

# Classroom Behavior and Academic Performance of Public Elementary School Pupils

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## Abstract

This study described the classroom behavior and academic performance of Public Elementary School Pupils in San Guinto Elementary School at Pangantucan district during the school year 2012-2013. One hundred twenty-eight pupils were purposively selected to participate in the study. A researcher-made questionnaire-checklist, observation and interview guide questions were used as tools in gathering the data. In analysing the data, the mean, standard deviation and Pearson Product Moment correlation were employed. The findings revealed that the pupils have an ambivalent classroom behavior towards: their classmates and schoolmates; class work and activities; and their teachers and persons in authority.

Their academic performance was fair. There is a relationship between the academic performance of pupils and their behavior towards their classmates and school mates, and towards class work and activities which mostly manifest children behavior which likely to happen not only in school where the study is conducted in the Philippine setting but internationally. No relationship exists between the classroom behavior of the pupils towards the teachers and persons in authority and their academic performance. As it is in one way or another manifested in some scenario by other pupils and or learners relates in the global setting.

**Keywords:** Global; international; classroom behavior; academic performance; elementary pupils

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## Introduction

In the global perspective classroom behavior of pupils is one of the relevant concerns that teachers face today. The behaviors of pupils oftentimes result in the creation of a classroom environment not conducive to learning. Teachers face the challenges of managing their pupils' behavior while teaching the prescribed curriculum not only in the Philippines but internationally. They also face many conflicting situations about how to manage them. The way pupils behave inside the classroom plays a vital role in influencing the academic performance of pupils.

The behavior of pupils in the classroom nowadays is characterized by varied manifestations depending on the social and cultural context where the schools are situated. This is due to the different exposures that the pupils have in their lives. Some pupils are observed to be very active, others are meek, and aloof, while still others are silent, yet they perform differently in their academic endeavors. These are classroom behaviors that the pupils in the public schools manifest.

There is classroom disruption when pupils show undesirable behavior. This affects both the teaching-learning process because the teacher's lessons could not be thoroughly taken up due to unruly behaviors that the pupils manifest. The pupils' behavior posed a great impact not only in the teacher's presentation of the lesson. It also affects the learning competence of the pupils themselves. This is because their behavior towards

the lesson can affect other pupils' competence. It may positively and negatively affect the level of understanding of their classmates.

In the school where majority of the pupils come from the far flung barrios, it is observed that pupils have difficulty adjusting to the classroom environment. They find it difficult to cope with the pressures brought about by the rules and standard behavior expected of them. Some are experiencing unfavorable conditions in their respective family brought about by the absence of their parents due to their type of jobs. This has affected their manner of relating with their classmates.

This is confirmed in the study of Rosenberg (2011) who found that children from rural communities often began school with an educational disadvantage. This is true in San Guinto Elementary School. This is particularly in areas of language and literacy, which they carried through their education. They are prone to stay longer in school.

It is observed that pupils misbehavior in class disrupt the smooth flow of the lesson, resulting to the teachers reprimanding the pupils. When pupils misbehave during class time, teachers can no longer proceed with the lesson because they have to settle the problem. Some teachers even spend the whole morning or afternoon in reprimanding the whole class even if only few pupils are the culprit.

Teachers are expected to manage an appreciable behavior that arises in their classrooms. Aggressive behavior such as stealing or destroying is obviously harmful to the children involved. This could temporarily disrupt the on-going educational program in the classroom because this requires the time and attention of the teachers. Teachers must guide and help pupils in ways they can.

It is important to identify the classroom behavior of pupils that are commonly and prevalently exhibited. Recognizing the problems early will allow teachers to come up with appropriate solutions to these problems. Thus, the existence of classroom behavior and its relationship to the academic performance of public elementary school pupils motivated the researcher to conduct this study. Sorongon (1995) mentioned that the learning output of pupils is important and this is measured in terms of the extent of their academic performance.

Academic performance is the basis for improving the teaching-learning process. Evaluation of the performance of the pupils is also an indicator of the quality of teaching. The Department of Education monitors pupils' academic performance to find out if pupils have reached the required level of competency. Egar (1995) stated that evaluation is either done monthly, semestrally or yearly. Evaluation of the pupil's performance of pupils is a very important process in attending quality education. It includes project, quizzes, class participation, and periodical test based on the grading system of DepED Order No. 26, s. 2005.

Academic performance is the end result of the learning activities achieved by a learner in the teaching-learning process both in the formal and non-formal education. This is a concern of both the teachers and the pupils. On the part of the pupils, academic performance is the basis for academic excellence and a basis to go up the educational ladder. On the part of the teacher, the academic performance of the pupils could reveal how the teacher has imparted the lessons. In the elementary level, the academic performance is one of the criteria in the assessment of the teachers' teaching performance (Salvan, 2004).

The academic performance of pupils is higher when pupils perform well in their curricular activities. It is higher when they are attentive, and interested in their lessons and well- behaved inside the classroom. The 2012 National Achievement Test(NAT) result of the San Guinto Elementary School showed sixty percent 62% in the five subject areas. These are seen in Filipino with 54 %, Mathematics 61 %, English 66 %, Science 53 % and Hekasi 61% resulting to the overall percentage of 62 %.It showed far beyond the 75 percent proficiency level. The academic performance of pupils can be attributed to many factors. Classroom behavior is could be one factor that can hinder the success of a pupil in school especially in his academic performance.

The classroom behaviors of the pupils could be contributing to low academic performance of the pupils. This could lead to pupils' inability to understand the lesson and apply these lessons in the real life. It is in this

context that the researcher wanted to pursue a study on classroom behavior and academic performance of public elementary school pupils, so that teachers could be guided on how to handle classroom behavior of pupils that are interfering with their academic performance.

### *Framework of the Study*

This study is anchored on the concept of Viljoen (2005) who stated that the behavior of students either positive or negative in nature could affect their academic performances. The concept states that when students display desirable behavior practices in the classroom setting, they will definitely obtain good academic standing. When the classroom behavior manifested is undesirable, unfortunately, this could result into poor academic outcome.

The pupils' classroom behavior which could be desirable and undesirable influence academic performance. Some cited classroom behavior of public elementary school pupils includes: not having a good relationship with their peers and friends, cannot work together during activities and show disrespect to others' belongings, disobedience to teachers and irresponsible pupils.

Accordingly, the behavior developed the concept of individual's personal dispositions as influences to his responses to stimuli (Allport, 1996). These personal dispositions could occur on occasions such as habits, interest and preferences. These are characteristics which justify his behaviors and personality traits that influence almost everything he does. The pupil's performance takes place when stimulus situation affects the content of memory. The learners are affected in such a way that their performances were change from time to time.

Figure 1 illustrates the relationship of the variables of the study.

The first box contains the public elementary school pupils' classroom behavior which can be manifested in three aspects: behavior towards their classmates and schoolmates, towards classwork and activities and towards teachers and persons of authority.

Pupils' classroom behavior towards their classmates and schoolmates is revealed by how they relate with them. Such behaviors could be in the form of relating with each other as classmates, sharing with each other what they have or making friends with one another. Ideally, behavior towards their classmates and schoolmates should be in the spirit of friendship, cooperation and respect for each other (Bateriza, 2004).

These classroom behavior towards classmates and schoolmates are on being apologetic, bully, friendliness and humbleness, interruptions, respectfulness, troublemaking, courtesy, utterance of unkind remarks, helpfulness, challenging others is being measured. In the classroom, the pupils learn to mingle with each other as a process of socialization, while their cognitive strength and weaknesses as well as knowledge and skills are appraised.

Classroom behavior towards classmates and schoolmates includes being respectful towards others in the class, saying "please and thank you" before and after request is being done, asking apology, teasing, fooling, kidding, initiate verbal/physical fights, interrupting others conversation, keeping unkind remarks to classmates and schoolmates are examined. This behavior is manifested in the way they interact with their classmates in and out of the classroom.

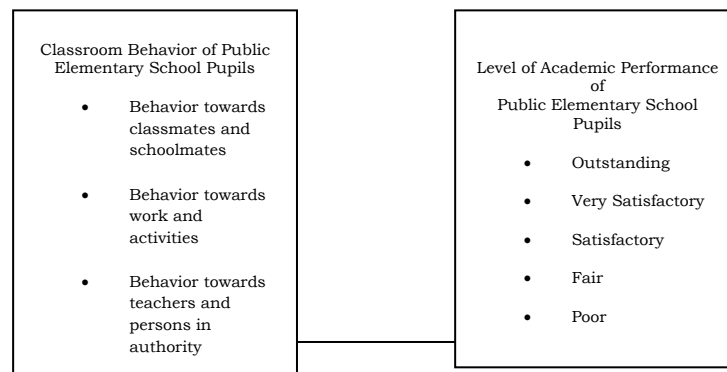


Figure 1. Schematic diagram showing the parameters of the study.

Some of them also caused behavior problems like teasing of classmates, unnecessary talking in the class, coming late in the class, incomplete materials during class activities, constant refusal to teachers request, resentful, absenteeism, the constant lying and cheating during examination and other similar act which down unwholesome, classroom environment towards other pupils and teachers.

Classroom behavior towards work and school activities includes their class participation, material things, refusal, and homework's, cheating, reluctant in task, carelessness mistakes, class disruption is also being measured.

Classroom behavior towards teachers and persons in authority includes pupils' asking permission to teachers in class, politeness, following classroom rules, attention in class, listening to teachers, absenteeism, talking excessively inside the class, refusal, tardiness, challenging teachers and persons in authority are also examined.

Classroom behavior towards their teachers and persons in authority such as the principals, parents and PTA officers is shown in various ways. One of which is through showing respect to their teachers which can be in the form of greetings, kissing of the hands or other gestures of respect. In the classroom interaction, positive behavior towards the teacher could be shown by saying "thank you" for the favor received or saying "sorry" for some offences committed.

Another manifestation of behavior towards the teachers and persons in authority is on how they respond to questions asked during the lesson. It is also manifested on how they react or resist to requests, instructions and/or orders from the school officials and teachers.

The second box contains the level of academic performance of public elementary school pupils in five subject areas utilizing the grade point average (GPA) during the second grading period. The grade point average is the indicators of their academic success and using the grading system of DepEd order No. 26, s. 2005 to determine their numerical and non-numerical rating as outstanding, very good, good, fair and poor in terms of their performance academically.

The academic performance of pupils was also considered in this study. The researcher investigated the pupils' academic performance from the second grading period of school year 2013-2014 from the five learning areas namely; English, Science, Mathematics, Filipino and Makabayan.

Pupils' performance refers to the quality and quantity of knowledge, skills and positive attitudes, behavior and philosophy that pupils acquire (Ferguson 1990). This includes daily class work, weekly tests, term

examinations and end of year examinations. The connecting line between the two variables indicates the relatedness of the two. Classroom behavior is distinct to the pupils. Their behavior could be different or contrary to the pupils background and classroom environment that the teachers want to develop. This behavior could affect academic performance because of their distinct characteristics

### *Statement of the Problem*

This study assessed the relationship between the classroom behavior and academic performance of public elementary school pupils of San Guinto Elementary School in Pangantucan District during the school year 2012-2013. Specifically, this study answered the following problems:

1. What are the classroom behaviors of public elementary school pupils in terms of:
  - 1.1 behavior towards classmates and schoolmates;
  - 1.2 behavior towards work and activities; and
  - 1.3 behavior towards teachers and persons in authority?
2. What is the academic performance public elementary school pupil in the five subject areas namely:
  - 2.1 English;
  - 2.2 Science;
  - 2.3 Makabayan;
  - 2.4 Mathematics and
  - 2.5 Filipino?
3. Is there a relationship on the classroom behavior and academic performance of pupils in the five subject areas?

### *Significance of the Study*

This study has significant value and contribution to education. Hopefully, the finding of the study would benefit the pupils, teachers, guidance counsellors, school administrators and the parents.

The pupils would be benefited with the result of this study because they are the recipients of the study. They are informed that their classroom behavior has effects on their academic performance. As such, this result will enable them to modify their behavior in order to perform better in their academic endeavor. The information that they have ambivalent classroom behavior can be improved through the help of their parents, school administration and teachers.

The teachers would be informed of the different classroom behavior and the academic performance of their pupils. Such knowledge of the teachers would enable them to handle their pupils who have varied classroom behavior. They could apply some techniques in undertaking classroom and school-wide activities in the five subject areas so that the pupils would be directly being involved. In this regard, they could make their pupils become actively engaged in different activities and improve their performance in class work and class activities. They could also do something to address the behavior of pupils toward teachers and persons in authority. They could impose on the pupils adherence to good moral and right conduct as the second parent to them.

To the guidance counselor, this finding would help them become more aware about the classroom behavior of the pupils. They would have a research-based data on the strength and weaknesses of pupils in the academic performance in the five subject areas. These could serve as basis in enhancing the counseling services rendered to the pupils. Likewise, these study could help them in proposing an effective counselling

program in the school because specific behavior of pupils are identified thereby these could be addressed more concretely and effectively.

The school administrators would benefit from this study in determining the different classroom behavior of the pupils towards classmates and schoolmates; towards work and school activities; and towards teachers and person in authority. They could plan for an intervention on helping the pupils develop desirable behavior to become good individuals. The school administrators could help them become disciplined individuals and could implement programs with consideration to the classroom behavior of the pupils. Their knowledge on the academic performance of the pupils in the five subject areas could help them propose faculty development plans for their teachers.

The parents would be given information about the classroom behavior and academic performance of their children. Through this study they could help their children in coping with their classroom behavior. They could motivate their children on how to show their behavior towards the teachers and persons in authority. With this study, parents are encouraged to coordinate with the classroom teachers so that problems could be given immediate attention in order to improve pupils' academic performance.

The General PTA who works closely with the school authorities would also benefit from the result of this study. The general parents teachers association could propose for meetings and follow-ups of the pupils on the different classroom behavior and academic performance. Parents are encouraged to help and support the children to behave properly. They could follow-up the academic performance of the pupil in school. They could also help in monitoring the classroom behavior and academic performance of pupils.

### *Delimitation of the Study*

This study is delimited to the assessment on the relationship between the classroom behavior and academic performance of public elementary school pupils. Classroom behavior is delimited to the three areas namely: behavior towards classmates and school mates; towards teachers and persons in authority; towards work and activities. The participants of the study were the 128 purposively chosen public elementary school pupils from Grades 1–6 in San Guinto Elementary School Pangantucan district during the second grading period for the school year 2012-2013.

Pupils were purposively chosen. Data were gathered using the researcher-made questionnaire-checklist and interview guide questions. The academic performances were taken from the pupil's average during the second grading period in the five subject areas namely: English, Science, Mathematics, Filipino and Makabayan.

### *Definition of Terms*

The following terms are defined either theoretically or operationally as used in this study:

**Classroom Behavior.** Classroom behavior refers to how the pupils behave while attending classes, they participate interact and do the task assigned by the teacher (Lucas, 2008). As used in this study, this refers to the behaviors manifested by the pupils towards their classmates and schoolmates, towards work and activities and towards teachers and persons in authority.

**Academic Performance.** Academic performance refers to the performance ratings of pupils based on the implementing guidelines of DepEd order no. 26 s., of 2005. In this study, it refers to the average during the second grading period in the average in the five subject areas

## Literature Review

This chapter discusses the review of literature and studies that are relevant to the present study. The topics are organized into: classroom behavior, academic performance of pupils, and relations between academic performance and behaviors of pupils.

### *Classroom Behavior of Pupils*

Classroom behavior of pupils is one important consideration teachers are confronted with. Each pupils in classroom possessed classroom behavior which are desirable and undesirable to everyone. The most evident of the classroom behavior categorized as classroom behavior toward classmates and schoolmate, towards classwork and activities and towards teachers and person in authority these are the most frequently classroom behavior of public elementary school pupils.

Regarding the behavior activity of pupils in some related class works particularly in homework and assignment, Bateria (2004) said assignment are pursuit of supplementary activities enhancing understanding and learning of lessons. It motivates pupils to learn since he has to organize his materials, practice some exercises in order to master expected skills. Thorndike's law of necessity supports this conditioning that behavior which is exerted or performed often and directly following related tasks has increase chances of being retained and in corporate in individuals milieu.

Dano (2004) stated that children themselves are sources of many kinds of classroom behavior. There are children with problems in most classrooms and they are usually a source of trouble. They often upset the otherwise successful atmosphere of the learning situation. Here, the teacher should employ strategies and tactics that show pupils meanings in the classroom and in the community.

According to him, rules and procedures for general classroom behavior deal with the broad areas of respect and courtesy as well as more specific issues, such as listening to the teacher or to classmates who are speaking, and being in the assigned seat when class begins. In some classrooms teachers involve pupils in establishing overall class rules for conduct. Involving pupils helps to build their responsibilities for the overall environment of the classroom.

According to Burgaz (2007) school and classroom order is a critical element for the functioning of an education system. There should be a behavioral order among the pupils which is a combination of all guiding actions that enable them to exhibit at a specific school or classroom level (Stewart, 1994). Person's attitude and behavior generally has a vital role in effecting ones academic performance. Incidentally, if the pupils have cultivated desirable attitude and behavior then it follows that good academic performance is exhibited by them.

Classroom behavior of pupils greatly affects the smooth flow of the lesson. The harmony in the classroom depends on the kind of relationship that pupil's exhibit in the classroom. The most commonly reported classroom behavior problems includes; misbehavior, inattention, calling out, and disturbing. This could be "...any behavior that significantly interferes with the pupils own learning, other pupils learning or responses, or the teacher's ability to operate effectively" by (Wheldall, 1984).

Dano (2011) described behavior towards work/activities as those manifested in the reaction of the pupils when given the assigned tasks to perform or accomplish. In this aspect, they reveal certain degree of resistance or willingness to do the tasks given to them to comply with. The behavior they show in this regard is influenced by how they are trained or exposed to perform certain work assignment given to them. It can also be shown on how they evade the situation so that they will not be able to do their work/ activities in the class.



Delgado, (2001) revealed that in most classrooms, the majority of pupils' misbehavior are interruptions, off-task behavior, and disruptive physical movements. The most common disruptive behaviors are verbal interruptions (talking, humming, laughing, calling out, whispering, etc.), off-task behaviors (daydreaming, sleeping, playing with something, doodling, physical sitting on the desk or on two legs of chair, throwing paper, etc.) and disrespect toward teachers and pupils (arguing, teasing, and talking back).

The so-called surface behaviors are present in every classroom in every school almost every day. He added that no matter how much time and energy the teacher spent in the prevention of these behaviors, they cannot totally disappear, and to some extent are an ever-present, continuing fact of life for all teachers. Managing classroom behavior is of prime importance to affect learning.

Some physical conditions like the unattractiveness of school building, unhygienic room condition and lack of organization of classroom routines should not be disregarded as one influential factor to pupil's behavior (Wales, 2001). The pupils will not develop a natural respect for unattractive classroom.

On the other hand a cheerful, welcoming and conducive atmosphere arouse the pupils' spirits and to stimulate in them a desire to achieve. Poorly ventilated rooms are likely to make pupils restless or depressed. The attractiveness is important because it affects the learners, behavior (Bateriza, 2004).

The classroom behavior of pupils which is frequently shown in the classroom and school are those manifested to their classmates and peers, class works and activities and most of all in their dealing with the teachers and other people in with authority. A pupil faces so many changes physically and psychologically. These psychological changes can be the cause of their unpredictable behavior in many situations. This is the period where they run off into a number of tribulations. The school administrators and teachers must use the highest level of persuasion and patience. They must act accordingly to maintain order and discipline within the class or school system (Alibuzo, 1992).

Adolescence period is particularly hard time for children. They are experiencing all kinds of new changes in their bodies and in their feelings. They often feel misunderstood as they are struggling to leave behind their childhood and moved to adulthood. Adolescence is commonly characterized by issues such as rebellious behavior, lying, cheating, school performance problems, negative, attitudes, disobedience and disrespect, sibling rivalry, drug and alcohol abuse, pressures from peers, depression and issues of sexuality. It is the period where many risk behaviors are at peak (Arnett, 2000).

With regards to the behavior activity of pupils in some related class works, particularly in homework and assignments, Bateriza (2004) expressed that assignments are pursuit of supplementary activities enhancing understanding and learning of lessons. These motivate pupils to learn since they have to organize materials and practice some exercises in order to smarter expected skills. Thorndike's law of conditioning increased chances of being retained and incorporated in individual's mind.

Likewise, Alibuzo (2004) observed that some misbehavior from pupils who used to be disciplined and controlled include unnecessary writings on the walls of buildings, desks and destroying school properties. They are also liars, truants and have serious misbehavior problems.

Hortelera (2002) mentioned that many pupils nowadays do not always know how to manage their behavior. They become problems in the classroom. Some of these problems are the following: pupils do not listen to their teachers. They do not respect their teachers and schoolmates. They bully in school and lack of interest. She claimed that teachers and parents are frustrated by the lack of ability of the pupils to manage their own behavior.

Classroom behavior of pupils preferred were: marked over activity, unnecessary tardiness, temper outburst and disinterest in schoolwork unpopular with children, family financial status affects pupils' academic performance.

Teachers should monitor the behavior of pupils in school. According to Escobar (1999), they should observe the daily undertaking of pupils in school. They should be aware and watchful of the occurrence of



classroom behavior problems so that they could provide appropriate disciplinary actions to hinder misbehavior of pupils in school.

Agno (1984) in his study concluded that teachers seemed to be highly sensitive to behavior of pupils that disturb classroom routine. Teachers should have varied methods of teaching and give some disciplinary actions to prevent such classroom behavior. Bullying is a large problem in school, but with a suitable intervention program. Bullying goes on in every school, but it is the way it is dealt with that makes the difference. Bullies are very cunning and are good at getting away with it. If children are being bullied, they have to tell a friend, tell a teacher, and tell their parents.

These negative actions can take the form of physical contact, verbal abuse, or making faces and rude gestures. Spreading rumors and excluding the victim from a group are also common forms. According to Azizi (2005), among the problems that teachers encounter in school is to develop positive behaviors of the pupils. The task to solve this problem is not a simple matter because parents have high expectations to see their children achieve academic excellence.

The studies cited have similarity with the present study considering that behaviors of pupils are shown in different ways. They manifest these behaviors with their peers and schoolmates, teachers and other persons in authority and in their school work and activities. Other variables taken into consideration in the classroom behavior are school attendance, span of attention/concentration, aggressive, disruptive and being uncooperative.

It is important to discuss the rules of cheating with pupils. They are afraid to cheat if they know the consequences of cheating. The best method to reduce cheating is to create an atmosphere which is not conducive to cheating by (Walworth, 2002).

When good rapport exists between pupils and teachers, and among pupils themselves, cheating is drastically reduced. It is much easier to cheat when teacher is cold and aloof. A pupil who feels and knows that the teacher does not know her or his name finds it easier to cheat than a pupil who is known to the teacher by name. Pupils cheat significantly less in a class with shared objectives and there is obvious excitement in learning. Any class where pupils feel the teacher is a partner in learning will have a low incident of cheating (Kibbler, 2002).

Arangco (2003) said that one common misbehavior activities of the pupils is their tardiness in coming to school. Educating pupils about academic integrity takes both individual and collective effort. It is not only the effort of a teacher but for all the elements of educational system. A clear consistent institutional policy towards dishonesty is essential for promoting a culture of academic integrity.

Teacher should endeavor to design learning environment and assignment that encourage pupils to investigate, analyses and synthesize information. Rewarding critical thinking and process-oriented work will diminish opportunity for dishonesty (Baldwin, 2005).

As the individual's self-conceptions become more abstract and as they become more able to see themselves in psychological terms. They become more interested in understanding their own personalities and why they behave the way they do (Steinberg, 1996). Aquino (2004) offered that all teachers need the basic skills to assume the role of counsellor in the classroom. It is necessary to employ it to lessen or eradicate the behavioral difficulties pupils encounter.

The ideas presented by the different authors from the cited materials read provided a very rich insight into this study particularly in the analysis of findings.

### *Academic Performance of Pupils*

The main concern of the Department of Education is to improve the academic performance of the learners. Evaluation is a part of educational program. Achievement tests are used to find what has been learned, that is, what knowledge and skills have been developed after a period of study or exposure (Jones, et al., 1980).

Academic performance of pupils is evaluated by the teacher since this is an integral part of the teaching-learning process. It is imperative for the teacher to develop competence among their pupils (Espiritu, 1996).

Academic performance is assessed in many ways, as quizzes, long examinations both oral and written. This would require the expertise of the teachers in pepping good assessment materials that would synchronized with the learning objectives in the PELC (Lardizabal, 1999).

Moreover, Burke and Herron (2002) expressed that the academic problems of pupils include the difficulty in getting their homework done, failure to pass assignments on time, skipping classes, not attending class regularly and preparing for tests and examinations. Whereas, Bustus (1995) said that the social and economic status of the family affects the child's attitude toward school work. Pupils belonging to poor families do not aspire for higher educational attainment since their parents cannot afford to send them to college or even to high school. There is not much motivation for them to exert more effort. He further stressed that socioeconomic indicator is the strongest determinant of the academic performance of the students.

Academic performance to some extent is affected by physical condition like visual and hearing problems. Penola (2001) mentioned that weak vision could create problems on the part of the learners. They would have difficulty to read what is written on the board. Problems on hearing would disallow students to hear what is discussed by the teacher. This is especially in reading subject. Problem on the income of parents would cause deprivation of basic physiological needs as food, clothing and shelter. The performance of children in school would be affected when parents cannot afford to buy or photocopy books for references; to pay tuition fees, and other academic requirements of the child.

A child who lives far from school will have an attendance problem. Walking far distance to school could become a behavior problem on tardiness or absenteeism (Geroy, 1997).

Another problem that occurs in teaching is the adjustment to schoolwork. Pupils come to school late is one of them. Teacher's techniques, strategies, and motivation towards pupils classroom behavior would be valuable and a great help.

Academic performance of students could be influenced by teachers' competence. According to Aquino (1997) teacher's competence could led to pupils' competence, too. When teachers are knowledgeable on what they are teaching, they could easily transfer knowledge and skills to their learners. Pupils are generally inspired and motivated if their teachers are creative in presenting their lessons. Creativity on the part of the teacher is a sign of their competence.

Further, academic performance is affected by how the classroom is managed. A well-managed classroom includes good lighting, discipline and order, is conducive to mental growth and development. In fact, learning is more enjoyable under favorable conditions around him according to (Lardizabal, 1999).

Academic performance of the child could be influenced by the guidance of the teacher. The teacher could provide opportunity to help the learners discover their strengths and weakness. Pupils could improve their study habits, develop proper attitudes, and develop habits of leadership.

Academic performance of intermediate pupils are visibly seen in their Form 138 or commonly referred to as their report cards. Their academic standing in each academic area is rated by their teachers in numerical forms.

Sarip (2003) stated that the unstable home condition like financial difficulties, poor housing, parental stripes, and separation cause poor school performance. These can be considered as factors that contribute to

the pupil's poor performance in school. Parents should provide the needs of pupils and bring them up properly with good values and right conduct.

Parents must insist that pupils go to school and attend class each day. Parental monitoring of school attendance and teachers' notification on pupils' absences is necessary to ensure that all pupils could attain success in their academic endeavors. Teachers assistance and guidance, encouragement and development of good attitude among the pupils could minimize behaviour problems.

Crow (1984) stated that for a teacher to give individual attention and solutions more effectively, he/she should be acquainted with the child's degree of social and recreational activities and similar aspects of his personality. Boral (2003) revealed that parents and teachers should cooperate with one another to improve the academic performance of pupils. She added that the parents not supervising their children work could cause the deterioration of the academic performance of pupils. Her major findings revealed the greater the involvement of parents in education of their children, the higher is the academic performance of children.

Sorongon (1995) found that the academic performance of pupils clustered mostly among the average performer. It could not be denied that there are some who really learn easily and faster than others. One of the reason is that differ in many ways, especially in their responsibilities and potentials. Valdez (1990) added that to provide these learners with their needs in learning, varied styles should be employed.

### *Relationship of Classroom Behavior and Academic Performance*

Viljoen (2005) revealed that adolescents with behavior problems have weak connections to school, increased likelihood of dropping out of school, and have more academic difficulty. Likewise, Maganto, (2003) found that pupils' academic achievement was significantly influenced by mental ability, distance of school from the residence, socio-economic status, behavior and work attitudes. This serves as a challenge to teachers to continually brace them for the identified and anticipated behavior that are really apparent at this adolescent stage especially to these left-behind students.

Academic success does not solely depend on the capacity of a child to learn but also on other factors. Escobar (1999) revealed that many factors can influence the academic achievement of an individual. These factors could include the environment, home, parent, involvement and modern technology equipment like home video machines. These equipment however could have both beneficial and detrimental effects on the learning performance of the child.

The idea on the relationship of the classroom behavior of pupils to their academic performance. The ideas and information gathered from the study were fruitful and informative since these shows the relationship of classroom behavior and academic performance of public elementary school pupils by (Opeña, 1999).

Several studies before indicated that classroom behavior had something to with academic performance. Some classroom behaviors affect academic performance of pupils. A persons attitude and behavior generally have a vital role in affecting ones academic performance (Patulin, 2003).

Classroom behavior greatly affects the academic performance of pupils. Therefore, there is a need to investigate the classroom behavior and academic performance of public elementary school pupils.

The cited literature and studies provided the researcher valuable insights into the relationship between behavior and performance which are relevant in the analysis of the findings in this present study.

### *Methodology*

This chapter presents the research locale, the participants of the study, the sampling procedure, the research instrument, the data gathering procedure, the scoring procedure and the statistical treatment of data. This study

used descriptive-correlational methods. It investigated the relationship between the pupils' behavior and their academic performance.

#### Research Locale

This study was conducted in San Guinto Elementary School, Pangantucan District, Bukidnon. The establishment of San Guinto Elementary School, Pangantucan district, Division of Bukidnon in 2002 was a response to the low literacy in the community. It was originally a primary school under a lone teacher who was a resident of Barangay Bacusanon. The school was inaugurated as an elementary school in 2005 with the help of the barangay officials and the Parent-Teacher Association (PTA).

The school has a mini library, a school clinic, guidance office and a small canteen. Due to limited classrooms, only the Grade 1 and 2 are mono classes while the grades 3 and 4 are combination classes, as well as, the grades 5 and 6. At present, San Guinto Elementary school has four (4) teachers and a cluster principal and has a school population of one hundred twenty eight pupils (128).

The school is supported by the Local Government Unit in terms of procuring books and school supplies to equip the teachers with instructional materials. It implements the School-based management strategy which empowers the principals and teachers to undertake activities for its development. It implemented remedial classes and organized pupils to be involved in the different activities. All pupils are encouraged to attend the pupils' government organization, to participate in the different activities and program for the whole year, so that all the pupils will develop self-confidence, talents and skills.

#### Participants of the Study

The participants of the study were all the pupils enrolled in San Guinto Elementary School, Pangantucan District. Table 1 shows the distribution of pupils according to sex. As reflected in the table, there were fifty-nine boys and sixty nine girls enrolled in San Guinto Elementary school.

According to the pupils, they are very willing to participate in the different activities, however there are only few activities in school. Their talents and skills, as well as, their self-confidence were not yet fully developed.

Table 1  
*Distribution of Public Elementary School Pupils According to Sex*

Grade Level	Female	Male	Total
1	17	14	31
2	21	15	36
3	14	8	22
4	10	9	19
5	5	8	13
6	2	5	7

Total	69	59	128
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Based on the school nutritional status of the pupils during the school year 2012-2013, twenty percent (20%) of the pupils enrolled in school are malnourished as the school nurse checks their height and weight individually. In terms of their age, height and weight, they did not reach the normal status hence they belong to wasted nutritional status. The general parent's teachers association agreed to have a *gulayan sa paaralan* project. The harvested vegetables are used for the daily feeding program as implemented in school to feed the wasted pupils.

The nutritional status of pupils has a big impact in their classroom behaviour and academic performance. In many instances, pupils could not concentrate in the class because they are hungry. As observed, pupils want to go home early to look for food. They absent themselves in their classes such that their academic performance is affected.

### *The Research Instrument*

A researcher made questionnaire and interview guide questions were used in gathering the data. The related literature and studies relevant to the classroom behaviour and academic performance of the public elementary school pupils as well as the actual experiences, class observations and the interviews were the bases in the making of the instrument. The instrument has two parts. The first part gathered information about the respondents' personal information. The second part gathered the data that provided information about the classroom behavior of pupils while engaging themselves in various academic activities. The data from the survey were enriched by class observations and the interviews conducted among the pupils. Interviews were made with the use of an interview guide conducted personally by the researcher.

### *Try out of the Instrument*

The questionnaire underwent a try out to non- respondents 30 pupils from another school. This was done in Quarry Elementary School, Quarry, Bacusanon, Pangantucan, Bukidnon. The purpose of the try out was to find out whether the needed information can be generated by the instrument. The result of the try-out showed that the questionnaire is valid and reliable. It has a reliability coefficient of 0.748 Cronbach Alpha.

### *Data Gathering Procedure*

The researcher requested an endorsement from the dean of the graduate school of Bukidnon State University to allow her to conduct her study in San Guinto Elementary school. As soon as the letter-endorsement was given, a letter from the Division Superintendent was secured informing the school principals of schools who are included in the study.

Using the questionnaire-checklist, the researcher collected information about her study from the purposively chosen respondents. The respondents were given enough time to answer the questionnaire and

retrieval was made right after the respondents answered the questionnaire. Assurance was given that the answer would be held confidential. The researcher also asked for the list of all the pupils from the advisers with their final grades as reflected based on DepEd Order No. 26 s., of 2005.

### *Scoring Procedure*

For classroom behavior of pupils, the researcher used the rating scale 1 – 5 with corresponding qualitative description as follows:

<i>Scale</i>	<i>Range</i>	<i>Description</i>	<i>Qualifying Statement</i>
5	4.21-5.00	Very prominent behavior	- Pupils show the behavior all the time
4	3.41-4.20	Prominent behavior	- Pupils show the behavior most of the time
		Ambivalent behavior	
3	2.61-3.40	Unnoticed behavior	- Pupils show the behavior sometimes
2	1.81-2.60	No sign of such behavior	- Pupils show the behavior rarely
1	1.00-1.80		- Pupils do not show the behavior

In this study, the academic performance of the participants was taken from the second grading period during the school year 2012-2013. This was taken from their respective curricular adviser. The grades were categorized based on DepEd Order No. 26 s. 2005, which is the basis for the academic performance as follows.

<i>Mean Grade Score</i>	<i>Qualitative Description</i>	<i>Qualifying Statement</i>
95 – 100	Outstanding	- Have very high performance in all subjects
85 – 94	Very Good	- Have moderately high performance in most subjects
81 – 84	Good	- Have high performance in some subjects
75-80	Fair	- Have moderately low performance in almost all subjects
74 below	Poor	- Have low performance in almost all subjects

### *Treatment of Data*

In the analysis of data, the following was utilized. For problem 1 and 2, the mean and standard deviation were used to answer the question regarding classroom behaviour and academic performance of the pupils.

For problem number 3, which is to determine the significant relationship of classroom behaviour and academic performance of pupils towards classmates and schoolmates, class work activities and persons in authority, the Pearson Product Moment Correlation was used.

### *Results and Discussions*

This chapter presents the analysis and interpretation of the data gathered. The order of presentation follows the sequence as presented in the statement of the problems in Chapter 1.

#### *Classroom Behavior of Pupils toward their Classmates and Schoolmates*

Table 2 presents the classroom behaviour of pupils toward their classmates and schoolmates. As revealed in the table, the pupils generally manifested ambivalent classroom behaviour towards their classmates and schoolmates. This means that the pupils demonstrated the behaviour *sometimes*. They have manifested this behaviour in the classroom in times when they have the chance to interact with others.

This finding can be attributed to the fact that the pupils have limited interactions with other pupils. They are hesitant to mingle with other pupils inside the classroom because they feel intimidated by them. Coming from remote barangays, they feel inferior towards their classmates whom they associate with only during school days. Also, they feel shy towards others because they have not been socializing with other pupils in their own communities.

Table 2

*Classroom Behavior of Pupils towards Classmate/Schoolmates*

As pupil, I show the following behaviour...	Mean	s.d.	Qualitative Description
I demonstrate respectful behaviour	3.38	0.76	Ambivalent
I say "please" and "thank you" before and after the request is being done.	3.13	0.99	Ambivalent
I ask apology whenever necessary	2.75	0.85	Ambivalent
I challenged other's mental and physical weaknesses	2.49	0.73	Unnoticed
I tease classmates, schoolmates and laugh at anybody's wrong answer.	2.39	0.88	Unnoticed
I enjoy fooling / kidding classmates			



anybody else in the school which cause troubles	2.38	1.05	Unnoticed
I initiate verbal/physical fights.	2.37	0.98	Unnoticed
I possess a good relationship with peers.	2.34	0.73	Unnoticed
Interrupt or intrude on others ( e.g., (butts in into conversations or games).	2.20	0.84	Unnoticed
I keep hands, feet, objects and unkind remarks to myself.	2.06	0.84	Unnoticed
Total	2.64	0.46	Ambivalent

Legend:	4.21-5.00	Very prominent behavior
	3.41-4.20	Prominent behavior
	2.61-3.40	Ambivalent behavior
	1.81-2.60	Unnoticed behavior
	1.00 -1.80	No sign of such behaviour

This result was also expressed by their teachers who observed that their pupils are quite indifferent towards their classmates. They are shy and do not like to work with one another. They even prefer to do things by themselves.

Among the indicators of classroom behaviour of the pupils, *displaying respectful behaviour towards others in the class* has the highest mean value and qualitatively described as *ambivalent*. This means that they demonstrate the behaviour sometimes. Respect is one of the values that the school aims to develop among the pupils as members of a civilized society. This same effort is extended towards the pupils to make them capable of interacting with other pupils in school and the community.

Further, academic performance is affected by how the classroom is managed. According to Lardizabal (1999), a well-managed classroom includes good lighting, discipline and order, is conducive to mental growth and development. In fact, learning is more enjoyable under favourable conditions around the pupils.

Escobar (1999) said teachers should monitor the behaviour of pupils in school. Teachers should observe the daily undertaking of pupils in school. They should be aware and watchful of the occurrence of classroom behavior problems so that they could provide appropriate disciplinary actions to hinder misbehaviour of pupils in school.

The indicator “I say, please and “thank you” before and after the request is being done” describes *ambivalent* behaviour. This means pupils display the behaviour sometimes. As observed saying “please” and “thank” you is not always demonstrated by the pupils especially in the lower grade level. Sometimes, they forget to say these phrases: However, when they are in the higher grade level, they are always told by the teacher to say “please” and “thank you” in every action done. DepED wants to integrate the character education in all the subject areas. That is why, the pupils in the higher grade level can manifest the behaviour sometimes.

Lardizabal (1976) pointed out that a well-managed class is one that is conducive to both teaching and learning because an activity in turn would well-organized and routine activities is systematically assigned.

Hinlo (1983) said that teachers should be good motivators. Pupils achieve successfully if the teachers stimulates, guide and encourage them. Escobar (1999) stated that there is a need for teachers to monitor pupils behaviour in school. Likewise, Ebcas (2004) mentioned that each pupil should be treated with the same

respect the teachers expects to receive from the pupils. Pupil is quick to sense a lack of respect from the teacher and he is likely to act in accordance with the manner in which he is treated.

According to Piaget (1950) the child's intellectual development will unfold at its own accord under any condition but the appropriate conditions in the school and at home must be provided in connection with each development stage. The second highest mean is "*I ask apology whenever necessary*". This means that the pupils demonstrate the behaviour *sometimes*. As observed pupils forget to ask apology every time they commit mistakes to others. Some of them are shy in asking apology from their classmates and schoolmates because they do not practice this most of the time. As observed they are confused on what to do. They are afraid of even saying *sorry* and so they do not say anything. They just wait for the teacher's decision, if they commit an offense to somebody. These pupils are most of the time not expressive. They are more secretive because they do not express their feelings. Majority have the behaviour of being shy.

The indicator "I challenged other's mental and physical weaknesses" is described as *unnoticed* which means pupils demonstrated the behaviour *rarely*. Pupils are shy. They do not react or give comment or say something when their classmates give a wrong answer. They are afraid when the teacher asked them to elaborate the lesson. This result can be explained with the fact that the children manifested respect to their teacher inside the classroom. They have not fully practiced the values of respect because it has not yet become part of their system to display this action with the people they interact with. They have limited time to interact cordially with their peers or the elders in the family. This is because of their cultural practice wherein the children are prohibited from joining with the adults in the conversation. With the relatively lowest mean value is the statement keeping my hands, feet, objects and unkind remarks to myself". This is described as *unnoticed* which means it is *rarely* demonstrated. The finding implies that the pupils have not displayed unacceptable behaviour towards their classmates because they rarely interact with them. They do not bully their classmates and the refrain from giving comments that may cause trouble in the classroom.

This result can be attributed to the fact that the pupils have few encounters with other pupils in their community. This is because the locations of their homes are isolated and remote from the center of the barangay. So, they may have difficulty knowing the acceptable behaviour to a civilized society is. Their cultural character may have strong influence on their behaviour in the classroom and towards other pupils in school. The other indicators that have been found to be *ambivalent* classroom behaviour of the pupils are: "I ask apology whenever necessary", "I possess a good relationship with peers" and "I say please and thank you before and after the request is being done". This behaviour were sometimes demonstrated by the pupils.

The result may mean that the pupils show the behaviour *sometimes*. Teachers sometimes encourage the practice of apologizing for certain act. Pupils just do what the teachers teach in the lessons. Their being members of the indigenous group manifest that they have a distinct cultural character whose actions can be totally different from their own. Other classroom behaviours that were *rarely* demonstrated by the pupils are: "I enjoy fooling /kidding, or anybody else in class which caused troubles", "I initiate verbal/ physical fights, "I tease classmates, schoolmates and laugh at anybody's wrong answer", and "I interrupt or intrude into others". These classroom behaviours are demonstrated *rarely* by the pupils, indicating that they show this behaviour only few times. This finding indicates that the pupils do not demonstrate much undesirable behavior that can make them undesirable pupils of the class.

As individual, self-conceptions become more abstract and as they become more able to see themselves in psychological terms. They become more interested in understanding their own personalities and why they behave the way they do (Steinberg, 1996).

### Classroom Behavior of Children towards Classwork Activities

Table 3 presents the classroom behavior of the children towards classwork and school activities. In this section, the

Table 3  
*Classroom Behavior of Pupils Towards Class Work and School Activities*

Legend:

As a pupil, I show the following behavior ...	Mean	s.d.	Qualitative Description
bring complete materials to be used for class activities at all times.	2.97	0.98	Ambivalent
recite with my other classmates.	2.95	0.85	Ambivalent
ignore it intentionally when arriving home.	2.94	1.01	Ambivalent
I get good grades because I have a Good skill in making project	2.84	0.99	Ambivalent
get good grades because I have a good skill in making projects.	2.80	1.08	Ambivalent
copy from the work of others.	2.59	1.15	Ambivalent
just play around not doing the project.	2.50	1.02	Unnoticed
do not stand up to recite.	2.43	1.03	Unnoticed
look around for the answer.	2.37	1.08	Unnoticed
get angry to my teacher for calling me to recite.	1.77	1.07	Unnoticed
Total	2.62	0.48	Ambivalent
<i>4.21-5.00 Very prominent behaviour</i> <i>3.41-4.20 prominent behavior</i> <i>2.61-3.40 ambivalent behavior</i> <i>1.81-2.60 unnoticed behavior</i> <i>1.00 -1.80 no sign of such behavior</i>			

classwork being referred to are the academic-related activities that the teacher required from time to time as part of the activities to enhance their learning. The table shows that the children demonstrated ambivalent classroom behaviour towards classwork and school activities. This means that they demonstrate the behavior *sometimes*; indicating that there is an effort on their part to manifest the proper behavior and in the process, improve the practices that are acceptable to their classmates and school mates. However, these were not practiced all the time.

This result is attributed to the condition wherein the pupils do not have a steady or fixed behavior towards the activities that the teacher gave them. These behaviors are shown by ignoring the assignments given by the teacher when arriving at home, by not submitting the project to the teacher, getting good grades because of the good skill in making projects, reciting along with classmates, and bringing all the materials needed in making the project.

One of the problems that occur in teaching is the adjustment to schoolwork. Pupils come to school not submitting projects, not doing assignments, and coming late and sometimes absent affects pupils' academic performance. Teacher's techniques, strategies, and motivation towards pupils' classroom behavior would be valuable and a great help.

The findings are arranged from the highest to lowest mean. The first in rank among the indicators is: "I bring class materials to be used for class activities at all times". This obtained the highest mean which indicate that the pupils demonstrate *ambivalent* behavior. As experienced among these pupils for several years, it is observed that they never bring complete materials needed for the daily class activities. Not all of them have complete materials even if their parents provide them allowances which are given to them as recipients of the 4Ps program. Teachers generally understand this situation. The manifestation of behavior is partly due to the reality in the school setting and true experience of the learners.

With regards to the behavior activity of pupils in some related class works, particularly in homework and assignments, Bateria (2004) expressed that assignments are pursuit of supplementary activities enhancing understanding and learning of lessons. These motivate pupils to learn since they have to organize materials and practice some exercises in order to smarter expected skills. Thorndike's law of conditioning increased chances of being retained and incorporated in individual's mind.

The indicator "I recite with my other classmates" obtained the second highest mean which showed that the pupils demonstrate the behavior *sometimes*. This is described as *ambivalent* behavior. Pupils are shy and not expressive. They wanted to read in chorus and answer together. They do not want to recite individually by themselves. Their reason could be their uncertainty of their answer. They are worried if they will be teased for giving the wrong answer. As observed, it is good for them to be exposed to some activities that can build self-confidence and strong relationship, express their hidden talents and slowly boost emotions towards their classmates/ schoolmates.

The third indicator is "ignore it intentionally when arriving home" which is described an *ambivalent* behaviour. This means that the pupils demonstrate the behavior *sometimes*. Even though they know that they did this behavior, they think that if they will answer on their own, maybe this is wrong. For them it is better to copy from the answers of their classmates whom they trust could answer their homework correctly. As observed, pupils do not have self-confidence to answer by themselves. They prefer to copy the answers of their classmates, even if they know how to answer.

The fourth indicator is "I do not submit any project to the teacher". The pupils demonstrate this *sometimes* which is described as *ambivalent* behavior. As observed, when pupils are required to submit project requiring money to buy the materials, only very few can submit. The store where they usually buy school supplies is very far. It is very difficult for them to provide the materials which are needed to comply with the project. Aside from the location of the school which is far from the store, they could not their necessities, especially when there are other siblings in the family. Majority of them availed the *Pantawid Pangkabuhayan Pampamilya Program* (4Ps) which help them to continue their studies.

The indicator “get good grades because I have a good skill in making project” is described as an *ambivalent* behavior. This means that pupils sometimes demonstrate the behavior of having a good skill in making project because they have the skill. As experienced, when pupils were required to submit a project on handicraft making using indigenous materials, their projects were exceedingly good. The researcher was amazed at how they made their project using the indigenous and natural materials. The school is very near the forest, and this provides the pupils with great ideas in using the natural barks of trees, roots and etc. in making their projects.

The indicator “Copy from the work of others” is an *ambivalent* behaviour. Copying the work of others is one of the pupils behavior problem encounter by a classroom teacher. In the observation done by the researcher, pupils do not have self-confidence and they do not believe in themselves, that they can answer correctly their assignments. They prefer to copy the answer of their classmates than to answer on their own. Walworth (2002) revealed that it is important to discuss the rules of cheating with pupils. Pupils will be afraid to cheat if they know the consequences of cheating. The best method to reduce cheating is to create an atmosphere which is not conducive to cheating.

Regarding the behavior activity of pupils in some related class works particularly in homework and assignment, Bateria (2004) said assignment motivates pupils to learn since they can organize their materials, practice some exercises in order to master expected skills.

When good rapport exists between pupils and teachers and among pupils themselves, cheating is drastically reduced. It is much easier to cheat when teacher is cold and aloof. A pupil who feels and knows that the teacher does not know her or his name finds it easier to cheat, than a pupil who knows that the teacher knows her/him. Pupils cheat significantly less in a class with shared objectives and there is obvious excitement in learning (Kibbler, 2002).

Educating pupils about academic integrity takes both individual and collective effort. It is not only the effort of a teacher but for all the elements of educational system. A clear consistent institutional policy towards dishonesty is essential for promoting a culture of academic integrity. Teacher should endeavour you design learning environment and assignment that encourage pupils to investigate, analyse and synthesize information. Rewarding critical thinking and process-oriented work will diminish opportunity for dishonesty (Baldwin, 2005).

The indicator “Just play around not doing the project” is an *unnoticed* behavior of pupils. This was rarely a demonstrated behavior. Playing is their way of exposure to others. Few of them do not like to do the project because they have in mind that they cannot do it perfectly however, this behaviour is not often demonstrated.

The indicator “*don't stand to recite*” result to *unnoticed* behavior. It is observed that the pupils do not want to recite. This is because they lack self-confidence and they are shy to answer. They have difficulty in expressing their answers in English. They want to use their own language in discussing the lesson. For them it is easy to understand when they use their dialect. Aquino (2004) mentioned that all teachers need the basic skills to assume the role of counselors in the classroom. They can encourage children to participate and become involved in the class discussion. This would be essential to minimize or eradicate the behavioral problems of students.

Some guidelines can be used by classroom teachers for classroom instruction. They are as follows: to know, to understand, to emphasize and to warn each pupil; to accept each pupil completely by establishing a

friendly, permissive classroom climate; to utilize discipline to help each pupil; and to make each lesson or curriculum pupil-centered and plan units jointly with the pupils (Lee, 1986).

The indicator “get angry to the teacher for calling me to recite” is rarely/not very often demonstrated by the pupils. This is an *unnoticed behavior*. They are apprehensive to use English because they are afraid to be laughed at with their wrong grammar or sentence. This is the reason why the pupils rarely demonstrate the behavior.

Crow (1984) stated that for a teacher to give individual attention and solutions more effectively, he/she should be acquainted with the child’s degree of social and recreational activities and similar aspects of his personality Boral (2003) revealed that parents and teachers should cooperate with one another to improve the academic performance of pupils. She added that the parents not supervising their children work could cause the deterioration of the academic performance of pupils. Her major finding revealed the greater the involvement of parents in education of their children, the higher is the academic performance of children.

As observed, the pupils do not participate in all the tasks given by the teacher. If they are not motivated to work on the tasks, they cannot be forced into joining the activity. They only cooperate if they like the activity. They are choosy in their participation to class activities. They also have the habit of going around and disturb their classmates who may be doing the tasks about the lesson.

However, there were instances when students just play around while others are doing the activities. These are *unnoticed behavior*. This means that the behavior is manifested rarely. Others just copy the work of others their classmates. They do not stand up to give answer to the teacher’s questions. Some get angry when asked to rise and recite the answer. These classroom behaviors of the pupils were *unnoticed*, implying that these are *rarely* manifested by them. According to the teachers, the pupils who cannot give a correct answer were observed to be humiliated and use such situation to be angry towards their teacher and their classmates. This was also considered by them as discouraging situation because they feel embarrassed and could turn them off from further cooperating in future class activities.

With regards to the behavior activity of pupils in some related class works, particularly in homework and assignments, Bateriza (2004) believed that assignments could motivate children to work on them. These could help children practice their school work lessons and could develop confidence that they know the topics discussed by their teacher since they have studied them.

The *unnoticed behavior* of the pupils indicates that some of their acts are not really within their teachers’ approval, although these are actually very negligible to be noticed by the teacher. Pupils have a high respect for their teachers who assigned the task to them to perform. Although there are incidents where they do not actively participate in doing the tasks, these are done in an *unnoticed* manner. This indicates that the pupils do not show a consistent pattern of behavior especially in relation to their classroom activities. They show indifference in some classwork that are not interesting to them.

In a similar view, Pepper and Henry (1986) recommended a holistic approach to classroom learning. This accounts for the child’s inner and outer environment. The values of sharing, cooperation, group work, and harmony are seen to influence learning. The authors described the pupils as observational learners. Furthermore, because each pupil gives value to sharing, group reward systems typically work better than individual reward systems. The authors also suggested that the pupils are generally observational learners, thus, they learn better when utilizing simultaneous and global processing.

Similarly, Sparks (2000) recommended the use of cooperative learning, community and elder involvement, visual aids, oral approach with stories and songs, real life examples, and hands-on learning

techniques in teaching native students. Because of their strong visual-spatial abilities, visual aids including flow charts, pictures, videos, and art are recommended to supplement verbal instruction for pupils.

As a whole, pupils' behavior towards class work and activities is *ambivalent*. According to Azizi, (2005), among the problems that teachers encounter in school is to develop positive behaviors of the pupils. The task to solve this problem is not a simple matter because parents have high expectations to see their children achieve academic excellence.

#### *Classroom Behavior of Pupils towards Teachers and Persons in Authority*

Table 4 presents the behavior of pupils towards their teachers and persons in authority. As revealed in the table, the pupils manifested an *ambivalent behavior* towards their teachers and persons in authority. This means that the pupils manifest the behavior sometimes.

Table 4

*Classroom Behavior of Pupils towards Teachers and Persons in Authority*

As pupil, I show the following behavior...	Mean	s.d.	Qualitative Description
I leave the class with teacher's permission.	3.39	0.90	Ambivalent
I exhibit politeness to the teachers and persons of authority	3.34	0.90	Ambivalent
I follow classroom rules or teachers Expectations	3.09	0.83	Ambivalent
I listen quietly while the teacher explains	3.05	0.86	Ambivalent
I listen when spoken to directly (i.e., when given advises or reprimanded).	3.05	0.73	Ambivalent
I commit habitual absences from the class.	2.84	1.10	Ambivalent
I talk excessively (e.g., talkativeness).	2.45	1.00	Unnoticed
I actively defy or refuse to comply request or rules.	2.38	0.85	Unnoticed
I report to class/school late (e.g., tardiness).	2.29	0.88	Unnoticed
I challenged teachers and other school authorities.	2.18	1.06	Unnoticed
Total	2.64	0.46	Ambivalent

#### *Legend:*

- 4.21-5.00 Very prominent behavior
- 3.41-4.20 prominent behavior
- 2.61-3.40 ambivalent behavior
- 1.81-2.60 unnoticed behavior
- 1.00 -1.80 no sign of such behavior



Pupils are generally respectful towards their teachers and persons in authority. They follow the rules and advise of their teachers. Perhaps the reason why the result is ambivalent because the items included in this category may not be clearly grasp by the pupils.

During the interview, when the pupils were asked why they “leave the class without asking permission”, they responded that they forgot. This response may not totally express the real reason. This is usually an alibi given, even by older children or adults when made to give reasons for their failure to do what is expected from them. However, the researcher observed that pupils go out of the classroom to talk or play outside. Accordingly, they have difficulty in understanding English. Discussions are done in English. This is the reason why sometimes they just go out without asking permission they do not know how to express themselves in English.

Agno (1984) revealed that teachers seemed to be highly sensitive in the pupil’s behavior that disturbs classroom routine. Teachers should have varied methods of teaching and give some disciplinary actions to prevent such problems in behavior. Due to individual differences, pupils learn in different ways.

The indicator “*I exhibit politeness to the teachers and persons in authority*” is manifested as an *ambivalent* behavior. This means that pupils demonstrate the behavior sometimes. In the interview with the pupils, most of their answers are, sometimes they forget to greet the teachers or visitors. They just look at them without saying any word. According to the pupils, “*Wala ko naanad nga mag gret ug maayong buntag ug maayong hapon*”, clearly show that these pupils were not used to the habit of greeting their colleagues, their teachers and superiors in school. This also indicates that these children were not taught at home to have this practice. However, even if greeting adults is not habitually formed among the pupils, it does not mean that they are less courteous or polite.

The indicator “*I follow classroom rules or teachers expectations*” indicates that this is *sometimes* done. During the interview, they said they forgot what was expected to do. It is noted that the again use the same response on “*I forgot*” when asked about this behavior. This “*I forgot*” response is really made as an alibi whenever, they could not find a reason for their actuation. Pupils are observed to talk and play outside the classroom during the school hour. The indicator “*I listen when spoken to directly (i.e., when given advises or reprimanded)*” was demonstrated by the pupils sometimes. From the interview they listen so that they cannot forgot what the teacher said. They are excited while in the class seeing their classmates talking, laughing and playing with each other.

Levison (2006) said that there are many ways to motivate a dawdler of daily routine. Sometimes teachers have to be creative. The teacher should always vary the lessons to keep the pupils active and to avoid boredom. Teachers could also include posting of schedule. In this way the pupils are guided with what to do and how long each lesson last. The idea of definite work to be finished in a given time is valuable to the pupils, not only in training him the habits of order, but in diligence. Pupils are trained on the importance of time.

The item “*I commit habitual absences from the class*” was also an *ambivalent* behavior exhibited by the pupils. From the interview the pupils gave the following responses: “*I do not want to be absent because I want to see my teachers, classmates and friends in school*”. “*I need to take care of my younger brothers and sisters*” and the others said that “*my parent told me to help in the farm because I am the older brother*”. These reasons may not happen most of the time, but there were instances when they incur absences to help their parents and to take care of their brothers and sisters.

Parents must insist that pupils go to school and attend class each day. Parental monitoring of school attendance and teachers' notification when absences are incurred will help ensure that all pupils could attain academic success they deserve. Teachers' assistance and guidance, encouragement and development of good attitude among the pupils will surely minimize behaviour problems.

Arango (2003) mentioned that one common misbehavior activities of the pupils is their tardiness in coming to school. The item, "I report to class/school late (e.g. tardiness)" ranked second from the lowest. This behavior is *unnoticed*. Other classroom behavior of pupils include: unnecessary tardiness, temper outburst and disinterest in schoolwork, unpopular with children, and family financial status. These could affect pupils' academic performance.

The table further revealed that there is *unnoticed behavior* that the pupils manifested. These *unnoticed behavior* means that they were *rarely* shown as classroom behavior of the respondents. The indicator "I challenged teachers and other school authorities" got the lowest mean. Although found to be a misbehavior among the respondents, were *unnoticed*. This is due to the fact that the pupils do not have the courage to provoke their teachers and school authorities by challenging them.

Opena (1999) stated that no other person in the school organization has much potential for influencing students for good and bad, than the teachers. As such, teachers have influence on their pupils. Pupils try to emulate their teachers in many aspects. The influence or changes in a pupil's trait of carelessness to carefulness, indolence to diligence, can be attributed to a good teacher (Hinlo, 1983). It is important to develop smooth relationship between teachers and pupils to have a smooth flow of instruction.

Similarly, other *unnoticed* behaviour of pupils in the classroom include: "I talk excessively (e.g., talkativeness)", "I actively defy or refuse to comply request or rules". "I report to class/school late (e.g., tardiness)". This means that these behaviors are *rarely* shown by the respondents towards their teachers because of their high regard and respect.

One important aspect of the student's education is the amount of time actually spent in the classroom. When pupils arrive late, are absent from school or cut class, they forgo the opportunities to learn.

When pupils disrupt classes by being late, they interfere with opportunities of other students to learn. More important, the habits of being consistent and on-time in their attendance. These are habits that will serve young pupils well in their future work. (<http://conse.capemayshool.com/handbook/tardy/html>).

Pupils who arrive late at school or class in the morning or afternoon session could have behavior problems. Teves (1999) mentioned tardiness, absenteeism, cheating and telling a lie as the most prevalent disciplinary problems. In this case, it should not be tolerated. Teachers should correct such behaviour problems.

A child who lives far from school will have an attendance problem. Walking a far distance to school will become a behaviour problem and tardiness or absenteeism could occur (Geroy, 1997).

According to Sultan (2010) Classroom discipline is one basic factor in the teaching and learning process. It helps minimize disruptive behaviour of the learner. With classroom discipline, pupils could focus on their lesson. This is very essential in the achievement of quality education (Reyes, 2002).

The item "*I challenged teachers and other school authorities*" was an *unnoticed* behavior. This behavior is not very characteristic of Filipino school children. They have much fear and respect for their teachers. Their parents usually orient their children to "behave and obey their teachers in school". It would be a shame on the part of the parents to know that their children defy school authorities. They would surely scold their children when they know that they misbehave in school and disobey their teachers or the principal.

Cabarteja (1994) revealed that more often than not, teachers complain about the manifestation of the pupils undesirable and unacceptable behaviour inside and outside the classroom. This could be because of their inability to understand the children's present family status or home situation. In this sense, the teacher is a guide, a researcher, a counsellor, a creator, an authority, an inspirer of vision, a doer of routine, a story teller, an actor/actress, a facer of reality and an evaluator (Pesquera, 1989).

Showing respect as an *ambivalent* behaviour is indicated in the way the pupils regard their teachers. This is noted when they greet their teachers. Sometimes they do not express their respect through greetings or saying "*good morning or good afternoon*". Their being shy prevents them from expressing their greetings to the teachers unless they are told to do so. EDCOM (1991) stated that the teacher is the single most important authority to the education of the young children. The pupils show high respect to their teachers and persons in authority.

### *Summary of Pupils' Classroom Behavior*

Table 5 shows the summary of pupil's classroom behavior in San Guinto Elementary school. As reflected in the table, the pupils are *ambivalent* in their manifestation of classroom behavior. This *ambivalent* behavior means that they manifest the behavior sometimes at one particular context and not in another similar context. This indicates further that they show this behavior in the three dimensions.

Table 5  
*Summary Table of Classroom Behavior of Pupils*

<i>As pupil, I show the following behaviour...</i>	Mean	s.d.	Qualitative Description
Behavior Towards Teachers and Persons Authority	2.80	0.34	Ambivalent
Behavior Towards Classmates/Schoolmates	2.64	0.46	Ambivalent
Behavior Towards Classwork/School Activities	2.62	0.48	Ambivalent
Total	2.64	0.46	Ambivalent

Among the three areas where classroom behavior of the pupil is manifested: the behavior towards the teachers and persons in authority has relatively the highest mean, while the behavior towards class work and school activities have the lowest mean. All the areas however, described the pupils' classroom behavior to be *ambivalent*.

The reason for the *ambivalent* behavior could be a product on how they understood what the items in the questionnaire and asking from them. They may not totally capture the essence of the question such that they simply would respond "*sometimes*". Probably, they are too shy to be assertive in saying that they manifest this behavior *most of the time* or *all the time*. Merely asking the pupils to answer a questionnaire to check on their behavior could not really capture the usual behavior of children. There would be a need to really do

actual observations, thorough an in-depth study about how children behave in different situations and on different times.

### Academic Performance of Pupils

Table 6 presents the academic performance of pupil of San Guinto Elementary School. It reveals that generally, the pupil has *fair* academic performance. This average rating is from all the subjects that these pupils took during the school year 2012-2013.

This can be attributed to the low ratings they got from all the subject areas. The low academic performance is could be partly attributed to the behavior they manifest in various aspects of their classwork. They have limited participation because of their feeling of Inferiority and dependency attitude. Pupils are dependent that someone will do the work for them.

Table 6

*Level of Academic Performance of Pupils*

Subject	Mean	s.d	Q.D.
Filipino	79.39	3.87	Fair
Makabayan	79.39	3.59	Fair
Science	78.93	3.59	Fair
Mathematics	78.58	3.97	Fair
English	78.41	3.12	Fair
GPA	79.01	3.69	Fair

From the interview with the teachers they said that, the pupils have shown indifferent attitude towards their academic work. They do not care much about their studies. They have not realized the meaning of schooling. They can hardly have their full attention to the lesson for one whole class period. They have short attention span. It would be very important for teachers to be able to hold the attention and interest of their pupils to make them realize the importance of what they are learning.

The overall GPA shows that the pupils have *fair* rating. All the subjects have *fair* rating. The lowest rating of the pupils is in English subject. The low score in English indicates that the pupil have *fair rating* in the subject. English is a second language to the pupils. English has foreign connotation. It is not within the experience of the pupils to acquaint themselves with this foreign language included in the basic education curriculum. The pupils have difficulty in understanding English and more importantly, they do not use this at home or in the community.

According to the pupils, "*dili ko makasabot sa leksiyon kay Englis man*" (*I cannot understand the lesson because it is using English*). This means that English language when used as the medium of instruction in some subjects would require teachers to really make the pupils learn the lesson.

Moreover, Burke and Herron (2002) expressed that the academic problems of pupils include the difficulty in getting their homework done, failure to pass assignments on time, skipping classes, not attending class regularly and preparing for tests and examinations. Very likely, pupils cannot make their assignment when these are in English.

The highest mean on pupil's ratings was in Filipino subject, followed by Makabayan which is taught in Filipino. It is obvious that children would prefer to be active in these subjects because they can very well understand their lesson when Filipino language is the medium of instruction. However, their rating is still

categorized as *fair*. This is probably one of the reasons why the mother-tongue based instruction is now advanced by the DepEd in the public schools, for children to better understand their lessons.

Science and Mathematics ranked third and fourth with almost similar ratings with English. These subjects are usually taught in English, because these are technical subjects where the terms used may not have the translations in Filipino or in the dialect. Besides, for some children who are not mathematically and scientifically inclined would find these difficult.

#### *Relationship of Classroom Behavior and Academic Performance in Different Subjects*

Table 7 shows the relationship of classroom behavior and academic performance of pupils in the different subjects. It is revealed that the classroom behavior of the pupils *towards their classmates and school mates* is significantly related to their academic performance in Makabayan and Science. Such behavior is significant in their general point average in the second grading period. This means that the behavior of the pupils towards their classmates and school mates have significant bearing on their academic performance. However, no significant relationship existed between classroom behavior towards classmates/school mates and academic performance in English, Filipino and Mathematics.

The table also revealed that there is a significant relationship between the pupil's *behavior towards schoolwork/school activities* and their academic performance as shown in their general point average.

Table 7

*Relationship Between Classroom Behavior and Academic Performance*

Academic Performance	Classroom Behavior			
	A	B	C	Overall
Makabayan	.20*	-.16	.18*	.07
Science	.22*	-.18*	.19*	.08
Filipino	.16	-.21*	.13	.02
English	.13	-.24*	.10	-.02
Math	.10	-.26*	.11	-.04
GPA	.18*	-.20*	.14	.03

*Legend \* means Significant at .05*

*A. Classroom behavior towards classmates/schoolmate.*

*B. Behavior towards schoolwork/school activities.*

*C. Behavior towards teachers and persons of authority.*

Similarly, significant relationship is observed between the pupil behavior towards school work and school activities and their performance in the Filipino, English, Mathematics and Science subjects. This relationship is significant at .05 significance level. It is observed however that the relationship is inverse because of the negative values. This means that when the behavior towards classmates/schoolmates increases, the academic performance decreases. Pupil's behavior towards schoolwork/school activities revealed that the academic performance increased, yet the behavior towards schoolwork/school activities decreased. This mean that even if pupils do not show much cooperation in submitting school projects and homeworks, they still pass

the subject. Even if they do not participate in school activities, yet the teachers were very considerate in giving them high grades.

There is also a relationship between pupils' *behavior towards teachers and persons in authority* and their academic performance considering Makabayan and Science subjects. This means that teachers teaching science and makabayan had influenced their pupils performance in these subjects.

However, it is observed that there is no relationship in the pupils' academic performance during the second grading period and their *behavior towards teachers and persons in authority*. In this aspect, no significant relationship existed between the children's behaviour towards their teachers and persons in authority and their academic performance in Math, Filipino and English.

In general, the table reveals that there is a significant relationship between the academic performance of the children and their classroom behavior towards classmates/schoolmates and towards classroom work and school activities. No significant relationship is found in their classroom behavior towards their teacher and persons in authority and their academic performance.

This indicates that the academic performance of pupils is affected by their behavior towards their classwork. If they participate actively in their academic work, they could learn and their performance would improve. If they do not have good and active participation in the lessons, they will not be able learn their lesson, and so their performance would be low.

The result is supported by the study of Ebcas (2004) on the academic performance and behavior problems of Grade VI pupils. It was found that the behavior problem such as bullying, truancy, fighting among pupils and tardiness were *seldom* manifested among the respondents. The lower the frequency of manifestation of behavior problems, the higher is the academic performance of pupils.

Further analysis shows that correlation is not significant between the classroom behavior of the pupils towards all the three areas in the study and their academic performance in Filipino. This means that their classroom behavior towards classmates and school mates, classwork and school activities, and teacher and persons in authority have no influence on their academic performance in the subject.

### Summary

This study described the classroom behavior and academic performance of pupils in San Guinto Elementary School at Pangantucan district during the school year 2012-2013. It answered the specific problems on classroom behavior of the pupils in terms of a) behavior towards classmates and schoolmates, b) behavior towards work and activities, and c) behavior towards teachers and persons in authority. It also described the academic performance of the pupils and determined whether or not there is a significant relationship between the academic performance and their classroom behavior.

This study used the descriptive method of research. Purposive selection of pupils enrolled at San Guinto Elementary School was done. It used a researcher-made questionnaire-checklist, observation and interview as tools in gathering data. The respondents were taken from Grades 1 – 6 classes.

## Findings

The following are the findings of the study:

1. The pupils enrolled at San Guinto Elementary School have *ambivalent* classroom behavior towards their classmates and schoolmates, towards their class work and activities, and towards their teachers and persons in authority.
2. The pupils' academic performance is *fair* in all the five subject areas.
3. There is a relationship between the academic performance of pupils and their behavior towards their classmates and school mates and towards class work and activities. No relationship exists between the classroom behavior of pupils towards the teachers and persons in authority and their academic performance.

## Conclusions

Based from the findings the following conclusions are drawn:

1. Since behavior of pupils is *ambivalent*, therefore they demonstrated the behavior sometimes towards their classmates, schoolmates; towards classwork and activities; and teachers and persons in authority.
2. Since the pupils have *fair* academic performance, therefore they have moderately low performance in all their subjects.
3. Since there is a relationship between pupil's performance and classroom behaviour towards their classmates/schoolmates and towards their schoolwork/activities, therefore these behaviors have to be monitored for proper guidance of the teachers.
4. Classroom behaviour towards teachers and persons in authority do not affect or influence pupils' academic performance.

## Recommendations

Based on the findings and the conclusions drawn, the following recommendations are offered:

1. The classroom teachers need to strengthen the ambivalent classroom behaviour of the elementary school pupils through cooperative learning activities, intensified homeroom guidance activities and utilizing the learning module in *Edukasyon sa Pagkakatao*.
2. The teachers need to conduct remedial lessons and enrichment activities in the five learning areas in order to improve academic performance of the pupils.
3. School administrator needs to support the teachers in implementing guidance program and remedial program of teachers and pupils. In-service training program in classroom management and character building would be essential.
4. Parents have to monitor on their children's needs in order to enhance their learning. They have to teach values to their children to build a strong character.



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Appendix A

**Correlation Analysis on Academic Performance and Classroom Behaviour of Indigenous Children**

		GLVEL	A total	B total	C total	overall
Filipino	Pearson Correlation	.215*	.160	-.205	.133	.019
	Sig (2-Tailed)	.015	.070	.020	.133	.829
	N	128	128	128	128	128
English	Pearson Correlation	.243**	.132	-.236**	.097	-.021
	Sig (2-Tailed)	.006	.136	.007	.275	.811
	N	128	128	128	128	128
Math	Pearson Correlation	.206*	.099	-.257**	.108	-.043
	Sig (2-Tailed)	.020	.264	.003	.224	.630
	N	128	128	128	128	128
Makab	Pearson Correlation	.285**	.196*	-.59	.81*	.074
	Sig (2-Tailed)	.000	.027	.072	.041	.404
	N	128	128	128	128	128
Science	Pearson Correlation	.231**	.223	-.180*	.188*	.079
	Sig (2-Tailed)	.009	.011	.041	.034	.373
	N	128	128	128	128	128
GPA	Pearson Correlation	.194*	.179*	-.200*	.136	.002
	Sig (2-Tailed)	.028	.043	.024	.125	.980
	N	128	128	128	128	128
GLVEL	Pearson Correlation	1	.057	-.188*	.199*	.002
	Sig (2-Tailed)		.55	.034	.025	.980
	N	128	128	128	128	128
Atotal	Pearson Correlation	.057	1	.414**	.287**	.765**
	Sig (2-Tailed)	.525		.000	.001	.000
	N	128	128	128	128	128
Btotal	Pearson Correlation	-.188*	.414**	1	.425**	.830**
	Sig (2-Tailed)	.34	.000		.000	.000
	N	128	128	128	128	128
Ctotal	Pearson Correlation	.199*	.287**	.425**	1	.687**
	Sig (2-Tailed)	.025	.001	.000		.000
	N	128	128	128	128	128
Overall	Pearson Correlation	.002	.766**	.830**	.687**	1
	Sig (2-Tailed)	.980	.000	.000	.000	
	N	128	128	128	128	128

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*\*Correlation is significant at the 0.05 level (2-tailed)

## Appendix B

### Form of Parent's Consent

#### Parents' Consent

I \_\_\_\_\_ the parent of \_\_\_\_\_ hereby permit Ms. Lolita A. Dulay to let my son/daughter answer the questionnaire on "Classroom Behavior and Academic Performance of Indigenous Children". We also allow her to interview our son/daughter in the classroom.

Knowing the benefit we can get from the study. We also welcome the researcher to interview and visit us about our son/daughter.

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Parents Signature over Printed Name