affects students' perceived academic performance including their concentration, homework and test scores.

Socioeconomic status. Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent.

In a study by Ekpo and Ajake (2013), they found out that the financial position of students' parents influenced their level of delinquency. The study also revealed that students from low socio-economic parents were more delinquent than those from high socio-economic status. The implication of this finding is that students' delinquency is determined mostly by financial position of student's parents. In other words, students exhibit delinquent acts when parents cannot meet their financial needs. When there is no hope for such needs being met by parents, there is the tendency for students to look "elsewhere" to have their needs met.

It became a fact that financial status can really affect the students' academic standing in different ways. They may have enough capacity of learning but due to their situation their performances are adversely affected because they became busy meeting their needs. The time for their education is reduced and spent for other things instead. And another reason of their poor academic standing is the attendance. More often, they do not attend their classes because of lack of money.

***Wrong career choice and being slow learners*.** According to Reddy (August 8th, 2008)**,** **s**tudents who choose a major because it was expected or to please their parents are much more likely to burn out by their junior year. Even if they have good study habits and a light activity load, the draining effect of extrinsic motivation can build-up a terrible resentment toward school work. Becoming an engineer because parents think the liberal arts are "soft" is a quick route to mild student depression and falling grades.

Borah (November 2, 2013) said that in general, slow learning students exhibit some or all of the following characteristics, depending on their age and degree of problems in acquiring knowledge at school.

- Slow learners are recurrently immature in their relations with others and do poorly in school,
    - They cannot do multifaceted or complex problems and work very slowly,
- They lose track of time and cannot convey what they have learned from one task to another well,
- They do not easily master skills that are academic in nature, such as the times tables or spelling rules, and
- They lack ability to have long-term goals; they live in the present, and so have considerable problems with time management perhaps due to a short attention span and poor concentration skills.

Parental involvement. A study published by North Carolina State University, Brigham Young University and the University of California-Irvine reported that parental involvement — checking homework, attending school meetings and events, discussing school activities at home — has a more powerful influence on students' academic performance than anything about the school the students attend. So parents matter — a point made clear by decades of research showing that a major part of the academic advantage held by children from affluent families comes from the "concerted cultivation of children" as compared to the more laissez-faire style of parenting common in working-class families. But this research also reveals something else: that parents, of all backgrounds, don't need to buy expensive educational toys or digital devices for their kids in order to give them an edge. They don't need to chauffeur their offspring to enrichment classes or test-prep courses. What they need to do with their children is much simpler: talk. (Paul, 2012).

Olson (2015) discussed that parenting styles can influence the kind of person a child grows up, but beyond actions, the way parents simply think about their child can make an impact. Researchers from Brigham Young University found a significant and often overlooked flaw in the way parents express perceptions of their children. The results of their study, published in the *Journal of Family Psychology*, encourage parents to stop comparing siblings to one another before it causes a lifetime of harm. Parents' beliefs about their children, not just their actual parenting, may influence who their children become. It's hard for parents to not notice or think about differences between their children. It's only natural. But to help all children succeed, parents should focus on recognizing the strengths of each of their children and be careful about vocally making comparisons in front of them. By the time siblings grow up, the ones who are thought of as smarter may begin to fulfill their perceived role. When parents believe in their child, it takes the pressure off of them and places it on their closest competitor — their brother or sister.

Effects of classroom misbehavior. Leslie (2008) reported that school misbehavior is related to low academic achievement and dropping out of school. Students' misbehavior at school is potentially harmful to the individual student if it interferes with learning, interrupts lessons for all students, wastes the teachers' and students' limited time in class and – which is most alarming -- reduces the likelihood of students completing their high school education. Misbehavior also harms teachers and their students because it interrupts classroom instruction. It increases the teachers' stress levels, diverts the teachers' attention and thus negatively influences the quality of teaching and learning and subsequently interferes with academic achievement and success. In addition, misbehavior creates an atmosphere of discomfort, insecurity and fear, and

school administrators are forced to spend a disproportionately high amount of time dealing with discipline problems.

To synthesis, the previous studies delved with the many factors causing classroom misbehavior, the forms of misbehavior and their effects on academic status of students. Some behavior problems were hard to deal with resulting to disproportionate amount of time spent by school authorities in trying to address them, yet no success stories had been written about their actions. This is the gap that this study is trying to bridge. The researcher did not only attempt to determine the causes of classroom misbehavior among college students in ACLC College, Gapan. She also come-up with a Guidance Plan that would intensify her efforts as a guidance counselor in the said College by involving the parents, the teachers and the students in the process. This is what made this study distinct from the rest, not to mention the fact that this study was carried out in a different locale using college students as the subjects and mixed approach as the methodology.

Theoretical Framework

This study was anchored on the *environmentalist or social learning theory* of Bandura as cited by Lipoff (2011). Environmentalist learning theory connotes that the child's environment shapes learning and behavior. It is also thought that behavior and learning are reactions to the environment. This perspective encourages families, schools, and educators to understand that the child develops and learns new skills in reaction to items she finds around her. Psychologists such as Bandura and Rotter found through observational learning, that the young child will observe and copy behaviors of others, leading to decision-making skills and development.

Personality represents an interaction of the individual with his or her environment. Along with taking into consideration the individual's reaction to the environment, the individual's

experience plays a role, too. The combination of the environment, the individual, and his/her reaction encourages behavior and learning.

When the child is in an environment not conducive to learning, he/she will not learn to his/her best abilities. When the environment is altered to encourage greater learning, his/her educational opportunities increase. Whether in the home or classroom, creating an environment conducive and supportive of learning aides in the young mind's evolution to greater knowledge.

The researcher used the environmentalist or social learning theory as the anchor of this investigation because of the same belief that the students' environment is primarily responsible for their classroom misbehavior, with probably a few behavior-inducers.

Conceptual Framework

Shown in Figure 1 shows the factors that are believed to have triggered classroom misbehavior (e.g. classroom condition, teachers' teaching styles, teachers' attitude, peers, nature of class activities, nature of subject matter) which could be induced by some socio-demographic factors such as age, gender, monthly family income, areas of residence. These socio-demographic factors is in turn believed to some correlations with the students' academic performance. To determine the extent of interplay of these different conditions or factors, the following processes were employed: conducting a survey using a survey questionnaire for the socio-demographic of the participant students, observations and interviews with the help of a tape recorder and an interview guide to get qualitative descriptions (themes) that would tell whether or not such factors as classroom condition, teachers' teaching styles, teachers' attitude, peers, nature of class activities, nature of subject matter had triggered classroom misbehavior. Based on the results of the analysis, a Guidance Plan was designed for college students of ACLC College, Gapan Branch.

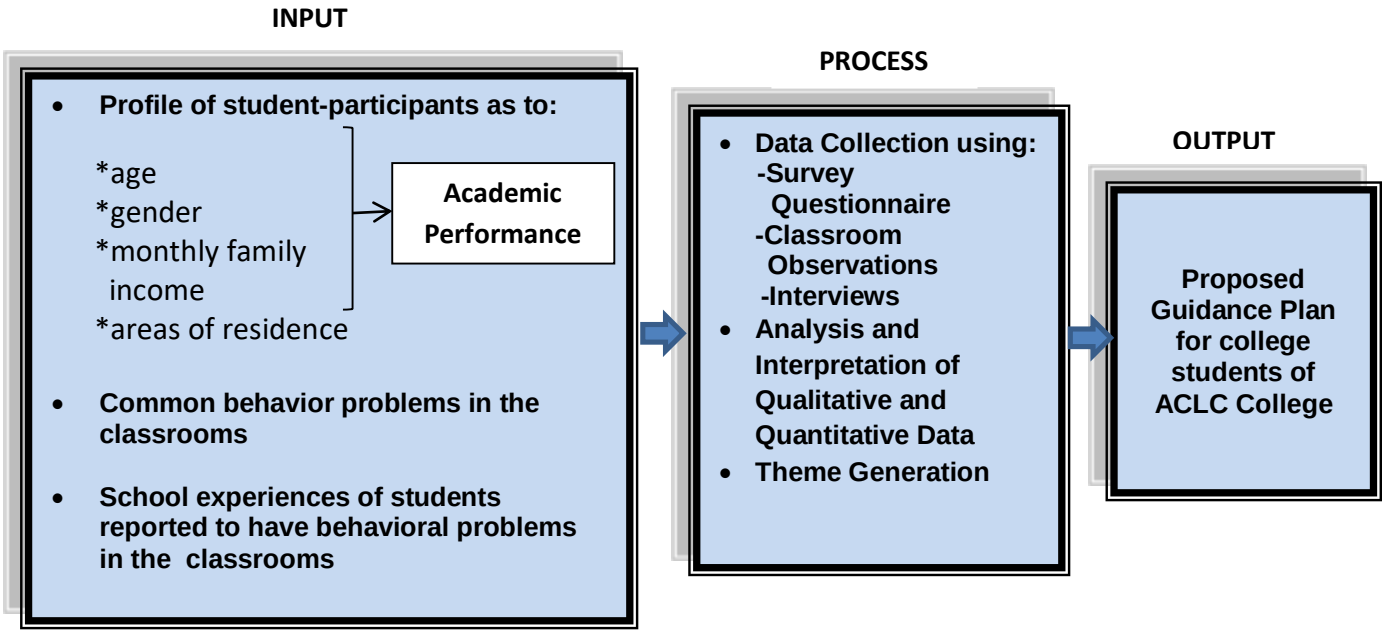

Figure 1 Research Paradigm

Statement of the Problem and Hypothesis

This study is aimed at determining the causes of classroom misbehavior of college students in ACLC College, Gapan Campus. Specifically, it sought answers to the following questions:

1. How may the socio-demographic profile of the reported misbehaving students be described in terms of:

   1.1 age,

   1.2 gender,

   1.3 monthly family income,

   1.4 areas of residence, and

   1.5 academic performance?

2. Is academic performance of the misbehaving students correlated with such socio-demographic factors as:
   2.1 age,
   2.2 gender,
   2.3 monthly family income, and
   2.4 areas of residence?
3. What common classroom behavior problems have been observed among the misbehaved-students?
4. How may the school experiences of the reported cases of misbehavior be described?
5. How may the guidance plan for college students be developed/formulated based on the findings the study?

The null hypothesis that was tested was**:** Academic performance of misbehaving students is not correlated with such socio-demographic factors as:

- age,
- gender,
- monthly family income, and
- areas of residence.

Rejection of the null hypothesis would mean acceptance of the alternative hypothesis stated as: Academic performance of misbehaving students is correlated with such socio-demographic factors as:

- age,
- gender,
- monthly family income, and

- areas of residence.

Significance of the Study

This implementation of guidance plan, if properly done, will be beneficial to the following:

Students. The guidance plan, if properly implemented by the guidance counselor, may improve the students' class behavior which may eventually improve their academic performances. Number of students struggling with their social, emotional, and academic problems may diminish as they enhance their personality and build their self-confidence.

Parents. The implementation of the guidance plan will encourage active partnership with parents and guardians for more effective students' learning. They will be regularly provided with data or information on the progress or problems of their children in order to get their active involvement.

Teachers. The guidance plan provides better collaboration with the guidance counselor and the teachers in addressing the problems or needs of the students. If they become aware of the causes of misbehavior and the specific ways in addressing behavioral problems of students, there may be peace and quiet in their respective classrooms, and their teaching may become more rewarding.

School administrator. Implementation of any plan or program in school needs administrative support. With administrative support, this guidance plan may be well carried out, and the school will benefit in terms of having a peaceful and safe campus and good performing students.

Guidance counselor. The guidance plan provides the guidance counselor specific steps and tasks to do to improve students' behavior. With the proper implementation of the plan, she

will be greatly instrumental in improving not only the students' behavior but their academic performance as well.

Scope and Delimitation of the Study

This study was delimited to determining the causes of classroom misbehavior of students in ACLC College, Gapan Branch to have a basis in enhancing the guidance plan of the school. Classroom misbehavior focused on cutting classes or being late, absenteeism, leaving their seats during classes, speaking out of turn which disrupts instruction, and cheating .

The participants of the study were the college students identified to have incurred three classroom misbehavior offenses as recorded in the school's guidance office and were enrolled during the school year 2015-2016. Fifty misbehaving students were considered for the quantitative method, and from this number,15 students were chosen for the qualitative component of this study. Their academic performance was determined based on the average grades in all subjects in their previous year level, specifically, the last two semesters of their stay at ACLC College, Gapan. This study was conducted during the middle part of the first semester-August and September, 2015.

Definition of Terms

For ease in understanding, the following terms are defined:

Academic performance. It is the result of education after series of hard work in studies which can be determined by the results of examinations, quizzes, class standings and other school-related activities during the previous two semesters of their enrollment (Steinmayr, 2015).

In this study, academic performance refers to the average grades of each participant in all his/her subjects in the last year two semesters of his/her stay in ACLC College. They are computed by getting the summation of the product of each subject grade and corresponding unit, then dividing it by the total number of units earned. The grade description is based on the grading system of ACLC College.

Classroom misbehavior. It is defined as a) cutting class or being late, b.) absenteeism, c) leaving their seats during classes, d) speaking out of turn which disrupts instruction, and e)cheating . It is also termed indiscipline (Finn, Fish & Scott, 2008). **Absenteeism** is **t**he habit of not attending classes in consecutive or non-consecutive times; **cheating** is trying to achieve something good by means of dishonesty like peeping answers from seatmates or glancing at the subject notes during test activities; **cutting class** is not completing the subject schedule within the day; a student may attend one or two subjects but not in others; l**eaving their seats during classes** is transferring from one seat to another or leaving their seats and going out of the classroom during class hours; and **speaking out of turn** means doing much talking about irrelevant matters that can cause classroom distraction during discussion of lessons.

Guidance plan. This is a detailed guide that will help the guidance counselor improve her guidance and counseling services to resolve different behavior problems in school, and thereby improve the academic performance of students.

Peer facilitator. According to Runzel (2015), a peer facilitator helps others work through their problems by offering emotional support as well as guidance regarding different situations. Facilitators can use their life experiences to help relate to others facing similar

circumstances. As they help others, peer facilitators also frequently see an increase in their own self-confidence and ability to handle conflict.

Chapter 2

METHODOLOGY

This chapter describes the research design used in this study, the research locale, data gathering procedures, data gathering instruments and data analysis.

Research Design

Mixed approach was used: documentary review or review of students' cumulative and permanent records and referral letters to determine students' age, gender, family income, areas of residence, and academic performance and behavior problems, and then the extent of correlation between the first four profile variables and academic performance (quantitative). Burns and Grove (2005) wrote that quantitative research is a formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used to describe variables, to examine relationships among variables, and to determine cause-and-effect interactions between variables. This was what the researcher did as stated in the preceding sentence.

Phenomenological research (one of the qualitative research strategies) was also employed to systematically gather and analyze the participants' experiences as disclosed by them during the interviews. This was used because their experiences would provide clearer and deeper understanding of their classroom misbehavior. The researcher listened to their struggles in the past and created meanings as they told their experiences. According to Wyse (2011), qualitative research is used to gather deeper understanding about a specific group of individuals through first hand experiences. It is a data gathering technique that is focussed on the significance of observations made in a study rather

than on the raw numbers themselves. More specifically, a phenomenological research is a systematic, rigorous investigation of a situation or problem in order to generate new knowledge or validate existing knowledge. It uses field texts, such as stories, autobiography, journals, field notes, letters, conversations, interviews, family stories, photos (and other artifacts), and life experience, as the units of analysis to research and understand the way people create meaning in their lives.

Research Locale and Participants

ACLC College, Gapan Branch, is located along Maharlika High Way, Sto. Niño, Gapan City, Nueva Ecija (Please see Figure 2). It started its operation in 1999 carrying the name AMA Computer Learning Center which offered two-year technical courses, namely: Computer

Figure 2. Location Map

Systems Design and Programming, Computer Systems and Networking Technology and Business Information Management. After 10 years of operation, the franchising management upgraded its contract into becoming a college offering degree programs, hence, AMA Computer Learning Center became ACLC College which offers college programs only (Please see Table A). Said Table also shows the total number of students and teachers per academic program as of academic year 2015–2016.

As per record in the Guidance Office of ACLC, there were 70 cases of classroom misbehavior with different reasons, 50 of them incurred at least three violations of the same type. Purposive sampling technique was used in selecting the student-participants. They were identified based on their records of misbehavior which were referred to the Guidance Office and on the following criteria: a) incurred at least three accumulated misbehavior of different classifications and

Table A

ACLC Population per Program as of Academic Year 2015–2016

ACADEMIC PROGRAMS	TOTAL ENROLLEES	NUMBER OF MISBEHAVING STUDENTS		NO. OF TEACHERS
	N = 672	**N = 50** (chosen for the quantitative part of the study)	**n=15** (randomly chosen from the 50 for the qualitative part of the study)	
Bachelor of Science in Information Technology (BSIT)	235	22	7	13
Bachelor of Science in Computer Science (BSCS)	32	0	0	2
Associate in Computer Technology (ACT)	158	5	2	10
Bachelor of Science in Hotel and Restaurant Management (BSHRM)	81	19	5	6
Bachelor of Science in Tourism Management (BSTM)	56	0	0	6
Hotel and Restaurant Services (HRS)	89	2	1	3
Bachelor of Science in Accounting Technology (BSAT)	21	2	0	3
TOTAL	**672**	**50**	15	

b) enrolled during the school year 2015-2016. These 50 students who qualified as research participants based on the above criteria were the ones used in the survey, and from these 50 survey participants, 15 were randomly chosen for the phenomenological part of this study. The selection was made through lottery method. Their names were put in a container and the researcher, without looking at it, picked 15 names. This number is sufficient enough to fulfill the purpose of the study.

Oliver (2006) defined purposive sampling technique as a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher based upon a variety of criteria which may include special knowledge of the research issue, or capacity and willingness to participate in the research. Some types of research design necessitate researchers taking a decision about the individual participants who could contribute appropriate data, both in terms of relevance and depth and according to the purpose of the researcher.

Data Sources and Data Gathering Instruments

In order to gather the necessary data, different instruments were used such as the following:

Students' cumulative records. This is a file containing general information that typically includes the socio-demographic profile, grades, and other information about the students which are kept in the guidance office in the form of both electronic and hard copies in filing cabinets. (for problem 1)

Students' permanent records. These were records of grades of students throughout their studies which were kept by in the Registrar's Office. The researcher used these records to assess the academic performance of the participants (for problem 2)

Interview guide. This contained semi-structured questions used to help the researcher direct the conversation towards the topics and issues to talk about (for problem 3). According to Mason (2014), it contained list of topics, themes or ideas covered in a semi-structured interview. This is normally created in advance of the interview by the researcher and is constructed in such a way as to allow flexibility and fluidity in the topics and areas that are to be covered, the way they are to be approached with each interviewee, and their sequence. The researcher used this instrument to clearly understand the respondents' experiences. Follow-up interviews were done to be assured of the accuracy of information and to acquire the information which were not obtained during the initial interview. It started with **grand tour or broad general questions** that allowed the participants to share their stories and experiences that led to their misbehavior. It is a starting question that motivated them to express their feelings with all honesty.

Observation guide. This contained the purpose of doing the observation, the students being observed, the aspects being observed, the tentative date, time and place of observation. The participant students were observed inside their classrooms in a scheduled time with the permission of the subject teacher to see how they behaved. It was done after the midterm examination of the first semester academic year 2015 – 2016 and was done in two different subjects of the participants (for problem 3).

Data Gathering Procedures

The initial procedure to gather the necessary data was to identify the students with classroom misbehavior with the help of the faculty members of the ACLC College who reported

the cases through the use of forms and referral letters to the Guidance Office and the Registrar's Office. The bases were the attendance, class standing and behavioral problems of students in the classroom such as cheating, leaving their seats during classes, and speaking out of turn.

After identifying those students, the researcher sought permission to conduct the study from the administrators of ACLC College of Gapan. A request letter signed by the researcher and with the endorsement of the M.V. Gallego Foundation Colleges, Institute of Graduate Studies was submitted to the Office of the School Director of ACLC College, Gapan. Once approved, schedules were then set to meet the participants for clear explanations on the purpose of the study so that they would cooperate without intimidations.

The **students' cumulative and permanent records** were used to gather the participants' demographic profile. The forms, which were filled up by students on the first day in school and filed in the Guidance Office, were reviewed by the researcher . The data were tabulated and computed using frequency count and percentages.

To determine the average grades of the participants for the past two semesters prior to the conduct of the study. There were no first year participants since the study was conducted in the middle of the first semester and that there were no reported cases who incurred at least three violations of the same type. The researcher sought permission from the School Registrar to allow the use of students' permanent records through a letter noted by the School Director. Their grades were computed by getting the average and giving verbal descriptions based on the School's grading scale.

Interviews were conducted on the experiences of the subject students which might provide cues of their classroom misbehavior. Some follow-up questions were also made if answers were not sufficient enough. The interviews were done not just once and answers were

recorded and jotted down carefully by the researcher although an **audio recording device** was also used to record the responses of the students. The advantage of this is that the responses could be reviewed any time when needed.. The use of this device was with the permission of the participant students.

. The interview was on a one-on-one basis and was done informally in the School's Counseling Area so to make the students feel comfortable and provide them some sort of privacy. This was conducted in an effort to unveil the students' experiences that led to misbehavior. The researcher used a g**rand tour or broad general questions** at first that motivated them to share their experiences with all honesty. During the process, some follow-up questions were asked that provided rich information and made their experiences more understandable.

Classroom observations were also done and while in the classroom, the researcher made careful and objective notes about what were seen. The researcher wanted to see first hand what triggered student's misbehavior in the classroom so she could validate the reports reaching the Guidance Office.

Data Analysis

The gathered data were treated and analyzed using the following:

1. In determining the profile of the participants, frequency count and percentage formula were used, i.e.,

   $P = (F/N) \times 100$

where:

P = Percentage

F = Frequency

N = Total Number of Participants

2. To determine the relationship between academic performance and the profile of the participants, Pearson-*r* was used. McCallister (2015) provided the following formula:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

N	=	number of pairs of scores
Σxy	=	sum of the products of paired scores
Σx	=	sum of x scores
Σy	=	sum of y scores
Σx^2	=	sum of squared x scores
Σy^2	=	sum of squared y scores

Correlation Coefficient
Interpretation Guideline

Rule of thumb:

- $0.0 = |r|$: no correlation
- $0.0 < |r| < 0.2$: very weak correlation
- $0.2 \leq |r| < 0.4$: weak correlation
- $0.4 \leq |r| < 0.6$: moderately strong correlation
- $0.6 \leq |r| \leq 0.8$: strong correlation
- $0.8 \leq |r| < 1.0$: very strong correlation
- $1.0 = |r|$: perfect correlation

3. To the determine the common behavior problems in the classroom, the researcher went over the Referral Forms submitted by teachers to the Guidance Office. She just used frequency count and percentages.
4. In identifying the factors that trigger classroom misbehavior, thematic analysis on misbehaving students' experiences was used. Thematic analysis is defined by Braun and Clarke (2006) as a method for identifying, analyzing, and reporting patterns or themes

within data. It minimally organizes and describes data set in rich detail. It is composed of 6 stages: 1**) Familiarizing with the data**. It is important to understand the data and this can be done by reading and re-reading the data carefully. If there are verbal data, they will be transcribed, 2) **Generating initial codes**. It involved the production of initial codes. This can be done manually by using highlighters or coloured pens to take note on the text being analyzed. In this step, it is important to code for as many potential codes and themes as possible. After the data have been coded, the data that are identified by the same code should be collated together, 3) **Searching for themes**. At this point, there are already long list of different codes. It focused on the broader level of themes and codes were sorted into potential themes. At the end of this stage, there should already have a collection of themes and sub-themes, 4) **Reviewing themes**. It involved the refinement of the themes. Some themes collapsed into other themes whereas some of the themes were broken down into smaller components, 5) **Defining and naming themes**. This stage captured the essence of what each theme was all about. Here, an overall narrative was created, and 6.) **Producing the report**. It involves final analysis and write-up of the report. Sufficient evidence of each theme is being provided using clear examples from the data.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents the results of the documentary review on the students' profile (age, gender, monthly family income, place of residence) and their extent of correlation with academic performance. Included in the survey were the most common behavior problems reported or referred by the teachers to the School's Guidance Office. To dig deeply into the root causes of classroom misbehavior, the school or classroom experiences of students with behavioral problems were also studied using the phenomenological approach, and from these experiences, themes and subthemes were generated for more meaningful results.

The participants' profile is presented first as a backgrounder, and then correlation analysis followed to determine which of the profile variables are predictors of academic performance.

1. Profile of the Participants

Table 1 shows that majority (28 or 56%) of the participants were young adults between 19 – 21 years of age and males comprising 70%. This supports the researcher's observation that there are more males who are prone to classroom misbehavior compared to females. According to Saunders, Davis, Williams and Williams (2004), African-American males and females experience the school environment very differently. Males were much more frequently behind in school for their age, typically had lower grades in reading and conduct and were more likely to have failed. African-American males were also much more likely than any other group of students to receive corporal punishment, to be suspended and to be identified as behaviorally

Table 1. Profile of the Participants

Age	Frequency	Percentage
22 and above	7	14
19-21	**28**	**56**
16-18	15	30
Total	50	100
Gender		
Male	**35**	**70**
Female	15	30
Total	50	100
Family Income		
PhP35,001& above	9	18
PhP25,001 - PhP35,000	**18**	**36**
PhP15,001 - 25,000	**17**	**34**
PhP5,001 - 15,000	2	4
Below PhP5,000	4	8
Total	50	100
Residency		
Rural	10	20
Urban	**40**	**80**
Total	50	100

Academic Performance			
Description	**Final Ave. Grades** (past 2 semesters prior to the conduct of the study)	**Frequency**	**Percentage**
Outstanding	1.00-1.49	0	0
Above average	1.50-1.99	5	10
Average	2.00-2.49	5	10
Below Average	**2.50- 3.00**	**30**	**60**
Failed	**3.01- 5.00**	**10**	**20**
Total		50	100

disordered. Behavior-disordered students were usually separated from the general school population which led to their social isolation and stigmatization.

These negative experiences were believed to contribute to African-American males viewing school as hostile environment and feeling increasingly frustrated in their academic efforts which often led to academic alienation and disengagement. When academic

disengagement begins in elementary school, it is more difficult for these young men to be well prepared for more challenging high school curriculums putting them at risk for further failure or drop out. There was also an associated loss of one's academic ability and skills and overall sense of self-worth.

By comparison, African-American females of all ages fared better in the classroom than their male counterparts. They tend to have more positive experiences which increased their confidence in their academic skill and abilities, enhanced their feelings of self-worth and reinforced the potential for rewards from the school system. These more positive experiences might be related to the fact that most elementary teachers are female. As a group, female teachers were more tolerant of and better able to handle girls' behavior (and misbehavior) in a more positive manner compared to that of boys.

As for the distribution of family income, a big number of the students with behavioral problems belonged to families with monthly income ranging from Php 15,000 to Php 35,000 (around 88%) and residing in urban areas (80%). Psychol (2009) cited some recent studies which showed that in general, aggressive behavior at home is associated with low socioeconomic status, marital discord and instability, insularity and single-parent status. In this study, economic status of families may not be a contributing factor since majority of the families had sufficient monthly income. There must be other factors which unluckily were not dealt with in this investigation. As further cited by Psychol, school-based behavior problems appear fostered by classrooms that contained many aggressive children, because aggressive behavior is more likely to be viewed as acceptable by peers. Teachers are more likely to find it difficult to manage aggression effectively and suppress it consistently, and peers are more likely to react to aggression with escalating negative chains of counter aggression.

Urban schools report significantly more frequent and more severe violence than rural schools, even when differences in socioeconomic and ethnic/racial status are controlled. The higher density of children from disadvantaged backgrounds, the larger school size, and the use of ability tracking may all contribute to urban classrooms containing high proportions of disruptive children, which provide children with more peer exposure to deviant community models and negative peer influence. Hence, children in urban settings may be at increased risk relative to rural children for the development of child behavior problems at school. Correspondingly, the patterns of conduct problem development may be different for children in rural and urban settings. Whereas children in rural settings may be less likely to generalize home problem behaviors to the school setting, urban children may be at increased risk for the initiation of deviant behaviors at school.

In terms of academic performance of the student- participants, the data in the same Table show that majority of them were “below average” (60%) and “failed” (20%). Castle (2005) said that classrooms characterized by misbehavior influenced children’s achievement, even after accounting for individual externalizing behaviors. For instance, the addition of one potentially misbehaving child to a classroom has been associated with small drops in children’s math performance, with effect sizes ranging from .02 to .04. Moreover, research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement.

2. Relationship between Academic Performance and Profile of the Reported Cases of Misbehavior

Table 2 below shows the correlational analysis between the profile of the misbehaving students and their academic performance. Pearson-*r* was used as a method of correlating the variables, and based on the results, academic performance does not have any significant

relationship with age (r= 0.43), gender (r=0.35), family income (r=0.25), and residency (r=0.28). In other words, academic performance of students misbehaving in class do not vary according to age, gender, family income, and residency.

A study by Poorfallah, Tahere Hasani; Vahdany, Fereidoon; Arjmandi, and Masoomeh (June, 2014) pointed out that activity-related misbehaviors, and assessment related problems were more common in young EFL (English as Foreign Language) classes. A significant difference was also found between the amount of discipline problems in young and adult learners in the misbehavior types of 'talking out of turn', 'distracting noise', 'cheeky or impertinent remarks', and 'forgetting learning materials' in which young learners' classes outnumbered adult learners' classes. Adult learners' classes significantly surpassed young learners' classes regarding the 'cheating in exams. In this study, age was not an evident factor for misbehavior. This could

Table 2. Correlational Analysis

Variable1	Variable 2	r-value	Interpretation	Significance	Decision
	Age	0.43	Low Correlation	NS	Accept Ho
	Gender	0.35	Very Low Correlation	NS	Accept Ho
	Family Income	0.25	Very Low Correlation	NS	Accept Ho
Grades	**Residency**	0.28	Very Low Correlation	NS	Accept Ho

be due to the fact that the age gap of the students subjected to this study was not that large.

In terms of gender, the finding of the study is contrary to the observations of Saunders, Davis, Williams and Williams (2004) that African-American males and females experienced their school environment very differently, that males typically had lower grades in reading and conduct and were likely to have failed. African-American males were also much more likely

than any other group of students to receive corporal punishment, to be suspended and to be identified as behaviorally disordered. Behavior-disordered students were usually separated from the general school population which led to their social isolation and stigmatization, academic alienation and disengagement.

Females, on the other hand, tend to have more positive experiences which increased their confidence in their academic skill and abilities, enhanced their feelings of self-worth and reinforced the potential for rewards from the school system. These more positive experiences may be related to the fact that most elementary teachers were female. As a group, female teachers were more tolerant of and better able to handle girls' behavior (and misbehavior) in a more positive manner compared to boys. Bardi (February 12, 2012) presented another point of view by stating that males were more volatile and prompt to misbehavior because of the nature of male genes. He said that there are many additional genes that are sex-hormone regulated that, in turn, control other components of male or female behaviors.

In terms of family finances, Ekpo and Ajake (2013) found out that the financial position of students' parents influenced their level of delinquency, that students from low socio-economic parents were more delinquent than those from high socio-economic status. In other words, students exhibited delinquent acts when parents could not meet their financial needs. When students could not meet their school needs, there was no hope for such needs being met by parents, there was the tendency for students to look "elsewhere" to have their needs met. They might have enough capacity of learning but due to their situation their performances were adversely affected because they became busy meeting their needs. The time for their education was reduced and spent to other things instead. Lack of financial sources to provide quality education interfered with students' successful academic performance. Their situation forced

them to lessen their attendance to school because they did not have money for their allowances for travel, food and other expenses for school.

In the case of this study, the computed Pearson *r* proved that financial standing of the family was not a factor to delinquent behavior in the classroom, and this could be attributed to the fact that a great majority the parents (around 88%) had modest monthly income between PhP15,000 to PhP35,000.

Similarly, the place of residence was not a distinguishing factor in so far classroom misbehavior of students from both rural and urban areas was concerned. Some studies though proved that although rural school districts faced some disadvantages when compared to urban districts, such as lower per-pupil school expenditures, a narrower curriculum, and more poorly paid and less well-trained teachers, they were at an advantage in terms of school characteristics associated with child aggression. Indeed, urban schools reported significantly more frequent and more severe violence than rural schools, even when differences in socioeconomic and ethnic/racial status were controlled. The higher density of children from disadvantaged backgrounds, the larger school size, and the use of ability tracking all contributed to urban classrooms containing high proportions of disruptive children, which provided children with more peer exposure to deviant community models and negative peer influence. Hence, children in urban settings might be at increased risk relative to rural children for the development of child behavior problems at school. Urban settings had much more contributing factors to misbehavior.

3. Common Classroom Behavior Problems in ACLC

Table 3 shows that the most common classroom misbehavior is absenteeism comprising 17 or 34% of the participants. It is followed by cheating with 16 or 32%. Cutting class or being late got a total of 7 or 14%. Leaving their seats during classes and speaking out of turn to answer problem both got a total of 5 or 10% of the total participants.

Table 3. Common Classroom Behavior Problems in ACLC

Behavioral Problems	Frequency	Percentage
Cutting class or being late. (Not completing the subject schedule within the day.)	7	14
Absenteeism (Habit of not attending classes.)	17	34
Cheating (Dishonesty in classroom activities.)	16	32
Leaving their seats during classes (Transferring from one seat to another or going out of the classroom during class hours.)	5	10
Speaking out of turn to answer problem (Doing much irrelevant talking)	5	10
TOTAL	**50**	**100**

4. Experiences of ACLC Students with Classroom Behavior Problems

In an attempt to dig deeply into the root causes of behavioral problems of students who were subjected to this investigation, the researcher randomly chose 15 from the 50 misbehaved students and subjected them to a phenomenological research. A brief background of these 15 students is hereby presented (Please see Table 4), and their experiences as revealed in the interviews were thoroughly analyzed to come-up with themes and subthemes that would shed light to the phenomenon under study. The brief background tackled their gender, age, and academic standing. They were assigned code names for anonymity as shown in the first Column

Table 4. Background of Students with Behavioral Problems

Code Names	Gender	Age in Years	Academic Standing
1 (Ehjay)	Male	20	Supposed to be in his last semester in college but could not graduate on time. He was an irregular third year student because he failed many of his subjects and some

			he never attended.
2 (GMA Girl)	Female	20	She got Incomplete Grades in three subjects; the rest of her subjects were good enough.
3 (Bored Boy)	Male	17	Bored boy was second year student in a 2-year Hotel and Restaurant Services program and is expected to graduate very soon. He had impressive grades in most of his subjects except in NSTP 1 and 2.
4 (Bin)	Female	20	Bin was an average student. Most of her problems were just Incomplete grades and minimal failing grades.
5 (Pretty Woman)	Female	23	She started her college course with a BS in Information Technology. Her first three semesters were upsetting because she failed 80% of her subjects. For 5 years, she struggled with her studies. In 2014, she decided to shift from a degree program to an Associate course hoping to finish her college in 2016.
6 (Miss Heart Break)	Female	18	She took up her first course from another school and transferred to ACLC. She was an average student during her first year at ACLC.
7 (Lady From Cabiao)	Female	18	She always excelled in her classes but her constant absences caused her to miss many quizzes. Although she would always ask her instructors to give her special quizzes, they would not allow her all the time. More importantly, she always got Incomplete Grades at the end of every semester because she does not have the permit to take the examinations.
8 (Poor Guy)	Male	19	This student was expected to graduate this second semester. His batch mates were graduating, but he had to extend his studies for another semester because of many failed subjects.
9 (American Boy)	Male	18	He was already on his second year in his course. He only passed a few of his subjects in his first year; most were failed and incomplete. During the conduct of this study, he only attended his minor subjects and dropped the major subjects.
10 (Cry Baby)	Male	20	He survived the first two years of his course but got failing grades in some of his subjects. He was an irregular student in his third year with only 15 units in his load.
11 (Pilate)	Male	19	He was a transferee and credited many of his subjects from his previous school. He started his second year at ACLC College as an irregular student. In that year, some of his subjects got Incomplete Grades.
12 (Military Man)	Male	21	His first year in college was not bad because his problems were just his incomplete grades. In his second year, he usually cut his classes and started getting failing grades. He became an irregular student since then.

13 (Tattoo Man)	Male	18	His week would not be complete without committing an absence from any of his classes. He usually got grades ranging from 2.50 to 3.00.
14 (OFW Child)	Female	17	She did not complete her first year in Bachelor of Science in Information Technology. She failed most of her subjects. On her second year, she shifted her course to Bachelor of Science in Hotel and Restaurant Management. But still, she continued to get failing grades.
15 (Jelly Boy)	Male	20	During the conduct of this study, this student carried only 12 units because of the pre-requisites of the subjects to be enrolled. He failed and dropped many of his subjects when he was still in his first year.

of Table 4.

As shown in Table 4, the 15 participants for phenomenological research were between the age of 17 to 23, mostly males and irregular students due to incomplete or failing grades.

In terms of their experiences in school or in their classrooms, the researcher tried to analyze thoroughly their significant statements or experiences as revealed in the personal interviews in order to generate themes and subthemes that would shed light on the root causes of their classroom misbehavior (Please see Figure 2-Themes and Subthemes) and the significant statements under each theme / subtheme. Figure 2 encapsulates the findings in the form of **themes** and **subthemes,** supported by significant statements / experiences lifted from the Repertory Grid (Appendix D) ,

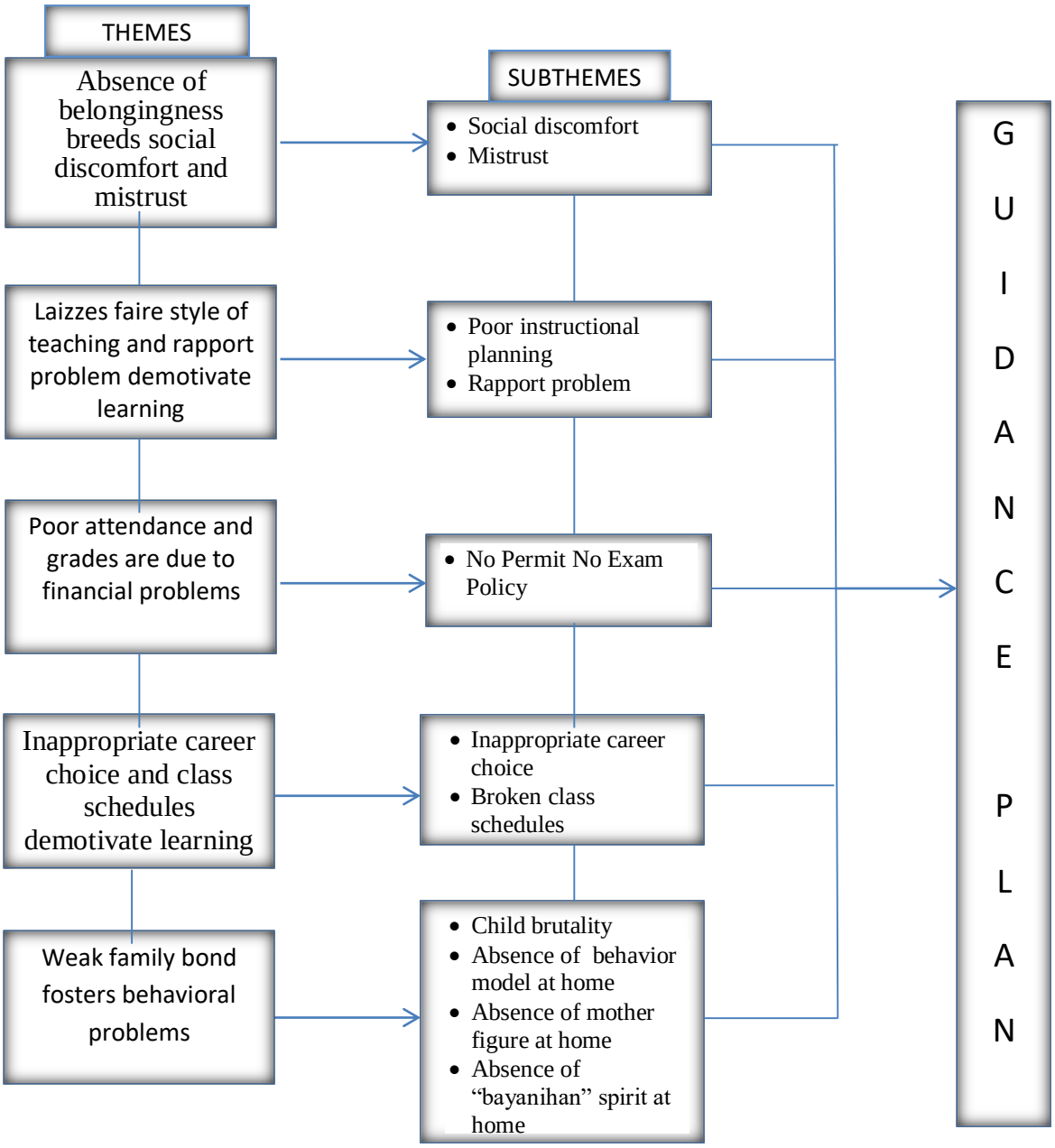

Figure 3. Presentation of Themes and Subthemes

Theme 1: Absence of belongingness breeds social discomfort and mistrust.

Subthemes: Social discomfort and mistrust

A student was saying he was not comfortable or he was shy working with classmates whom he did not know, so the subtheme that was coined from this experience was **social discomfort.** He was an irregular student who had to repeat some subjects. Because his classmates in one of his back subjects, Physical Education (PE), were younger than him, he felt uncomfortable, and because of this, he cut classes especially in group activities . He said:

Tatlo lang yung pinapasukan ko ng regular sa mga subjects ko. Dun po kasi sa dalawang subject ko, hindi ko po kilala mga classmates ko. Nahihiya po ako sa kanila lalo na po mga first at second year lang sila. Ang ayaw ko lang po ay yung mga activities na igugroup kami katulad po sa PE.

This finding is supported by different literature and researches. For instance, according to Hughes and Coplan (2008), shyness correlates negatively with academic achievement. If a student is not able to feel comfortable with other students in school, academic achievement is affected. Shyness can cause students to withdraw themselves from school.

Another student, a female, said she disliked the attention given to her by her male classmates. She felt annoyed when her classmates, especially the male ones, played joke on her, so sometimes she would not attend classes. Here is what she said:

Ayaw ko po nung mga classmates ko sa ACT lalo na yung mga lalake. Sabi po nila crush nila ako pero parang niloloko lang naman po nila ako. Naiinis po ako pag tinutukso nila ako tapos magtatawanan kaya tinatamad po ako pumasok dun.

Nag-umpisa lang naman po ako mawalan ng gana nung magbreak kami ng boyfriend ko. Sa ilang kaklase ko po naiilang ako lalo na dun sa mga friends ng ex ko at ng current gf nya.

Minsan po pag nag-uusap sila at nagtatawanan sila pakiramdam ko po ako yung pinagtatawanan pero hindi po ako sigurado

She also mistrusted some of her classmates especially those who were close friends of her ex-boyfriend. Whenever these classmates of hers talked and laughed together, she would feel guilty would think that she was the subject of their laughter. The subtheme that was generated from this experience was **mistrust. Social discomfort** and **mistrust are developed if someone feels he or she does not belong to the group.**

An article published on August 26,2014 stated that grades and academic performance often suffer when a victim is bullied. Being bullied or walking around school in fear makes it harder to pay attention in class. As a result, children often put their own safety first, and school becomes a secondary priority. Furthermore, Diego, et al. (September 2012) wrote that a breakup affects students' perceived academic performance including their concentration, homework and test scores.

Theme 2: Laizzes faire style of teaching and rapport problem demotivate learning.

Subthemes: Poor instructional planning *and* ***rapport problem***

Poor teaching would result to poor learning, and the opposite is likewise true. So much have been written and said about this reality and yet so many teachers seem to undermind its veracity. **Laizzes faire** style of teaching is a style in which the teacher just let go anything that goes inside the classroom. The teacher has no input whatsoever; there is no processing of students' reports; everything is left to the class reporters. This style of teaching will not benefit the academically handicapped students. One student-participant said:

Lagi po akong naiinip dun sa klase na yun. Kasi po pinagrereport lang kami ng teacher tapos sya po nakaupo lang dun sa likod. Yung mga nagrereport naman po binabasa lang nila tapos yun na yun, hindi na po susundan ng discussion ni Ma'am.

Kung minsan po kunwari pupunta ako sa CR pero magpapalipas lang po ako ng oras dahil inip na inip nga po ako. Minsan din po hindi na ako bumabalik.

Naku yan pa po isa kaya tinatamad ako. Minsan po pag kokonti ang estudyante magchecheck na lang po ng attendance si ma'am tapos papauwiin na nya kami o kaya po pag sinabi ng mga classmates ko na "ma'am uwian na" sinusunod po nya.

The student developed boredom which drove him away from his classes. An article published on October 4, 2013 stated that in school, learning is generally written off as a responsibility specific to the individual student. Generally, people believe that each student should be in charge of his own learning experience. This assumption does tend to be valid, but there are cases where the student is not at fault for a poor education. Teachers' styles and attitudes play important roles in the learning of students. A wide range of students are unable to gain an adequate education because of their incompetent teachers. Incompetent teachers are not capable of good planning.

Pössel et.al. (2013) said that teacher support has clear implications to students' emotional well-being which comprises positive and negative effects. Positive effect is the extent to which a person typically feels positive emotions (e.g., enthusiastic, active, and alert). Negative effect encompasses frequent negative feelings (e.g. distressed, angry, nervous). Well-being is not only of subjective importance for students; negative effect is associated with academic problems including reduced homework completion, less concentration in class, fewer interactions with peers, poorer class attendance, and lower rates of post-secondary degree attainment. To the contrary, positive effect in students towards school (e.g., school liking, a sense of belonging) tends to be associated with higher classroom engagement and academic achievement.

Another student believed that no matter how hard she would strive in class, her teacher would never notice and consider her because of personal grudge, so she lost her interest in the subject. She said: "*Parang kahit anong gawin ko, hindi po ako makakapasa kasi feeling ko po pinepersonal nya ako. Nung makausap nya yung mommy ko parang lalo nya po akong pinag-initan kaya tinatamad po ako pumasok".* This may be a natural feeling for a person who has *not developed rapport* with another person. Rapport building in class is one of the critical tasks of a responsible teacher. With rapport, there is openness, and without it, there is doubt.

Theme 3: Poor attendance and grades are due to financial problems

Subtheme: No permit no exam policy

Students who belonged to low-income families were sometimes compelled not to attend classes regularly and not to take the periodical examinations on time and as a result, they got low, incomplete or failed grades. Their sentiments are expressed as follows:

Madalas po akong hindi nakakapasok kasi po wala akong baon. Yun nga lang po madalas namimiss ko yung mga quizzes, laboratory exercises kaya po bumababa yung grades ko at kadalasan po puro incomplete grades kasi po hindi ako nakakakuha ng permit dahil hindi po ako bayad ng finals.

Isa lang po ang ayaw ko, yung hindi po pwede mag-exam ng walang permit sa finals kaya yun po ang madalas na reason kaya po incomplete mga grades ko. At lalo po akong namomroblema sa bayarin kasi po pag inayos ko yun kailangan pa po magbayad ng 100 per subject. Lalo pong lumalaki balance ko dahil nadadagdag pa po yun.

Dahil madalas po wala kaming pera kaya lagi pong delay tuition fee ko kaya hindi po ako nakakaexam on time. Pero minsan po nagpopromisory note mama ko kaya nakakakuha po sya ng temporary permit kaya lang po hindi pa din ako kumukuha ng

exam kasi yung mga proctor po nagtatanong pa kung sino ang walang permit. Baka po palabasin ako kung wala pong permit.Yung No Permit No exam policy po ang ayaw ko kasi kadalasan po yun ang reason ng incomplete grade ko.

This finding is backed up by Ekpo and Ajake (2013) when they found out that the financial position of students' parents influenced their level of delinquency. Their study revealed that students from low socio-economic parents were more delinquent than those from high socio-economic status. In other words, students exhibit delinquent acts when parents cannot meet their financial needs. When students cannot meet their school needs, there is no hope for such needs being met by parents, and there is the tendency for students to look "elsewhere" to have their needs met.

Students may have enough capacity to learn but due to their financial problem the time for their education is reduced and spent to other things instead. This problem is compounded by the **No Permit No Exam Policy** of the school, meaning, if they do not pay their financial obligations in school, they are not issued examination permits, therefore they cannot take their tests. If they have no test, they have no grades.

Theme 4: Inappropriate career choice and class schedules demotivate learning.

Subthemes: Inappropriate career choice and broken class schedules

Poor academic status can be related to course dislike and academic difficulties due to **inappropriate career choice** which is a subtheme of this study. The following verbatim statements would clarify this issue:

Dalawang taon na po ako sa course pero hindi po ako masaya. Hindi naman po kasi ako interesado sa course ko, pinilit lang ako ng ate ko na HRM ang kuhanin ko kahit po pinagpipilitan ko na ayaw ko talaga nun.

Hindi ko po maintindihan mga lessons ko. Kaya madalas ako absent kasi hindi po ako makarelate lalo na dun sa mga laboratory exercises. Kahit po anong gawin ko laging mababa ang grades ko kaya po parang pinanghihinaan na ako ng loob. Nakakahiya man po pero mabagal po ako pumick up kaya hindi ko magawa yung mga problems na pinapagawa sa amin kaya nahihiya po ako pag hindi ko nagagawa.

Ayaw ko po yung mga pinapasolve sa amin sa laboratory. Hirap po kasi akong mag-analyze at magsolve. Nahihiya po ako pag ako na lang ang hindi nakakatapos kaya po iniiwan ko na lang yung ginagawa ko.

According to Newport (2008), students who choose a major because it is expected or to please their parents are much more likely to burn out**.** Even if they have good study habits and a light activity load, the draining effect of extrinsic motivation can build up a terrible resentment toward school work. Becoming an engineer because parents think the liberal arts are "soft" is a quick route to mild student depression and falling grades.

Interest in the subjects and courses in college contribute largely to the academic performance of students. The fact that if they are forced to take up a course due to the influence of the family they will not appreciate what they are doing in the class so there is a higher chance of being a delinquent. On the other hand, if the capabilities of the students do not match the course description and requirements, the student will suffer catching up and understanding the lessons.

Broken class schedules or **poor class scheduling** can likewise hinder regular class attendance of students. Refer to the verbatim statement below:

Unang taon ko pa lang po dito nahihirapan na ako sa schedule ko dahil madalas po broken schedule ako. Meron pa nga po sa isang araw isa lang ang pasok ko kaya

minsan po tinatamad ko na pasukan yun, saying po yung susuutin ko o kaya po inaabsent ako ng teacher ko kasi hindi po ako nakauniform.

Theme 5: Weak family bond fosters behavioral problems.

Subthemes: Child brutality, absence of behavior model at home, absence of mother figure at home, and absence of "bayanihan" spirit at home

Misbehavior among children could have been avoided or tempered had there been strong family bond among family members. With strong family bond, no one is a stranger; problems are shared with and resolved by family members before they burst out of proportion.

Child brutality is likely to happen in a family that is not strongly bound by love and affection. Take the case of this student:

Hindi lang po ako makaconcentrate sa klase kasi lagi ko pong naaalala yung papa ko. Naaalala ko po yung ginawa nya. Ang laki laki ko na po kasi pero kung pagalitan nya ako lagi akong napapahiya. Pag napagalitan niya ako parang dala dala ko po hanggang pag pasok ko. Ang ginagawa ko po minsan, para makalimot kahit paano, lilibot po ako kasama ng mga friends ko.

In this case, verbal or psychological abuse is considered brutality or **child brutality,** and its effect on learning or school behavior is also brutal.

Absence of behavior model at home means that there is no one in the family to model appropriate behavior. There was a student who grew up without seeing his parents since birth. The absence of parents meant to him the absence of a family figure, and in turn the absence of models of good behavior. His early fatherhood triggered his emotional outbursts which caused embarrassment inside the classroom. To cover up his ill feelings, he just tried to be happy in the

classroom, but his teachers and classmates did not understand him and instead misinterpreted him as delinquent. Please refer to the verbatim statements below.

Pag magulo po ako sa klase o kaya ay maingay ako, hindi naman po ibig sabihin nun pasaway ako. Wala naman po akong binabastos. Gusto ko lang po na magmukha akong masaya. Ang mali lang po sa akin, mabilis akong mapikon at saka kung minsan po napapasigaw ako kaya akala nung iba nagbabarumbado po ako. Hindi ko naman sadya na kung minsan napagkakamalan akong bastos or kaya ay barumbado o magulo sa klase. Akala po nila pilyo ako.

Absence of mother figure at home is another subtheme that is coined from the student's experiences. One student-interviewee said she wanted her mother to personally take care of her, but their distance was a burden. While her mother was working in another country, she was placed under the care of her cousin who was of her age. She had no motivation to sustain her interest to study. She lacked somebody to guide and direct her.

There are studies which proved that parental involvement — checking homework, attending school meetings and events, discussing school activities at home — had a more powerful influence on students' academic performance than anything about the school the students attended. So, parents matter — a point made clear by decades of research showing that a major part of the academic advantage held by children from affluent families came from the "concerted cultivation of children" as compared to the more laissez-faire style of parenting common in working-class families. But this research also revealed something else: that parents, of all backgrounds, did not need to buy expensive educational toys or digital devices for their kids in order to give them an edge. They did not need to chauffeur their offspring to enrichment

classes or test-prep courses. What they need to do with their children is much simpler: talk. (Paul, 2012).

Parental guidance, time, affection and intimacy are very important in the behavior of their children. If such aspects are lacking or even nonexistent can affect their behavior outside their home including their schooling in negative ways. Please read the significant statements below.

Wala lang po siguro akong inspirasyon kaya po tinatamad akong mag-aral. Kasi nasa abroad po yung mommy ko. Iniwan lang po niya ako sa lola ko. Mas gusto pa po nya yata mag-alaga ng ibang anak dun sa Hong Kong kesa sa sarili nyang anak. Kaya wish ko lang po, umuwi na lang sya.

Absence of "*bayanihan*" spirit at home is another subtheme. This is coined from the following significant statements: "*Ang problema ko po kasi walang nag-aalaga sa anak ko at saka wala din po maghahatid at magbabantay sa school Isa pa pong problema ko nahihirapan po ako magreview sa gabi dahil po sa anak ko kaya laging bagsak po mga scores ko".* Had there been a *"bayanihan*" spirit at home, any member of the family could have helped take care of the baby while the mother was in school or while reviewing her lessons. In here, the mother was just left alone.

5. Guidance Plan for Students with Classroom Misbehavior

The researcher developed **Guidance Plan** based on the themes and subthemes that were generated which shed light on the causes of classroom misbehaviors. This Plan is not only intended for existing students with behavior problems. This will also become part of the School's preventive measures. Several activities are designed to help students with behavior problems improve their academic performances. These include monitoring, coordinating with subject teachers, counseling, forums with teachers and parents, film viewing with analysis and

others. The objectives, resource persons, and the time frame to accomplish the objectives are also parts of the Plan.

Theme 1: Absence of belongingness breeds social discomfort and mistrust.

Subthemes: Social discomfort and mistrust

Objective: To overcome students' feeling of discomfort with their classmates to create a friendly environment where everyone develops a feeling of belongingness. This will eventually minimize students' class absences.

Duration: Bimonthly or as needed

Activities and persons involved:

- Conduct attitude tests that will measure personality style and traits. Results will be interpreted with the help of a psychometrician and will serve as a basis for guidance.
- Since behavior problems exist in the classrooms, the instructors may group students with their respective roles. At the beginning, the instructors may assign accommodating and friendly classmates to different groups whom members feel comfortable with. Group activities that will elicit sharing and discussion about themselves may be assigned These activities may be repeated for several times.
- The Guidance Counselor may identify a companion or companions to students who feel socially uncomfortable to gradually develop them socially. They may be asked to join the community outreach programs of ACLC as group leaders or assistant leaders.
- Regular and constant monitoring through their subject teachers.
- Constant communication with their parents and guardians by the guidance counselor
- Regular individual counseling (once a week) by the guidance counselor where students can be asked to share their experiences to monitor their progress.

- Peer facilitators will be created who may assist the guidance counselor in the monitoring of students. Peer facilitators may help students with their problems in classrooms. They are usually the leaders of their class who are mature enough and can handle situations. They should have genuine interests in others. They should be dependable, trustworthy and approachable who can work hand in hand with the classroom advisers and the guidance counselor. Classroom advisers may recommend who can perform the role.

Theme 2: Laizzes faire style of teaching and rapport problem demotivate learning.

Subthemes: Poor instructional planning *and* ***rapport problem***

Objectives: To improve the teachers' teaching styles and teacher-student rapport to motivate students to attend classes regularly.

Duration: Two months or more

Activities and persons involved:

- The researcher shall request for a forum with the guidance counselor, deans, college instructors and administrators to discuss the issues for appropriate action.
- The researcher shall coordinate with the deans to determine if the issue on poor teaching style is congruent with the annual performance evaluation of teachers. The perfect time to do this is during the semestral break.
- The deans in turn shall schedule teacher trainings during semestral breaks focusing on effective teaching strategies and rapport building, and clinical supervision / class monitoring shall likewise be done regularly to see what is actually going on the classrooms.
- The guidance counselor shall monitor progress of students identified to have behavior problems after an intervention has been made to determine its effectiveness.

Theme 3: Poor attendance and grades are due to financial problems

Subtheme: No permit no exam policy

Some students could not attend classes regularly and could not take their term examinations as scheduled for financial reason – no financial allowance for food, for transportation and could not secure their examination permits for failure to settle their financial obligations. As a result, they got low, incomplete or failed grades.

Objective: For the guidance counselor to assist financially problematic students to improve their academic standing.

Duration: Whole year round.

Activities and persons concerned:

- The guidance counselor may spearhead the identification of poor but deserving college students who may be recommended as:

-academic scholars,

-student assistants or working students,

-alumni scholars, etc.

- Parents, brothers or sisters of poor but deserving students may be prioritized by the hiring of employees.
- The **no permit no exam policy** of the School may be relaxed by:

-by allowing those students who could not pay on time to take their exams on the condition that their test paper will not be corrected until the time when they present their examination permits.

- Part of the Admission Process is determining the financial capabilities of parents to pay for their children's financial obligations. Those parents who seem to have financial difficulties in the near future shall be given advice on how to manage finances well.

- The guidance counselor or placement officer may link students with possible employers of part-time job seekers.

Theme 4: Inappropriate career choice and class schedules demotivate learning.

Subthemes: Inappropriate career choice and broken class schedules

Students should be advised to take the course that they like or else their academic standing will suffer.

Objectives:

- To conduct an orientation seminar on career choices of freshmen students
- To come-up with class schedules that are convenient not only for instructors but for students as well.

Duration:

- Objective 1 - One day during the early part of the first semester every year
- Objective 2: Every semester

Activities and persons involved:

- Freshman students shall take an aptitude test that will measure their abilities in a specific area. The results, which will be interpreted by a psychometrician, will be discussed to them and their parents or guardians in the form of an orientation seminar. They have to understand that the students' interests, skills, and knowledge should fit the course that the students are taking up.
- Follow-up meetings with students shall be scheduled by the guidance counselor to confirm on the career choices of students. The guidance counselor shall present better career options for students who are in doubt of their first career choice.
- An intensive individual counseling will be set to boost the student's self-confidence in his or chosen career.

- Regarding the broken or inconvenient class schedules, the one in charge of preparing the schedules should be made aware of the problem, and shall take into account the convenience of students in the preparation of class schedules. If not possible, the students who are affected may be assigned as student assistants in offices or departments where their services are needed while waiting for their class time.

Theme 5: Weak family bond fosters behavioral problems.

Subthemes: Child brutality, absence of behavior model at home, absence of mother figure at home, and absence of "bayanihan" spirit at home

Parents have the greatest influence on their children. Aside from the financial support, they can provide genuine love and concern, inspirations and moral support. If parents do not care for their children, who else would?

Objectives: To foster stronger bond among family members through PTA and counselor-parent meetings.

Duration: Twice a year.

Activities and persons involved:

- The guidance counselor shall hold meetings with parents at least twice a year where sharing of stories and experiences in dealing with their children at home are part. The guidance counselor shall inform them of their children's problems, and then advise them how to deal with such problems most appropriately . If parents are working abroad, the use of technology (facebook) can help.
- The guidance counselor will hold regular parent-teacher conferences to discuss problems of their students.
- The students can join their parents in some sessions to build rapport.

- The students themselves can check their progress. The guidance counselor can also ask the instructors as well as their class advisers of their students' status in the class.

Chapter 4

CONCLUSION

Mixed approach was employed. Documentary review or review of students' cumulative and permanent records and referral letters was used to determine the students' profile including academic performance and common behavior problems of 50 reported cases who were college students in various academic programs of ACLC. Phenomenological strategy was also employed using 15 out of the 50 reported cases to dig deeply into the root causes of classroom misbehavior.

As to findings, majority of the reported cases of misbehavior were young adults between 19 – 21 years of age and males comprising 70%. Most of them belonged to families with monthly income ranging from PhP15,000 to PhP35,000, residing in urban areas and with academic performance of below average. The most common behavioral problems were: absenteeism, cheating, cutting classes, leaving their seats, and speaking out of turn to answer problems.

To determine the root causes of misbehavior, the researcher listened closely to their experiences during the interviews, and from there she generated themes and subthemes from the significant statements. These themes and subthemes are as follows:

Theme 1: Absence of belongingness breeds social discomfort and mistrust

Subthemes: Social discomfort and mistrust

Theme 2: Laizzes faire style of teaching and teacher-student rapport problem demotivate learning

Subthemes: Poor instructional planning and rapport problem

Theme 3: Poor attendance and grades are due to financial problems

Subtheme: No permit no exam policy

Theme 4: Inappropriate career choice and class schedules demotivate learning

Subthemes: Inappropriate career choice and broken class schedules

Theme 5: Weak family bond fosters behavioral problems

Subthemes: Child brutality, absence of behavior model at home, absence of mother figure at home, and absence of "bayanihan" spirit at home

To conclude, it is clear from the themes and subthemes that students' misbehavior are caused by some external factors such as absence of belongingness within the peer group, teacher factor, financial problem, wrong career choice, and weak family bond. Based on the findings, the following are recommended:

- There is strong need for the guidance counselor to implement the Guidance Plan that is designed by the researcher to lessen classroom misbehavior and improve students' academic performance, and
- Similar studies may be conducted in other schools to validate the findings of this study.

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APPENDIX A
INTERVIEW GUIDE

TITLE : CLASSROOM MISBEHAVIOR OF COLLEGE STUDENTS : A BASIS ON ENHANCEMENT PLAN OF THE GUIDANCE OFFICE

1. May I know the reasons or your story why you are frequently missing your classes? How may I help you?

_____
_____
_____
_____
_____

Follow-up Questions:

2. **Classroom condition:**
   How do you find our classroom conditions/facilities?

_____
_____
_____

Have you experienced missing your classes because you feel bad about your classroom condition?

_____
_____
_____

How frequent did this happen?

_____
_____
_____

3. **Teachers' teaching styles and attitudes:**

Have you experienced being absent from classes because you your teachers:

- Do not teach you well, do not prepare for the lesson or are lousy?
- Scold/embarrass you in front of many students?
- Were not helpful or not approachable?

_____
_____
_____

How frequent did this happen? Tell more about this.

_____
_____
_____

4. **Peers:**
   How do you find your classmates?
   _____
   _____
   _____

   Have you experienced leaving school or being absent from school because your classmates:
   - Bullied you?
   - Did not help you in your school work?

   _____
   _____
   _____

   How frequent did this happen to you?
   _____
   _____
   _____

5. **Nature of class activities:**
   Were there classroom activities in the past which made you frustrated? Why?
   _____
   _____
   _____
   How frequent did this happen?
   _____
   _____
   ___

6. **Subjects:**
   What subject (s) do you dislike the most? Why?
   _____
   _____
   _____
   Were there instances when you did not attend classes because you disliked the subjects?
   _____
   _____
   _____
   How frequent?
   _____
   _____
   _____

7. **School policies:**

What school policies do you dislike? Why?

_____
_____
_____

8. **Do you have regrets why you enroll in this School? What do you like to suggest that the School must do to prevent students from being absent?**

_____
_____
_____

APPENDIX B

OBSERVATION GUIDE

Respondent's Name (Or Code) : _____

Purpose/Reason : _____

_____

_____

_____

_____

Date : _____ Time : _____

Place : _____

BEHAVIOR	**REMARKS**
Out of seat	
Constant movement at desk	
Has difficulty focusing on material	
Negative verbal behavior	
Has muscle twitches, eye blinking, nail biting	
Seems unhappy	
Stares into space	

Rarely asks for assistance	
Does not attempt to do work	
Daydreams	
Attacks other students	
Argues with teacher	
Demands attention from teacher or peers	
Doesn't follow class or school rules	
Interrupts lessons to draw attention	
Does not follow routines	
Defiant of teacher's requests	
Wants to leave classroom frequently	
Unkind or mean to others	
Disrespectful	
Interrupts the teacher	
Doesn't follow directions	

APPENDIX C

August 20, 2014

Ms. Lirio F. Hernal
School Director
ACLC College Gapan Branch
Maharlika High Way, Sto. Niño, Gapan City

Dear Madam:

Greetings!

I am currently undergoing a masteral thesis entitled "Classroom Misbehavior Of College Students: A Basis On Enhancement Plans Of Guidance Office". The aim of this research is to identify the classroom misbehavior of students that will serve as the basis in the enhancement plans of the guidance office.

In relation to this, the undersigned would like to request your permission to allow me to interview and observe the students who have records in my office as delinquent.

Thank you very much and I would be hoping for your optimal response regarding this matter.

Truly yours,

Rocel B. Roxas
Researcher

August 20, 2014

Ms. Mylene Q. Gervacio
Branch Registrar
ACLC College Gapan Branch
Maharlika High Way, Sto. Niño, Gapan City

Thru : **Ms. Lirio F. Hernal**
School Director

Dear Madam:

Greetings!

I am currently undergoing a masteral thesis entitled "Classroom Misbehavior Of College Students: A Basis On Enhancement Plans Of Guidance Office". The aim of this research is to identify the classroom misbehavior of students that will serve as the basis in the enhancement plans of the guidance office.

In relation to this, the undersigned would like to request your permission to provide me the students' permanent records who will serve as my respondents. They will be used as part of the completion of my study.

Thank you very much and I would be hoping for your optimal response regarding this matter.

Truly yours,

Rocel B. Roxas
Researcher

APPENDIX D

ACLC COLLEGE GAPAN CITY
STUDENT'S PROFILE FORM

This form is extremely important. Please accomplish it thoroughly and honestly. All gathered information shall remain and guaranteed confidential.

I. STUDENT'S INFORMATION

Student No. _____ Course _____ Year Level _____ Section _____

Name _____ Gender ☐ Male ☐ Female
Last Name *First Name* *Middle Name* Birthdate *(mm/dd/yy)*_____

Address Birthplace_____

_____ Age_____ Civil Status _____
House# *Street* *Barangay*

_____ Contact Details
City/Town *Province* Landline _____

Mobile _____

E-mail _____

Permanent (Provincial/Home) Address

_____
House# *Street* *Barangay*

_____
City/Town *Province* Zip Code _____

II. FAMILY INFORMATION *Please check the appropriate box in the ff:*

Father's Name _____ Family Income Range *(In Phil. Peso)*

Occupation _____ ☐ 5,000 and below ☐ 25,001 to 30,000

Contact Nos. _____ E-mail _____ ☐ 5,001,to 10,000 ☐ 30,001 to 35,000

Mother's Name _____ ☐ 10,001 to 15,000 ☐ 35,001 to 40,000

Occupation _____ ☐ 15,001 to 20,000 ☐ 40,001 to 45,000

Contact Nos. _____ E-mail _____ ☐ 21,001,to 25,000 ☐ 45,001 and above

Their Address_____ House is

_____ ☐ Owned ☐ Rented

No. of Family Members _____ ☐ Shared with _____
Please specify who you live with

Please accomplish this part if the one(s)that support(s) your study are not your parents

III. PAYOR'S INFORMATION *(Nagpapaaral)* Payor's Contact Details:

Name _____ Landline _____

Address _____ Mobile _____

Occupation _____ Email _____

IV. RESIDENTIAL MAP *(Please indicate name of streets/roads in your map/sketch. Include landmarks)*

APPENDIX E

Repertory Grid

THEMES	SUBTHEMES	SIGNIFICANT STATEMENTS
Theme 1 Absence of belongingness creates social discomfort and mistrust	Social discomfort	Tatlo lang yung pinapasukan ko ng regular sa mga subjects ko. Dun po kasi sa dalawang subject ko, hindi ko po kilala mga classmates ko. Nahihiya po ako kanila lalo na po mga first at second year lang sila. Ang ayaw ko lang po ay yung mga activities na igugroup kami katulad po sa PE
	Mistrust	Ayaw ko po nung mga classmates ko sa ACT lalo na yung mga lalake. Sabi po nila crush nila ako pero parang niloloko lang naman po nila ako. Naiinis po ako pag tinutukso nila ako tapos magtatawanan kaya tinatamad po ako pumasok dun.
		Nag-umpisa lang naman po ako mawalan ng gana nung magbreak kami ng boyfriend ko. Sa ilang kaklase ko po naiilang ako lalo na dun sa mga friends ng ex ko at ng current gf nya. Minsan po pag nag-uusap sila at nagtatawanan sila pakiramdam ko po ako yung pinagtatawanan pero hindi po ako sigurado
Theme 2 Laizzes faire style of teaching and rapport problem demotivate learning	Poor instructional planning	Lagi po akong naiinip dun sa klase na yun. Kasi po pinagrereport lang kami ng teacher tapos sya po nakaupo lang dun sa likod. Yung mga nagrereport naman po binabasa lang nila tapos yun na yun, hindi na po susundan ng discussion ni Ma'am. Kung minsan po kunwari pupunta ako sa CR pero magpapalipas lang po ako ng oras dahil inip na inip nga po ako. Minsan din po hindi na ako bumabalik Naku yan pa po isa kaya tinatamad ako. Minsan po pag kokonti ang estudyante magchecheck na lang po ng attendance si ma'am tapos papauwiin na nya kami o kaya po pag sinabi ng mga classmates ko na "ma'am uwian na" sinusunod po nya.
	Rapport problem	Parang kahit anong gawin ko, hindi po ako makakapasa kasi feeling ko po pinepersonal nya ako. Nung makausap nya yung mommy ko parang lalo nya po akong pinag-initan kaya

		tinatamad po ako pumasok.
Theme 3 Poor attendance and grades are due to financial problems	No Permit No Exam Policy	Madalas po akong hindi nakakapasok kasi po wala akong baon. Yun nga lang po madalas namimiss ko yung mga quizzes, laboratory exercises kaya po bumababa yung grades ko at kadalasan po puro incomplete grades kasi po hindi ako nakakakuha ng permit dahil hindi po ako bayad ng finals. Isa lang po ang ayaw ko, yung hindi po pwede mag-exam ng walang permit sa finals kaya yun po ang madalas na reason kaya po incomplete mga grades ko. At lalo po akong namomroblema sa bayarin kasi po pag inayos ko yun kailangan pa po magbayad ng 100 per subject. Lalo pong lumalaki balance ko dahil nadadagdag pa po yun.
		Dahil madalas po wala kaming pera kaya lagi pong delay tuition fee ko kaya hindi po ako nakakaexam on time. Pero minsan po nagpopromisory note mama ko kaya nakakakuha po sya ng temporary permit kaya lang po hindi pa din ako kumukuha ng exam kasi yung mga proctor po nagtatanong pa kung sino ang walang permit. Baka po palabasin ako kung wala pong permit.Yung No Permit No exam policy po ang ayaw ko kasi kadalasan po yun ang reason ng incomplete grade ko.
Theme 4 Inappropriate career choice and class schedules demotivate learning	Inappropriate career choice	Dalawang taon na po ako sa course pero hindi po ako masaya. Hindi naman po kasi ako interesado sa course ko, pinilit lang ako ng ate ko na HRM ang kuhanin ko kahit po pinagpipilitan ko na ayaw ko talaga nun.
		Hindi ko po maintindihan mga lessons ko. Ngayon po kaya madalas ako absent kasi hindi po ako makarelate lalo na dun sa mga laboratory exercises. Kahit po anong gawin ko laging mababa ang grades ko kaya po parang pinanghihinaan na ako ng loob. Nakakahiya man po pero mabagal po ako pumick up kaya hindi ko magawa yung mga problems na pinapagawa sa amin kaya nahihiya po ako pag hindi ko nagagawa. Ayaw ko po yung mga pinapasolve sa amin sa laboratory.

		Hirap po kasi akong mag-analyze at magsolve. Nahihiya po ako pag ako na lang ang hindi nakakatapos kaya po iniiwan ko na lang yung ginagawa ko.
	Broken class schedules	Unang taon ko pa lang po dito nahihirapan na ako sa schedule ko dahil madalas po broken schedule ako. Meron pa nga po sa isang araw isa lang ang pasok ko kaya minsan po tinatamad ko na pasukan yun, saying po yung susuutin ko o kaya po inaabsent ako ng teacher ko kasi hindi po ako nakauniform.
Theme 5 Weak family bond fosters behavioral problems in children	Child brutality	Hindi lang po ako makaconcentrate sa klase kasi lagi ko pong naaalala yung papa ko. Naaalala ko po yung ginawa nya. Ang laki laki ko na po kasi pero kung pagalitan nya ako lagi akong napapahiya. Pag napagalitan niya ako parang dala dala ko po hanggang pag pasok ko. Ang ginagawa ko po minsan, para makalimot kahit paano, lilibot po ako kasama ng mga friends ko.
	Absence of behavior model at home	Pag magulo po ako sa klase o kaya ay maingay ako, hindi naman po ibig sabihin nun pasaway ako. Wala naman po akong binabastos. Gusto ko lang po na magmukha akong masaya. Ang mali lang po sa akin, mabilis akong mapikon at saka kung minsan po napapasigaw ako kaya akala nung iba nagbabarumbado po ako. Hindi ko naman sadya na kung minsan napagkakamalan akong bastos or kaya ay barumbado o magulo sa klase. Akala po nila pilyo ako.
	Absence of mother figure at home	Wala lang po siguro akong inspirasyon kaya po tinatamad akong mag-aral. Kasi nasa abroad po yung mommy ko. Iniwan lang po niya ako sa lola ko. Mas gusto pa po nya yata mag-alaga ng ibang anak dun sa Hong Kong kesa sa sarili nyang anak. Kaya wish ko lang po, umuwi na lang sya.
	Absence of "bayanihan" spirit at home	Ang problema ko po kasi walang nag-aalaga sa anak ko at saka wala din po maghahatid at magbabantay sa school Isa pa pong problema ko nahihirapan po ako magreview sa gabi dahil po sa anak ko kaya laging bagsak po mga scores ko. Hindi namin alam kung may mali.

APPENDIX F

Resume'

ROCEL B. ROXAS
348 Vallarta St., Poblacion San Isidro, Nueva Ecija
rocel_roxas@yahoo.com

EDUCATION

Elementary : San Isidro Central School
Pob., San Isidro Nueva Ecija

Secondary : General De Jesus Academy
Pob., San Isidro Nueva Ecija

College : Wesleyan University – Philippines
Mabini Ext., Cabanatuan City
Course : Bachelor of Arts Major in Psychology

Technical/Vocational : AMA Computer Learning Center Cabanatuan Branch
Gen. Tinio St., Cabanatuan City
Course: Systems Analysis and Design

WORK EXPERIENCE

Instructor : AMA Computer Learning Center Cabanatuan Branch
Gen. Tinio St., Cabanatuan City
June 1994 – May 1997

Over-all Education Coordinator : La Fortuna College
June 1997 – May 2002

Academic Head : AMA Computer Learning Center Gapan Branch
San Vicente, Gapan City
June 2002 – May 2011

Guidance Counselor : ACLC College Gapan Branch
Maharlika High Way, Sto. Niño, Gapan City
June 2011 – May 2017

Public School Teacher: Juan R. Liwag Memorial High School
Bayanihan, Gapan City
June 2017 - Present