



March 2016

Children's Perception On Teachers' Responses To Classroom Misbehaviours: Input To Classroom Management

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input to classroom management

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**CHILDREN'S PERCEPTION ON TEACHERS' RESPONSES
TO CLASSROOM MISBEHAVIOURS: INPUT TO
CLASSROOM MANAGEMENT**

A Thesis

Presented to the

College of Graduate Studies

and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education with Specialization in Child Study

CHERRIE ANN A. CUSTODIO

March 2016



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

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DEDICATION

This humble piece of work
is wholeheartedly and affectionately dedicated
to my inspiration in life, who has always been there
always at my side, my husband Rollie A. Calo, to my mother,
and siblings for their immeasurable love, concern,
consideration
and encouragement to make this study
a successful one.... to my friends,
for their untiring support
and above all the
ALMIGHTY GOD.

Cherrie

A B S T R A C T

Name : **CHERRIE ANN A. CUSTODIO**

Title : **CHILDREN'S PERCEPTION ON TEACHERS' RESPONSES TO CLASSROOM MISBEHAVIOURS: INPUT TO CLASSROOM MANAGEMENT**

Key Concepts : **Classroom Misbehaviours, Teacher's Responses, Children's Perception**

Degree : **Master of Arts in Education**

Specialization : **Child Study**

Advisers : **Dr. Priscila B. Dizon**
Prof. Sheila Marie B. Adona

This study generally aims to help teachers in handling misbehaving children by being aware of the perceptions of the pupils to their responses on classroom misbehaviours. This study aims to identify the misbehaviours in the Grades IV, V, and VI classrooms as reported by the teachers, and the responses of teachers to the misbehaviours as reported by the pupils. Children's perception on teacher's responses was also known to identify responses that are effective and acceptable. The study also inquires on other

possible causes of misbehaviours such as academic performance, family background, and level of pupil self-esteem.

This study employed both quantitative and qualitative method of research to identify the classroom misbehaviours of children and teachers' responses to those misbehaviours. Researcher-made questionnaires were used to gather the needed data for this study. A total of 30 teachers in one of the largest public elementary school in Marikina City and 300 Grades IV-VI pupils drawn purposively to identify the children's classroom misbehaviours and the teacher's responses. Rosenberg Self-Esteem Scale (RSES) was also utilized to determine the level of self-esteem of the Focus Group Discussion (FGD) participants. The focus group discussion was administered to 30 out of 300 pupil-respondents purposively selected by the teachers to determine the perception of children on the teacher's responses to their classroom misbehaviours. The data gathered from the survey-questionnaires were analyzed and interpreted using frequency and ranking while the data from the focus group discussion was analyzed using Krueger's Framework of Data Analysis (1994).

The results of the study show that the common misbehaviours of children are disruptive and off-task behaviours. These may result from some teacher-factors such as teaching and discipline styles. Unruly behaviours are commonly rooted to family and peer influences. Most teachers frequently use positive discipline in handling misbehaviours. However, if the child

misbehaves repeatedly, the teacher unintentionally resorts to punishments. Aside from positive discipline, some punishments are considered effective and acceptable by the children as long as the teacher explains it properly to the receiver of the punishment.

The researcher recommends that teachers should be knowledgeable and be informed on different strategies in handling children with misbehaviours and coordinate with the Guidance Counsellor. The counsellor has an active role in counselling children who have been frequently misbehaving. The school should think of effective ways to inform the children on the school rules and policies. Likewise, the school must conduct seminars that will provide teachers varied strategies in handling children with misbehaviours.

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Chapter I

THE PROBLEM AND ITS SETTING

Introduction

Classroom misbehaviours cause teachers' stress and frustrations. "Teachers believe they spend a disproportionate amount of time dealing with behaviour problems compared with time spent on instruction and academic activities" (Cains & Brown, 1996 as cited in Giallo & Little, 2003, p. 21). It also affects children's performance in school and their social skills to gain friends. Children with misbehaviours are described by most teachers as those individuals who are difficult to handle and not behaving properly with a task.

Children misbehave because of some reasons and these reasons must be known to teachers and parents so that at an early age, misbehaviours of children could be corrected and these children could be guided accordingly. Researches enumerate some factors that may contribute to misbehaviour in the classroom. Among these are children's needs or goals such as seeking attention, contest for power, seeking revenge, and display inadequacy (Dreikurs, 2004). Other factors that may contribute to children's misbehaviours are the family background such as *parenting styles* and *discipline styles* (Bernstein, 2006; Batalla, 1964) and *economic status*

(Bangkok: UNESCO, 2006); academic performance (Akpan, 2010); and self-esteem (Campbell & Lavalee, 1993).

Teachers' personality may also affect children's discipline (Rea, 1992). Since children spend most of their time in school, teachers play a very significant role in developing not only children's minds but their characters as well. The experiences of children are greatly influenced by the kind of relationship teachers have with them each day. It was found out "that positive student-teacher relationships were predictive of better conduct ratings and reduced risk for retention among elementary school students" (Reddy, Rhodes & Mulhall, 2003, p. 120). On the other hand "experiences of violence usually result in low self-esteem, fear, anger and helplessness among children" (PWU, 2009).

The motivation of children to learn also lies on the interpersonal relationship of teachers with them. Hence, "the atmosphere created by a good interpersonal relationship is the major condition for learning" (Patterson, 1973, p. 98 as cited by Ybañez, 1986).

Similarly, Seroy (1984) as cited by Ybañez (1986, p. 27) states that:

"The success and effectiveness of teaching greatly lies on the degree of relationship between the teacher and the pupils. Good teacher-pupil relations may result in a better classroom organization; on the other hand, poor relationship may yield misunderstanding, disharmony and conflicts of ideas. As catalyst of learning and agent of change, teachers must learn how to deal effectively with their students."

"Teachers and students agree that that lead to mutual respect are the most significant in classroom interactions" (Poulou, 2009). Also, John Dewey

as cited in Ramos (1979, p. 441) said that: “*The secret of education lies in respecting the pupils.*” Some teachers are proficient in teaching lessons but are not loved and respected by the pupils, simply because they fail to respect the rights of children by being too tough in implementing school rules.

Children expect that teachers will understand them, care for them, listen and help them in their difficulties. In fact, there are instances when children feel more comfortable and secure in school than in their own homes. They even trust their teachers more than their parents. Unfortunately, teachers sometimes do not meet these children’s expectations due to inadequate knowledge of their learners’ unique characteristics.

A pupil’s discipline is a key for his success in his school performance. Some children may have great minds but are undisciplined. They misbehave in class. As a result, they have poor academic performance. Some teachers may feel bad about it while others are challenged to bring out their potentials. With this, teachers continue to discover possible ways to improve their classroom management. Classroom management could predict the success of pupils. An orderly classroom environment with minimal disruption and wasted time clearly creates an atmosphere that permits teachers and students to focus on the critical tasks of learning (Evertson & Enver, 2009, pp. 20-21). A major part of teacher’s classroom management is the behaviour management. Too sad, but many teachers are unaware of their responses on children’s misbehaviours due to stress and feeling of being exhausted. They do not come to realize that some

of their responses, especially negative ones, do not actually teach discipline among children, but rather they trigger more of their misbehaviours. It is a fact that, intentionally or unintentionally, pupils are being hurt physically and emotionally by their teachers.

“Physical and verbal forms of violence are accepted by the children as part of discipline and seen as appropriate when inflicted within certain parameters” [PWU, 2009, p.3]. Others perceive it as unacceptable and abusive. But still, “children generally prefer a more positive form of discipline such as being talked to and corrected or guided/counselled in response to offenses or violations made in school” (PWU, 2009, p.3). In the classroom, there are instances when the teacher tries to discipline the children, but it is perceived by the pupils as punishment. The “contrasting student and teacher views can lead to a downward spiral of mistrust. Students withhold their cooperation until teachers “earn it” with their authentic caring. Teachers withhold caring until students “earn it” with respect for authority and cooperation. Students expect unfair treatment and behave defensively when they sense any unfairness. Teachers get tough and punish. Students feel correct in mistrusting, and become more guarded and defiant. Teachers feel correct in mistrusting and become more controlling and punitive, and so it goes” (Woolfolk Hoy & Weinstein, 2006).

“In November 2007, PLAN Philippines commissioned the Philippine School of Social Work (PSSW) of the Philippine Women’s University to undertake a study on violence against children (VAC) in public schools in areas

covered by PLAN programs. At least 5 out of 10 of children in Grades 1-3 7 out of 10 Grades 4-6, and 6 out of 10 in high school have experienced some kind of violence in school. Verbal abuse is the most prevalent form of violence experienced by children in all school levels” (PWU, 2009).

For these reasons, this study wanted to know more about the experiences of Grades 4-6 pupils in the school particularly with the teachers’ responses on their classroom misbehaviors and children’s perceptions on these responses which will serve as input to teacher’s classroom management. Some researches focused on effective classroom behaviour management but do not include how children feel and make sense of their experiences. The participants in this study shared their experiences and their reactions which had never been heard of by their teachers. The teachers will realize that the impact of their actions does not end on the day it happened but it might have longer and deeper effects in their lives.

The researcher would also like to find out the meaning behind the silence of children on the responses of the teachers towards their misbehaviour. The researcher aimed to help the children relieve the pain they had experienced with teachers’ responses and voice out their feedbacks for they cannot do it in front of their teachers because some were afraid or ashamed. The focus of this study is to give awareness to teachers of the perceptions of the pupils on their responses on classroom misbehaviors. The results of the study will be very significant in developing better responses and relationships of teachers with the students.

CONCEPTUAL FRAMEWORK

Barrientos (2010) made a study on the tales of pain and survival of public school elementary teachers regarding classroom discipline – on how they understand the concept of classroom discipline. These include the strategies used by teachers to address misbehaviour from the acceptable approaches to the abusive strategies and the effects of classroom discipline problems on the teacher.

In this regard, the researcher came up with a concept of having similar study pertaining to classroom discipline in public schools. The researcher would also like to study the tales of pain of children from teachers' classroom discipline. It would include the perceptions of children on the strategies or responses of teachers on their misbehaviours and how they feel about it. The researcher visualized this study as a response of the pupils to the study made by Barrientos (2010) and served as an input to better classroom management specifically classroom discipline of teachers for children's misbehaviours.

The study wanted to know the different classroom misbehaviours observed by teachers in the intermediate classes. Perhaps, there are certain misbehaviours that other teachers tolerate while others think need some disciplinary actions. Thus, the researcher aimed to know the responses of teachers as he believes that their responses vary depending on the misbehaviours that occur in the classroom.

There are some times that the teachers fail to consider the feelings of children in their way of responding to misbehaviours. When a child stops misbehaving after a certain strategy, the teacher may think it is an effective technique but on the child's perspective, it is not. This misconception may lead to worse misbehaviour of a child. "Furthermore, it can be argued that the use of aggressive disciplinary techniques is a form of teacher misbehavior with the potential to adversely effect productive outcomes for students, leading instead to defensive and negative student responses, psychosomatic complaints, school inactivity, apathy, and behavior disorders" (Lewis & Riley, 2009 as cited in Romi et. al, 2011, p. 233). Support for this finding can be found in Thorson (1996) who pointed out that out that students indicated they sometimes engaged in maladaptive behavior as a form of resistance. "It was further confirmed by the interpretation of Woolfolk-Hoy and Weinstein (2006) that students "tried to 'get even' with teachers who were rude or didn't teach the class effectively" (p. 183) as cited in (Romi et al., 2011, p. 238). While Thorson (1996) found out that "students indicated they sometimes engaged in maladaptive behaviour as a form of resistance.

The study included self-esteem as one of the factors affecting the misbehaviours of children. Self-esteem influences human cognition, emotion, motivation, and behaviour (Osborne, 1996 as cited in Bolaños, 2008, p. 29). The child's work suffers when emotional tension is present because his ability to concentrate suffers (Hurlock, 1956, p. 214).

The researcher assumed that in designing discipline strategies, it is important to consider the perceptions of children towards the different responses of teachers on classroom misbehaviours. “In particular, the child's perception of origin climate of the classroom appears to influence self-perceptions, such that the more the classroom was perceived as origin in nature, the greater the child's self-esteem, perceived cognitive competence, and mastery motivation” (Ryan & Grolnick, 1986, p. 557).

Through children's perceptions, the teacher can identify which of their techniques are effective and acceptable. Strategies seem to be effective if these can stop the children from misbehaving. However, not all effective strategies are acceptable. According to Barrientos (2010), teachers classify discipline strategies as acceptable if these methods effectively prevent and immediately address misbehaviors, without causing visible harm to students including the use of calculated physical strategies as it instantaneously addresses misbehaviors. On the other hand, discipline strategies are considered unacceptable if it causes emotional and physical harm on the child; and if it stems from tolerance for school delinquency and misbehaviors.

Guided by the above concepts, this study focused on identifying the children's perception on teachers' responses on children's misbehaviours in the classroom. The results of the study serve as input to teacher's classroom management through developing an action plan on handling students with misbehaviours particularly in the intermediate classes.

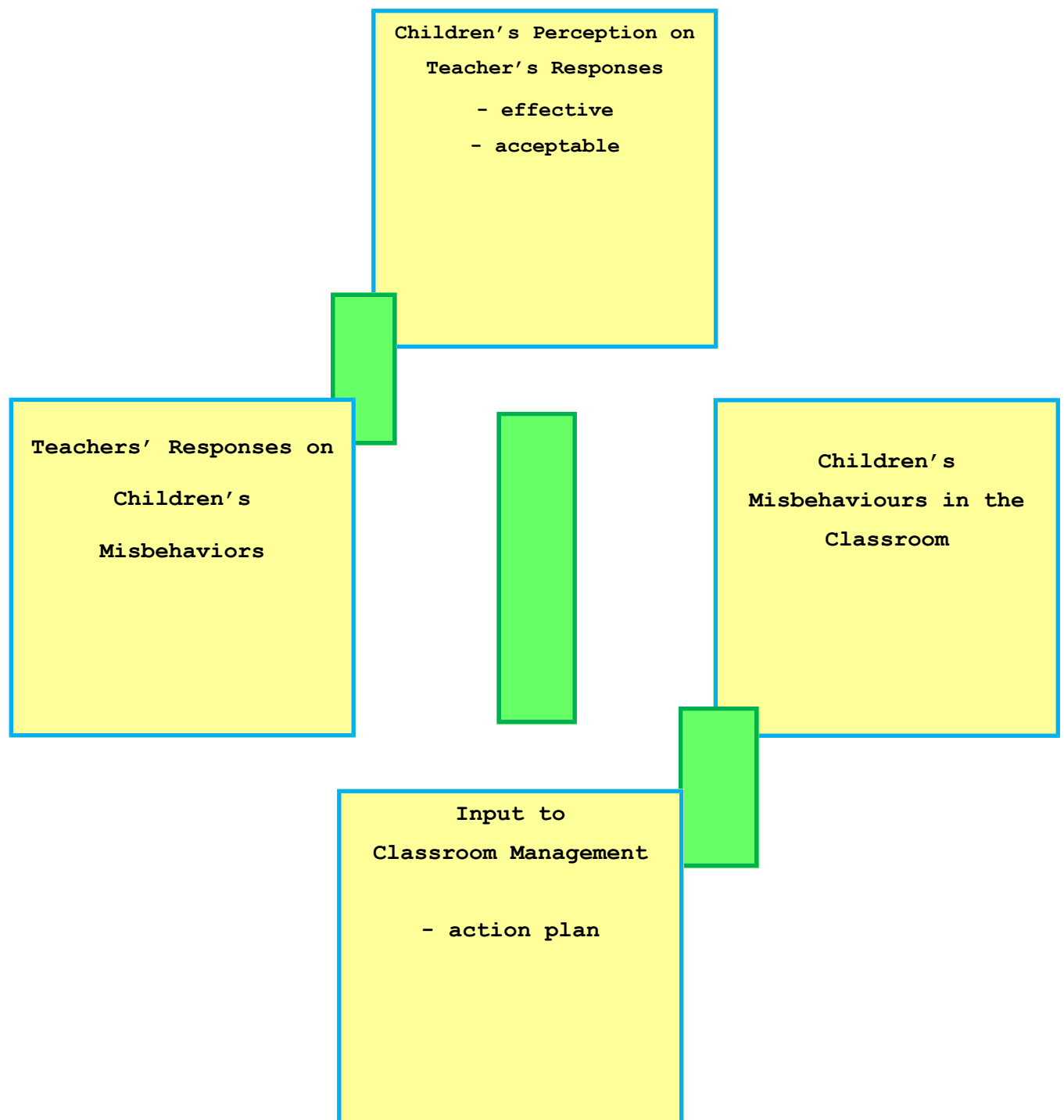


Figure 1. Conceptual Framework

Statement of the Problem

This study generally aims to improve teacher-pupil relationship by providing teachers' knowledge of pupils' affective needs. It describes pupils' perceptions on teachers' responses to their misbehaviours by answering the following questions:

1. What are the classroom misbehaviours as reported by teachers?
2. What are the responses of teachers to the misbehaviours of pupils?
3. What is the perception of the pupils with the teacher's responses on the classroom misbehaviours?
 - 3.1. What responses are effective as perceived by the pupils?
 - 3.2. What responses are perceived to be acceptable?

Significance of the Study

The significance of the study could be viewed in various perspectives – its importance to the teachers, pupils, guidance counsellors, and school policy makers.

A teacher affects eternity – he/she can never tell where his influence stops nor can a teacher know for sure what aspects of his teaching function will be influential. Perhaps one student responds to a teacher's enthusiasm, another, to his sense of humor, a third to his kindness and a fourth to his prejudice. That teachers do influence students cannot be denied (Adams, 1934, p. 300). Through this study, the teachers will realize how their responses affect the perception of children towards their selves, teachers, and the school that has an impact on their school performance. Teachers will also realize how they could be of great help in building the characters of the children or how they could unwittingly be a factor in quelling their hopes.

Teachers play a significant role in providing various experiences to children. Children may have happy memories of school that will encourage them to develop positive attitudes through adulthood or they may have traumatic experiences that they may carry throughout their lives. These experiences have great contribution to the personality of a child. Sometimes, when teachers get mad because of misbehaviours, they make impulsive responses which later on make them regret. But what has happened cannot be changed. Children have already suffered and it becomes part of their experience. Through this study, the teachers will know how good or bad, useful or painful their responses are to the children's experiences and how the children feel about it. They will be aware of the perceptions of pupils on their responses to classroom misbehaviours. Therefore, it will help the teachers

address properly the classroom misbehaviours, how to manage the classroom effectively, and how to give appropriate feedbacks on children.

The results of the study will help teachers think of better responses on classroom misbehaviours. They may consider those effective and acceptable discipline strategies identified by the children. The results of the study will also serve as an evaluation of their behaviour management which is an important basis in developing better and effective discipline strategies that are child-friendly and enhance good teacher-pupil relationship.

It is not easy for the pupils to talk to their teachers regarding their inner feelings especially when it is not favourable. *“Certain emotions especially fear, anger, and jealousy – often called the “unpleasant emotions” – is harmful to the child’s development”* (Hurlock, 1956, p. 214). Through this study, the children will be relieved of these unpleasant emotions or whatever thoughts that disturbed them towards teachers’ responses on their misbehaviours. It was a venue for the children to be understood by the teachers on what they feel in every response of the teacher to their misbehaviours. Indirectly, the children could tell their feedbacks on the teachers’ responses whether effective and acceptable so that the teachers would be also aware of their actions.

This study describes the characteristics of a misbehaving child and the possible causes of his misbehaviours. Through this knowledge, pre-judgment could be avoided in dealing with these children and appropriate guidance could be given to the parents and teachers in handling misbehaviours and other

related issues. The guidance counsellors will realize their important role in counselling those children who have been frequently misbehaving.

Finally, the school head could make use of the results of the study to evaluate the classroom management of the teachers. School organizers may include the results of this study during seminars or in an open forum to broaden the knowledge of the faculty and discuss strategies that will improve teachers' skills in classroom management. The school policy makers may consider relevant perceptions of the children regarding teachers' responses to their misbehaviours in developing better school policies and guidelines that will make the institution more child-friendly and child-centered.

Scope and Limitation of the Study

This study involved 30 teachers and 300 pupils from Grades IV, V, and VI classes in an urban public elementary school with one of the largest student population in Marikina City.

The researcher-made questionnaires and focus-group discussion (FGD) questions were limited within the level of the respondents and may not be appropriate to primary levels. Questions were written in Filipino to make sure that the respondents understood them very well. They also answered in the Filipino language to freely express their experiences and perceptions.

This study also aimed to present the real setting in an urban public school of large class size; therefore the results may vary if conducted in schools with low teacher-student ratio or in private/exclusive or in rural public schools.

Definition of Terms

The following keywords used in the study are defined conceptually and operationally.

A. Children's Perception - "Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world" (Lindsay & Norman, 1977). In this study, children's perception refers to their ideas, feelings, attitudes, and expectations towards the teacher's responses to their misbehaviours.

B. Classroom Misbehaviour - "any behaviour that significantly interferes with the child's own learning, other children's learning or responses, or the teacher's ability to operate effectively" (Merrett & Wheldall, 1984, p.87). In this study, these are the attitudes of children which are not appropriate on tasks and rules

given by the teacher in the classroom setting. These behaviours were categorized into three (3) namely:

1. *Off-task behaviours* refer to conducts that are not relevant in performing a task such as showing disinterest on the lesson, failure to complete task, and doing unnecessary things.
2. *Disruptive behaviours* refer to conducts that interrupt/disturb the normal course in the classroom such as out of seat and making noise.
3. *Unruly behaviours* refer to conducts that show disobedience to school rules such as negligence, dishonesty, verbal aggression, physical aggression, and other prohibited acts in school such as vandalism, damage to school, properties, bringing pornographic materials, smoking, drinking liquor, and gambling.

C. Self-esteem - “Social need to be liked and accepted, to belong and to fit in. Believed self-esteem is derived from social interaction mediated by reflected self-appraisals, and is maintained by conforming to social expectations and resisting unacceptable roles” (Sullivan, 1953, as cited in Carlock, 1999, p. 6). This study inquired on the level of self-esteem of the children as an effect of teacher’s responses to their misbehaviours.

D. Teachers' Responses - Strategies implemented by teachers as a response to children's behaviours inside the class. This study categorized these responses into three namely:

1. *Positive and Non- Violent Discipline* refers to the constructive and pro-active approach of teachers in discipline. It shows no violence and negative impact on children such as talking calm and private conversation with the pupil explaining the consequences of the action done, giving praises and rewards, and giving responsibilities on them.
2. *Punishment or Violent Discipline* refers to approaches which may result to physical or psychological harm to children. "*Physical violence* refers to acts that inflict bodily or physical harm. It includes assigning children to perform tasks which are hazardous to their physical well-being" (DEPED Memorandum No. 297, s. 2006, p.5). "*Psychological violence* refers to acts or omissions causing or likely to cause mental or emotional suffering of the child" (DEPED Memorandum No. 297, s. 2006, p.6).

Chapter II

REVIEW OF RELATED LITERATURE

The focus of the study is on children's perceptions on teachers' responses to their misbehaviours. Hence, studies and related researches that are relevant to this study were reviewed and presented in this chapter.

1. Children Misbehaviours

Teachers say that children of today's generation are not as kind and courteous compared to previous generations. But, the statement made by Socrates, an Athenian philosopher who lived from 469-399 BC.

“Children now love luxury, they have bad manners, contempt for authority, they show disrespect for their elders, and they love chatter in the place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers.”

It only means that even before, teachers and parents had already their problems in disciplining children.

Whilst inattention, calling out, disturbing others and non-compliance are the most commonly reported classroom behaviour problems (Merrett & Wheldall, 1984), “misbehavior can be “...any behavior that significantly interferes with the child’s own learning, other children’s learning or responses, or the teacher’s ability to operate effectively” (Merrett & Wheldall, 1984, p.87 as cited by Giallo & Little, 2003). “It appears that the behaviour problems that are most concerning to teachers are not major infringements or violent behaviour, but rather they are minor infractions and repeated disruptions that are most problematic” (Arbuckle & Little, 2004, p. 60).

Disruptive behaviours have a lot of effects on teachers, parents, and children themselves. Malone, Bonitz, and Rickett (1998) as cited in Allen, (2010) states:

“Time spent trying to control a class is time taken away from instruction. The teacher is simply less effective when instructional time is interrupted. Disruptive behaviour creates teacher-student conflicts, which cause undesirable interpersonal conditions for both teachers and students. The teachers reported overwhelmingly that disruptive behaviour allowed to continue on a large scale destroys teacher morale. It also creates parental dissatisfaction and a negative image of the school. For individuals, disruptive behaviour contributes to low self-concept, peer conflicts, and disunity among the students.”

“Among the misbehaviours are noisiness, laughing or giggling, laziness, carelessness and eating.” (Rea, 1992).

1.1. Causes of Children Misbehaviours

All behaviours have reasons. Children who behave well and misbehave have different reasons for their actions.

The causes of maladjustment often occur in the early years of a child's life, therefore the symptoms should be identified and a program of correction should be initiated in the elementary school (Garcia, 1978). If the causes are not removed until the child becomes an adult, problems of maladjustment become increasingly difficult to solve. A recognition of the basic needs to have feelings of security, belonging and a growing sense of adequacy or success is necessary (Aquino, 1968, p. 661).

Similarly, Madali (1967) also stressed that the pupil's behavior or his mode of acting in the presence of other children or other persons or towards them has been caused by, or is the outgrowth of his past experiences, his present conditions, aspirations and desires. It has been the result of the interaction between him and all aspects of his home, school and community environment.

Therefore, through focus group discussion (FGD), this study also made an inquiry on other possible causes of children's misbehaviors. This could help the teachers understand the needs of those misbehaving children and think for possible remedies on misbehaviors. Likewise, teacher's responses may also be improved.

1.1.1 Family Factors

“Research by Baumrind (1996) has greatly contributed to our understanding of parenting styles and the impact of those styles on children’s development. This research suggests that bullies and victims tend to come from families where parenting is either passive or authoritarian, and those children who come from homes where they have experienced authoritative parenting are less likely to be involved in either bullying or victimization.” In relation to the authoritarian parenting style, Bernstein (2006) suggested that “nagging can cause children to stop listening or to become more defensive or resentful.” Other family factors that may contribute to children’s misbehaviours are inconsistency with regards to disciplinary measures, giving orders that are impossible to follow, likes and dislikes, poor living conditions, too lax or too rigid discipline, lack of legitimate attention, faulty environment and poor training (Batalla, 1964).

“Other children misbehave because of what they observed at home. Some parents, caught in an argument over money or other problems (such as drunkenness or drug abuse), may lash out at their children, thus leading to violence and abuse, as well as a strong sense of inadequacy in the child. This may contribute to irregular attendance and misbehaviour, or even encourage children to run away from home and school” (Bangkok: UNESCO, p. 52).

Economic status is also another family factor that causes misbehaviour. According to Cicchetti & Curtis (2006), children living in poverty are at elevated risk for psychological problems, difficulties with emotion expression and regulation.

In addition to the economic status, some children do not go to school because of the “need to work” factor. “Directly related to the “need to work” factor above, poverty often affects a child’s performance and behaviour in school. Because of their financial burden, poor parents are often pressed to provide even the basic necessities of life. Hence, children must help to earn the family’s income at the expense of their education and future life. This occurs especially when families do not feel that education is meaningful for their daily lives; thus, they do not understand why their children should attend school and do not take an interest in how their children behave in school (or sometimes at home, as well). Parents also may feel that the local school cannot provide a good quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom” (Bangkok: UNESCO, p.50).

“Because of the need to earn money, some parents may have little time to care for their children. Sometimes, they may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put their children in the care of elderly grandparents or others. These parents or guardians may not have the knowledge, experience, or resources to provide suitable child care, which can lead to illness and hunger. They also may not value education when money is needed so badly, and they may not care how the child behaves in class” (Bangkok: UNESCO, p. 50).

1.1.2 Pupil Factors

Children need both academic and personal caring.

Social psychologist Rudolf Dreikurs (2004) believed it was possible to understand children's misbehaviours by recognizing the four main purposes or goals of the child. “The four goals of misbehaviour are *attention getting, the contest for power, seeking revenge, and displaying inadequacy.*”

According to Dreikurs, “one of the four behavioural goals of students is to get attention. Students strive to be the center of attention. The attention seekers may be disciplined for: disrespect, teasing, disturbing the class, being uncooperative, swearing, talking, being out of his seat, and making fun of others. Wanting to be in charge or in control provides the motivation for some student misbehavior. Students who struggle for power may be disobeying, disrespect, not cooperating, talking back and disturbing class. These students don’t hesitate to take a stand on matters important to them and are often disruptive and confrontational in reaching their goal. Lashing out or getting even is how some students compensate for real or imagined hurt feelings. The target of revenge may be the teacher, other students, or both. Revenge may come in the form of a physical and/or psychological attack. Bullies often use revenge as their excuse for shoving or pushing, teasing, causing embarrassment, and excluding others. Wanting to avoid failure, some students appear to be discouraged and helpless. They falsely believe that they can’t live up to expectations, either their own or those of others. To compensate for this

belief, they don't attempt anything that might result to failure. These students may be disciplined for: not paying attention, not being prepared, being dishonest and wasting time. This phenomenon, described as "learned helplessness" by psychologists, is characteristic of students who fail needlessly because they do not invest their best efforts."

"Children's disrespect to superiors is an act of rebellion due to indifference of superiors" (Acut, 1990). While, Thorson (1996) found out that "students indicated they sometimes engaged in maladaptive behavior as a form of resistance."

1.1.3 Academic Performance

Classroom discipline and academic performances is the core of today's education.

"Poor academic performance among children have been noted to be on the increase in our environment despite efforts at improving the school curriculum and quality of teaching" (Moja, 2000) as cited in Akpan, 2010.

Adams et al (1999) as cited in Akpan, 2010, noted that "children with conduct disorder formed a significant group in terms of academic underachievement." Children's misbehaviors such as frequent absences, cutting class, and inattentiveness in the class lead to poor academic performance. Therefore, children performing poorly in academics must have closer supervision by teachers and parents in order for them to catch up with the mainstream, and therefore, do not have time to think of other things and activities which lead to their misbehaviors.

1.1.4 School Factors

Kaplan et al. (1995), in their study, proposed the idea that “once the students have associated their negative feelings with the school environment, they will begin to develop attitudes and defences to try to protect or enhance their self-esteem within that seemingly hostile environment. Such attitudes and defence may take the form of devaluing the conventions of the environment or community and advocating anti-social behaviours designed to enhance the individual at the expense of his or her associates, thus, such students would like to be disposed not to live up to the normative expectations of that community or would like to be disposed to attack the validity of academic success and inclined to receive failing grades. Therefore, these students would have the failing grades as a reflection of their lack of motivation to achieve according to conventional norms.”

School facilities were also given add-points in the academic development of the child. The type of school facilities the school has can help the child grow academically.

1.1.5 Teacher Factors

“The quality of the teacher–student relationship is strongly associated with student achievement in school” (Hattie, 2009 as cited in Romi et al., 2011, p. 231). Teacher personality characteristics were conducted and the findings indicate that there

is some evidence that achievement of students is related to what has been called “teacher warmth” the latter being a measure of warm, understanding and friendly and emotionally supporting behavior toward pupils (Howe, 1972, p.245).

Good interpersonal relationships between teachers and students must be the key to learning success. The results of a study conducted by Kim & Cho (2004) suggest that mutual acceptance of different values between teachers and students could be one of the ways to recover and promote a trust-based relationship required for building a healthy classroom environment. It showed that mutual trust and understanding between teachers and students increased when they expanded their perspectives by admitting the value in each other’s viewpoints. Under each circumstance, students were willing to accept alternatives for one another by regarding teacher-student conflicts not as a matter of right and wrong but as matters in need of solution.

“Teachers play a role in the classroom problems when they do not make their objectives clear, and when they do not plan their teaching methods earlier. When teachers follow traditional methods in teaching, this leads to students getting bored, and stressed. This triggers the probability of classroom management problems. A teacher who insists on a classroom full of activity, and quietness’ by keeping the students busy, working all the time without any break or any changes in the activities, lead to humiliation thus working and activity for the students will make the probability of classroom problems due to

classroom discipline” (Al hajj et al., 2009 as cited in Salem al-amarat, 2011, p. 38).

Teaching styles also affect children’s behaviour. In the research of [Thijs, Jochem Verkuyten, Maykel](#) (2009), it was found out that “students show more intended academic effort with the authoritative teacher (who showed both structure and involvement) than with the permissive or authoritarian teachers (who showed either structure or involvement). Despite the equal enjoyment levels with the permissive and authoritative teachers, more enjoyment was reported with the authoritative than with the authoritarian teacher.”

Teachers’ discipline styles also cause misbehaviours. “One of the strongest and most consistent findings concerns the negative impact of teacher aggression, which includes the use of such techniques as yelling in anger at students, using sarcasm or belittling comments to humiliate students, and the use of group punishment for the misbehaviour of a few. Such forms of aggression appear to be associated with higher levels of misbehaviour and increased student negativity toward their studies. Furthermore, it can be argued that the use of aggressive disciplinary techniques is a form of teacher misbehaviour with the potential to adversely affect productive outcomes for students, leading instead to defensive and negative student responses, psychosomatic complaints, school inactivity, apathy, and behaviour disorders” (Lewis & Riley, 2009 as cited in Romi et. al, 2011, p. 233).

Among the teacher personality factors cited that affect the students' discipline are unsympathetic, nagger and ever scolding teacher and those whose methods in teaching are poor (Rea, 1992).

Patterson (1973, p. 104) stated:

“The damaging effects of anger directed at children are clear. Children become confused, hurt, frightened, guilty, tense and angry. Teachers who are extremely irritable and quick to become angry would be an undesirable teacher.”

Hence, the child's work suffers when emotional tension is present because his ability to concentrate suffers (Hurlock, 1956, p. 214).

“Bullying begets bullying and aggression begets aggression. When a child disrupts a class and challenges a teacher, publicly embarrassing or belittling him or her, the teacher may react with anger, hostility, and coercion. In other words, when bullied, some teachers bully back” (Allen, 2010). Children tend to imitate how teachers act on those kinds of situations.

Therefore, in order to solve adaptive problems obtained in their respective classes, the teacher must observe courtesy, kindness, sympathy and tact because the courtesy of a teacher finds her courtesy reflected in her pupils and look to her as a model (Blayage, 1992).

1.1.6 Self- Esteem

Self-esteem influences human cognition, emotion, motivation, and behaviour (Osborne, 1996 as cited in Bolaños, 2008, p. 29). It is marked as a

“relatively permanent positive or negative feeling about self that may become more or less positive or negative as individuals encounter and interpret successes and failures in their daily lives” (Osborne, 1993b, p. 3 as cited in Bolaños, 2008, p.28).

Coopersmith, (1967, p. 5) said that:

“By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes in himself to be capable, significant, successful and worthy.” “Self-esteem is a relatively enduring positive or negative feeling that can nevertheless fluctuate depending on situational and individual characteristics, as well as on the individual’s interpretations of success and failure.”

“Self- esteem is an overall, general feeling of self- worth that incorporates your self- concepts in all areas of your life, so it is the “summary judgment” about your worth as a person” (O’Mara, Marsh, Craven, and Debus, 2006 as cited in Woolfolk, 2010, p. 91).

“Self-esteem denotes evaluation which the individual makes and customarily maintains with regards to herself” (Coopersmith, 1967 as cited in Emil, 2003, p.2). “It is distinguished as a “function of identity development,” which an individual develops throughout the developmental stages” (Erikson, 1968 as cited in Emil, 2003, p.4). Self-esteem conveys a “comparative evaluation,” in which one’s performance is compared with the other’s (Nozick, 1974 as cited in in Bolaños, 2008, p.28).

1.1.6.1 Sources of Self-Esteem

Parents, certainly, play a big role in the adjustment of emotions for school-age children to feel better (Rossman, 1992). Similarly, Rossman's research found that childhood coping is affected by parental care or neglect, which consequently affects the level of the child's self-esteem. Children who received responsible and supportive parental care can better regulate their emotions, an important dynamic in coping with child's stresses.

William James (1890) argued that "self-esteem developed from the accumulation of experiences in which people's outcomes exceeded their goals on some important dimension, under the general rule that *self-esteem* = *success/pretensions*."

Moreover, according to the bioecological model of human development (Bronfenbrenner & Morris, 2006 as cited in Woolfolk, 2010, p. 19), "the *bio* aspect of the model recognizes that people bring their biological selves to the developmental process. The *ecological* part recognizes that in social contexts in which we develop are ecosystems because they are in constant interaction and influence each other. Bronfenbrenner suggested that every person lives, learns, and develops within a set of nested systems from the immediate family to neighborhoods and schools, to the community and society. The influences in all social systems are reciprocal." Therefore, those people around him have significant effects to his self-esteem and behaviours.

The pupils were very high esteemed on the following: enjoys being given responsibilities, expects respect from parents, teachers and peers, needs

trust and confidence and looks for parental guidance. What they esteemed high were as follows: counts himself/herself as a component individual, likes fairly and friendly treatment from adult, wants to be accepted as unique individual, prefers to be recognized and appreciated, wants to move independently, demands moral support, accepts suggestions from mature people, believes on his/her abilities and potentials and loves involvement (Monato, 2002, p. 58).

Thus, teachers should exert efforts to identify students who are emotionally unstable and socially incompetent to enable them to become more firm and proficient in their day-to-day interaction. Teachers should extend appreciation and recognition of the exemplary things students accomplish (Roldan, 1997).

In the belief that the teacher is one of the sources of self-esteem of pupils, this study will help teachers realize the impact of their responses on their pupils' level of self-esteem.

1.1.6.2 Pupils' Level of Self- Esteem

The level of one's self-esteem will affect one's outlook on how to take responsibility for the outcomes of his life events (Kaplan, 1995). "The need for self-esteem plays an important role, depicting self-esteem as one of the basic human motivations. Maslow suggested that people need both esteem

from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization” (psychology.com).

Individuals with high self-esteem are typified by presence of self-confidence, knack for leadership, and sense of humor; decrease in conventionality, anxiousness, and religiosity; infrequency in embarrassability and feeling of inferiority; absence of self-consciousness, and fearfulness. Individuals with high self-esteem attribute success to intrinsic, permanent, and general causes; failure to extrinsic, impermanent, and specific causes. They are emotionally resilient; they are not threatened by negative feedback as their defences are strong (e.g. resilient) enough to protect them (Osborne & Siites, 1994 as cited in Bolaños, 2008, p. 31.).

“Those with low self-esteem are unconsciously overburdened with negative self evaluation to the extent of decreasing successes and increasing failures” (Bolaños, 2008, p.32). “Individuals with low self-esteem are typified by presence of self-consciousness, and inferiority; increase in conventionality, anxiousness, religiosity; frequency in embarrassability, and feeling of inferiority; absence of self-confidence, knack for leadership, and sense of humor” (Lowry, 1973). Individuals with low self-esteem aim to treat deficiencies in order to be capable (Baumeister & Tice, 1985 as cited in Bolaños, 2008, p.33). Students with negative self-esteem have antagonistic

feeling towards schooling and academic aspiration (Hinshaw, 1992; Hay, 2000, as cited in Ang et al., 2006).

2. Teachers' Responses to Misbehaviours

The classroom management approaches are effective means to prevent and remedy misbehaviours or behavioural problems in the school (Dela Cruz, 2003). It is important that teachers should be able to match classroom management with their pupils.

“Canter & Canter (2001) describe three types of teachers, differentiated on the basis of how they relate to students. *Hostile teachers* attempt to maintain order and teach properly by laying down the law, accepting no nonsense, and using commands and stern facial expressions. They sometimes give needlessly strong admonishments which suggest a dislike for students and cause students to feel being treated unjustly.” “*Nonassertive teachers* take an overly passive approach to students. They fail to help the class formulate reasonable expectations or are inconsistent in dealing with students allowing certain behaviours one day while strongly disapproving the next. This inconsistency leaves students confused about expectations and enforcement.”

“*Assertive teachers* clearly, confidently, and consistently model and express class expectations. They work hard to build trust with the class. Such teachers help understand which behaviours promote success and which lead to

failure. They are not harsh taskmasters. They recognize students' needs for consistent limits on behaviour but at the same time are ever mindful of students' needs for warmth and encouragement" (Charles, 2005).

Teachers classify discipline strategies as acceptable if these methods effectively prevent and immediately address misbehaviors, without causing visible harm to students including the use of calculated physical strategies as it instantaneously addresses misbehaviors. On the other hand, discipline strategies are considered unacceptable if it causes emotional and physical harm on the child; and if it stems from tolerance for school delinquency and misbehaviors. Physical punishment is unacceptable if it results to visible marks (Barrientos, 2010).

Moreover, the Baseline Research on Violence Against Children in Public Schools found that the use of corporal punishment in schools has been socially accepted as a form of school discipline, and not considered as a form of abuse, especially when it results to more disciplined and obedient children ((Philippine Women's University [PWU], 2009 as cited in Barrientos, 2010).

Teachers should practice using positive discipline in dealing with children misbehaviours. Short (1988, p.3) underscores that "activities that promote student self-esteem and belongingness is more effective in reducing behaviour problems than punishment."

"Teachers reported that they found nonverbal cues helped to promote positive behaviours in their classrooms and helped them to maintain the pace

of instruction because they were not stopping to publicly discipline disruptive students. The student feels protected instead of accused when misconduct is redirected nonverbally” (Dhaem, 2012, p. 32-34).

“In order to get a child to behave, all that a teacher needs to do is feed him full of smarties when he is good and ignore him when he is bad” (Canter & Canter, 1976, p. 4). In addition, Evertson and Homes (1992) opinion is that “the best way to prevent classroom management problem is to organize the classroom very well by putting everything in place, be well organized and allow pupils to operate within school rules and regulations that guide the use of the environment” (Oyinloye, 2010, p. 311).

“Three important influences on moral behaviour are modelling, internalization, and self-concept. First, children who have been consistently exposed to caring, generous adult models will tend to be more concerned for the rights and feelings of others” (Eisenberg & Fabes, 1998).” “Second, most theories of moral behaviour assume that young children’s moral behaviour is first controlled by others through direct instruction, supervision, rewards and punishments, and correction. But in time, children internalize the moral rules and principles of the authority figures who have guided them; that is, children adopt the external standards as their own. If children are given reasons they can understand when they are corrected – particularly reasons that highlight the effects of actions on others – then they are more likely to internalize moral principles. They learn to behave morally even when ‘no one is watching’”

(Hoffman, 2000 as cited in Woolfolk, 2010, pp. 102- 103). Thus, a teacher should be a role model of good behaviour and moral principles at all times being one of the people who guide the children. He should tell the reason/s in every response he makes and explain why an act deserves disciplinary action/s.

In the study of Barrientos (2010), teachers shared that some of them resort to dispensing punishments when offenses are repetitive in nature. Typically, teachers aim to administer punishments that are related to the offense committed. It is crucial that the child sees and understands the connection between the punishment and the wrong deed. Hamblin (1978) suggest that “teachers recognize that punishment must be commensurate to the offense made. Otherwise, when done excessively, children would distance themselves from the teacher.”

“It is true that most students obey violent teachers because the students are frightened by violence. So corporal punishment has an immediate effect and needs the least energy and time for teachers as long as students don’t resist them or no serious accident happens. In that sense, it is like a drug, and once a teacher discovers its effect, he/she becomes addicted to it and abuses it. Those teachers don’t understand that they are violating student’s human rights, and that there is nothing so important at school that it allows teacher to violate student’s human rights. Thus, those teachers cannot develop the inner mind of students by persuasion” (Kubota, 2000, pp. 52-53).

Specific to school discipline, Tan's study (1982) of five elementary schools in Pangasinan as cited in (Philippine Women's University [PWU], 2009), noted that "corporal punishment was viewed as a negative form of sanction to ensure pupil's conformity to certain patterns of behaviour. The teacher is the punishing agent and the pupils receive the punishment. Forms of punishment used by teachers can be broadly categorized as physical, social and verbal. Beating with the use of stick is the most common form of corporal punishment. Taking away privileges and deducting grades are two common forms of social punishment. Scolding and reprimanding are two common forms of verbal punishment."

"Punishment in and of itself does not lead to any positive behaviour. Harsh punishment communicates to students that "might make right" and may encourage retaliation. In addition, punishment works best when the potential punisher – the teacher – is around. Students learn to "be good" when the teacher is in the room, but when the teacher leaves or there is a substitute teacher, the system might fall apart. Punishment tends to focus students on the consequences of their actions for themselves instead of thinking about the impact of their behaviour on others; as a result, punishment does not instill compassion or empathy for others."

Elementary teachers' conception about pupil control should be improved so that they can handle their pupils more easily. Their pupil control orientation should veer towards democratic end of the continuum to allow their

pupils to feel more at ease in the classroom. Identified areas of weaknesses in classroom management and discipline should be addressed. Teacher's knowledge of concepts and strategies on classroom management and discipline should be strengthened through in- service training and proper supervision by school heads (Perez, 1990, pp. 68-69).

3. Children's Perception

"A child's perception of the classroom climate is a multi-determined phenomenon, influenced by both environmental and idiographic elements. In part, children's perceptions are a function of actual conditions in the classroom, which in turn are heavily determined by teacher style and orientation" (Ryan & Grolnick, 1986, p. 551).

"In particular, the child's perception of origin climate of the classroom appears to influence self-perceptions, such that the more the classroom was perceived as origin in nature, the greater the child's self-esteem, perceived cognitive competence, and mastery motivation" (Ryan & Grolnick, 1986, p. 557).

Vygotsky's social constructivist theory states that "we construct our world as a result of the social experiences we have had and shapes our reality as we see it."

Self- perception is the belief of oneself. These beliefs may contribute to one's success or failure. Pupil's self- perception varies depending on the

criticisms given by the people around him. His perception towards others is also influenced by his own beliefs.

“‘Theory of Mind’ refers to the cognitive capacity to attribute mental states to self and others. Other names for the same capacity include “commonsense psychology,” “naïve psychology,” “folk psychology,” “mindreading” and “mentalizing.” Mental attributions are commonly made in both verbal and non-verbal forms. Virtually all language communities, it seems, have words or phrases to describe mental states, including perceptions, bodily feelings, emotional states, and propositional attitudes (beliefs, desires, hopes, and intentions). People engaged in social life have many thoughts and beliefs about others’ (and their own) mental states, even when they don’t verbalize them” (Margolis, Samuels, and Stich, 2012, p. 2).

“The understanding of mind is one of the most important attainments in childhood which allows children to function socially and to distinguish accidental and intended behaviour, wishes and reality, truth and deception” (Bellagamba et al., 2012 as cited in Lonigro et al. 2013, p. 581). Thus, “theory of mind is fundamental for the understanding of the social world and engaging human interactions” (Mull & Evans, 2010). This study could help teachers understand the mind of pupils so that they may be able to be more affective and emphatic to them.

“Self- Perception Theory (SPT) is an account of attitude formation developed by psychologist Daryl Bem. It asserts that people develop their attitudes (when there is no previous attitude-due to a lack of experience, etc. –

and the emotional response is ambiguous) by observing their own behaviour and concluding what attitudes must have caused it. The theory is counterintuitive in nature, as the conventional wisdom is that attitudes determine behaviours. Furthermore, the theory suggests that people induce attitudes without accessing internal cognition and mood states. The persons interpreted their own overt behaviours rationally in the same way they attempt to explain others' behaviours" (retrieved from Wikipedia). Thus, in the absence of parental guidance, teachers should provide their pupils with experiences that would help them see their selves in the right way and not confirming it to peers that may mislead them. They must be also taught how to appreciate their self-worth. Appreciating one's self- worth leads to appreciating also other peoples' worth.

"Kohlberg's theories of moral development particularly *conventional moral reasoning* – stage for elementary years explains how children make their reasoning and judgment manifested in their behaviours. (Level 2: Conventional Moral Reasoning) - judgment is based on others' approval, family expectations, traditional values, the laws of society, and loyalty to country" (Woolfolk, 2010, p. 99).

Children have come to accept violence, such as corporal punishment, as part of school life (PWU, 2009). A number of students even consider corporal punishment as a positive approach as they learn to avoid the mistakes for

which they were punished and they accepted physical punishment because they are aware that they did something wrong (PWU, 2009).

However, “experiences of violence had apparent effects on how children regarded themselves and others. Some of the emotions they shared were:

- “malungkot, nasaktan at nahihya” (“sad, hurt and ashamed”)
- “bumaba ang tingin sa sarili” (“developed a negative self concept”)
- “nahihya nang makisalamuha” (“felt timid/inhibited in interacting with others”)
- “malungkot, wala nang kaibigan” (“lonely, lost all friends”)
- “pinanghihinaan ng loob” (“diminished self-confidence”)
- “nawalan ng tiwala sa ibang tao” (“lost trust in other people”)
- “naging takot sa mga guro” (“became frightened of teachers”)
- “nagtatanim ng galit sa teachers” (“bears a deep grudge against teachers”)
- “afraid in reporting to their classes” (“scared of reporting to class”)
- “nawalan ng gana na sumali sa mga activities sa school” (“lost enthusiasm to participate in school activities”)
- “hindi na gusto lumabas ng bahay” (“did not want to get out of the house anymore”)

As evidenced above, experiences of violence caused children to develop inhibitions and fears that affected the way they relate with other people, hampered their participation in school and their academic performance, and for some, even resulted in being scared to face the world outside of the home. These effects of

violence on the children in turn resulted in absenteeism, with a number of children even dropping out and refusing to re-enroll. One respondent opined that children might carry their negative experiences with them until they grow up” (Philippine Women’s University [PWU], 2009).

To cope with the pains of corporal punishment, students explained that they accepted these punishments as a sign that their teachers want them to improve or teachers are “challenging” them to perform better (PWU, 2009). Jean Piaget “Morality by Constraint” states that “children obey rules automatically, without using reason or judgment, and they regard adults in authority as omnipotent. They also judge all acts as right or wrong in terms of their consequences rather than in terms of the motivations behind them.”

In using corporal punishment, children identified two important considerations (PWU, 2009). First, the children should be aware of the offense they will be punished for. Otherwise, students might consider that the teacher’s punishment should be commensurate to the offense done. Doing otherwise would make children feel that there is no sense of fairness. Also in the spirit of fairness, children would like to be given a chance to explain before punishment will be administered. (PWU, 2009 as cited in Barrientos, 2010); receiving corporal punishment for an offense that they did not commit or intend to do, is an example of an arbitrary and unfair treatment, hence violent.

Children are concerned with fairness; they do not like teachers who shout (Wragg, 1995). They do not like teachers who are cranky, impatient,

unapproachable, always in a hurry and irritable; who insist, not considerate, play favourites, and punish pupils without investigation; unfair, insults, does not explain, does not wait, and only ask pupils who raise their hands (Leaño, 1990). Similarly, it was also found out that the most professors' annoying habits perceived by the students are "disorganized teaching, talking too fast for students to process information, lecturing in a monotone voice, and degrading students" (Triandis Landis & Adamopoulos, 1978). In addition, they said that "shy students preferred teachers who treat them with respect rather than embarrassing them or punished them. Strategies they considered ineffective included confronting the student in front of the class, embarrassing the student, and using punishment" (Lacina-Gifford, Kher and Kyesha Besant, 2002).

Synthesis

Classroom behavior management among children has been a long time issue even before the time of Socrates from 469-399 BC. Teachers are continuously searching for varied strategies on how to adapt to the growing changes in children behaviors. This study will help the teachers in their challenging role to respond effectively with children's misbehaviors.

The study of Malone, et.al (1998) shows that disruptive behaviors cause undesirable effects such as low teacher morale, disunity among students, and parental

dissatisfaction leading to a negative image of the school. Since then, the study would also like to identify children misbehaviors in a public school considering the results that have been enumerated in preceding researches to help the teachers in designing remedies on it.

Along with, the researcher has made an inquiry on the possible causes why children misbehave. Researches show that family factors such as *parenting style* (Baumrind, 1996); *parents' discipline style* (Bernstein, 2006; Batalla, 1964); and *economic status* (Cicchetti & Curtis, 2006; Bangkok: UNESCO, 2006) contribute to the misbehaviors of children. Aside from family factors, pupil factors may be a possible contributor such as *children's needs or goals* (Dreikurs, 2004; Katz, 1999); *academic performance* (Moja, 2000; Adams et. al, 1999); and *school factors* (Kaplan et. al, 1995).

Teacher factors have also significant effect to children's behaviors. Among are *teacher's personality* (Howe, 1972, p.245; Kim & Cho, 2004; Rea, 1992; Patterson, 1973, p. 104); *classroom management* (Al hajj et al., 2009); *teaching styles* ([Thijs, Jochem Verkuyten, Maykel](#), 2009); and *discipline styles* (Lewis & Riley, 2009).

Pupil's self-esteem may also influence his behavior and cognition (Campbell & Lavalee, 1993). The level of one's self-esteem affects one's outlook in life (Kaplan, 1995). Researches distinguish individuals with high self-esteem (Osborne & Siites, 1994) from individuals with low self-esteem (Lowry, 1973; Baumeister & Tice, 1985; Hinshaw, 1992; Hay, 2000).

Anchored with the results of the researches gathered, the researcher led to formulating focus group discussion (FGD) questions and a survey- questionnaire inquiring on the possible causes of children misbehaviors. These include family background, academic performance, and teacher factors. Rosenberg Self-Esteem Scale (RSES) was also administered to determine the level of self-esteem of the pupils.

Teacher's response on misbehaviors is one of the focuses of this study. Children's feelings differ depends on how the teachers relate to them (Canter & Canter, 2001). Teachers play a significant role in the development of the moral behavior of the students (Cook & Cook, 2005; Eisenberg & Fabes, 1998). Researches and studies show different discipline strategies of teachers and student's perception on teachers' responses. Among are *positive discipline* (Short, 1988, p.3; Dhaem, 2012, p. 32-34; Canter & Canter, 1976, p.4; Evertson and Homes, 1992; Oyinloye, 2010, p. 311); and *punishment - physical, verbal, and social* (Tan, 1982). Discipline strategies were also classified as effective, acceptable, or unacceptable (Barrientos, 2010). Punishment is viewed by others as socially accepted form of discipline and not abuse (Philippine Women's University [PWU], 2009).

However, researches and studies explain the negative effects of using punishment (Kubota, 2000, pp. 52-53; Alberto & Troutman, 2006; Hardin, 2008; Kohn, 1996, 2005; Walker et al., 2004; PWU, 2009). On the other hand, punishment may be used with conditions to avoid the negative effects such as punishment must be commensurate with the offense made, the children should be aware of the offense

made, and children should be given a chance to explain before administering the punishment (Hamblin, 1978; PWU, 2009).

Children's perception or feedback on teacher's responses is important to be known to have a good interpersonal relationship. It is also necessary for teachers to know the likes and dislikes of their pupils (Wragg, 1995; Leño, 1990; Triandis Landis & Adamopoulos, 1978; Lacina-Gifford, Kher and Kyesha Besant, 2002) to avoid the uncomfortable and negative feelings with each other.

As a significant others who interacts with the children, "teachers play a significant role in forming the perceptions of children in their social world" (Leatherman, 2007, p. 609); and in developing their moral aspect (Woolfolk, 2010, p. 99).

Guided by the different researches and studies, the researcher wanted to have deeper analysis on the impact of teacher's responses on classroom misbehaviors. Through focus group discussions, children's perceptions on the different responses of teachers will be known. The results of this study will be useful in identifying the effective and acceptable responses as viewed by the children that could be used as basis for developing new strategies in handling children's classroom misbehaviors. It will also serve as an eye opener for the adults especially teachers to improve their interpersonal relationships with the children.

Chapter III

METHODOLOGY

This chapter presents the research method, sample and sampling procedure, research locale, instrumentation, data gathering procedure, and statistical treatment of data.

Research Method

This study used both quantitative – rely primarily on the collection of numerical data and qualitative method of research – data are collected through observations and in-depth interviews. This quantitative and qualitative design was used to identify classroom misbehaviours of children and teachers' responses to those misbehaviours. Qualitative was also used to analyze the perceptions of children on the responses of the teachers on their misbehaviours.

Sample and Sampling Procedure

The study used *purposive sampling* – a technique resorted to when a study is focused on specific characteristics of the sampling units (Cruz, 2009; p. 69) in selecting the respondents for the survey- questionnaires and the participants of focus group discussion.

The sample were drawn from intermediate classes in relation to the study that 7 out of 10 Grades 4-6 pupils experience violence in school; a greater number compared to other levels (PWU, 2009).

The thirty (30) teacher-respondents were drawn from different sections – 10 from each grade level (Grades IV-VI). There were 3 teachers from upper sections, 3 from middle sections, and 4 from lower sections. It was done since all teachers, regardless of sections, encountered different children's misbehaviours. Eighty percent (80%) of the teacher-respondents were females – 5 males and 25 females. Majority of them aged from 41-50. The researcher

asked some teachers the reasons why younger teachers are rarely assigned in the intermediate levels. Majority of the teacher- respondents are BEED graduates and 10 of them have masteral units. Most of the teachers with higher academic rank are in Grade VI because they are more experienced in teaching and disciplining the pupils.

There are 300 pupil- respondents – 100 Grade IV pupils, 100 Grade V, and 100 Grade VI pupils. They were drawn out from the selection of the teachers who were also the respondents in this study. To come up with the number, each teacher-respondent selected ten (10) among his/her pupils who misbehave frequently during the class. Majority of the respondents were male which consists of 257 and 43 were females. Majority of the respondents aged 10-12 which is the normal age for grades four to six. However, there were four (4) over-aged pupils selected whose ages ranged from 14-17 years – who were supposed to be high school students but were repeaters in elementary or stopped from schooling due to poverty or indolence (see p.116).

FGD involved a focused sample size of 30 participants out of 300 pupil- respondents – ten (10) from each of Grade IV, V, and VI classes. The sample size ensured reasonable boundaries to guarantee sufficient material to represent the richness and diversity of the phenomena (Josselson & Lieblich in Josselson, et al, 2003, p. 265). Pupils in Grades IV-VI were the respondents to ensure that they had already enough experiences to share and that they could already express themselves by written or oral means. The FGD participants had to have the following qualifications:

they were identified by the teachers and classmates as those who misbehaved more than twice from June up to the present; and they had reported cases in the Guidance office at least once from the previous year up to the present.

There were 29 males and only 1 female who participated in the discussion. The researcher asked the Guidance Counselor the reported cases of the participants. According to her, they were reported by their teachers due to their unruly behaviors. They were cutting classes, disrespecting teachers, bullying, doing vandalism, and bringing prohibited things in school such as deadly weapons, cigarettes, and alcoholic drinks. Most of the participants' age is from 11-12 years old – just normal for the grade level. However, there were four (4) over-aged pupils who were also identified as misbehaved and according to their teachers; they frequently initiate the commotion in the class. According to the over-aged pupils interviewed, they feel that they are stronger than their classmates, so they rule the class. However, not all over-aged pupils are unruly; others are responsible especially when it comes to non-academic activities. It also depends on the teacher how he/she can trust the pupil by giving him responsibilities.

Through a survey-questionnaire, the researcher was able to inquire on the academic performance, family background, and the level of self-esteem of the pupils as it was mentioned earlier that these three factors may contribute to the misbehaviours of children.

In general, most of the misbehaving children have poor academic performance. It is supported by Akpan et al., (2010) that “underachievement

(low overall score) was commoner in children who had antisocial disorder compared to the rest.” It is also noticeable that looking at their cards shows that major subjects such as Mathematics, English, and Science have lower grades compared to the other subjects. Mathematics is their favorite subject while Filipino and Science are their dislike subjects. They find EPP and ESP (Edukasyon sa Pagpapakatao) as easy subject while Mathematics, English, and Science are the difficult subjects. However, although they considered ESP as one of their easy subjects, they also get low grades in it. According to the advisers, their poor discipline has more weight rather than their higher scores during the test. Their general average from the previous grading period ranges from 75-77.

Most of the participants live with both their parents and siblings while others live with their relatives like grandmother, grandfather, aunt, and uncle. Most of them have 2-4 siblings in the family. The mother or the older sibling helps them in doing their homeworks.

Being very busy with their work and household chores are the main reasons why parents don't have the time to get the cards of their children. The researcher asked those children whose parents do not come during the issuance of cards how they feel. During that day, almost all pupils feel sad and embarrassed because the parents could not see their grades and they themselves have no chance to see their cards. Some of them think that they are not loved by their parents and they don't care about their studies. A Grade VI pupil caught the attention of the researcher when he uttered:

“Sayang, hindi nila nakikita ang card ko, hindi ako makapagblow-out tuloy...” It means that though the pupils know their academic standing in school, they are still excited to see their grades. Unfortunately, they had no chance. In this regard, the children feel that their parents do not care for their studies so they in turn, do not realize the great importance of education to them. This finding is related to the discussion of UNESCO that “parents also may not value education when money is needed so badly, and they may not care how the child behaves in class” (Bangkok: UNESCO, p. 52).

Majority of the fathers are contractual workers while most mothers have no jobs. Most of the fathers are drivers while some are construction workers, factory workers, or vendors. Most of the children were given money ranging from ₱20 - ₱30.00 aside from food. Their *“baon”* is the common reason why they do not take absences even though the teachers tell them to do so because they allot it in computer shops to play.

It was found out that 13 of them have experienced both physical and verbal punishments, 9 have experienced verbal punishment, and 8 of them are just being ignored. Common physical punishments which they have experienced are being beaten with hanger, stick, or hands, throwing slippers at them, and pinching ears, and verbal punishments such as scolding, uttering hurting words (*“wala kang kuwenta”*), cursing, and nagging. The participants are submissive to their parents while they are punished. They used to keep silent and cry. Other children do not care anymore because according to them

it is a usual scenario. However, most of them feel bad. They think that they are not loved by their parents. Only 3 of them said that their parents punish them because they love them and it is part of disciplining them.

Those who have experienced physical and verbal abuses at home are found to be the most hard-headed in school because they are not afraid anymore of whatever punishments of the teacher since they are used to it already. According to them, they experience worse at home. Research by Baumrind (1996) states that “bullies and victims tend to come from families where parenting is either passive or authoritarian” (as cited by Allen, 2010).

They also know that some teachers do not really mean what they say. Some of these children are also aware about child abuse; however, they do not complain against their teachers because they also know their faults and they do not want their parents to know about their misbehaviors in school. They perceive some responses of teachers as consequences of their misbehaviors.

Based on the data, the participants who frequently misbehave in the class scored from 21-30 in the Rosenberg Self-Esteem Scale (RSES). It means that their level of self-esteem is high. It was found out that they have a positive attitude toward themselves. Individuals with high self-esteem are emotionally resilient; they are not threatened by negative feedback as their defences are strong (e.g. resilient) enough to protect them (Bolaños, 2008, p. 31.).

Majority of the participants are satisfied with their selves and agree that they have a number of good qualities. Some think that they are stronger

physically than their classmates and this is one of the reasons why they think they can do whatever they want inside the classroom such as bullying classmates. Most of them think that they have something to be proud of despite poor academic performance. Most of them feel that they are a “person of worth, at least on an equal plane with others.” However, at times, they think they are no good at all so they don’t feel that they are “able to do things as well as most other people.” They easily give up when given tasks that are difficult or they do not understand. They always reason out that they know nothing and they are poor about it and they cannot do on their own. Therefore, instead of trying their best, they would rather copy from their classmates, let their classmates finish their work, or simply refuse to do the given task.

However, majority of them strongly disagree that they feel useless at times and feel that they are failure. They feel they are also needed whenever the teacher asks them to do some errands. Most of them wish that they could have more respect for themselves.

Research Locale

This study was conducted in one of the largest public schools in Marikina City. It holds two shifts of classes – morning session for the Grades I, III, and VI and the Grades II, IV, and V in the afternoon. Kindergarten classes are in the morning and afternoon. Every grade level is composed of 15 sections. The school has 125 teachers and a total population of more than 4,000 pupils during the school year 2014- 2015.

The subject focus of this study is the Grades IV, V, and VI pupils. Grade IV and V classes are held in the afternoon while the Grade VI class is in the morning.

Research Instruments

The instruments used in the study were researcher-made questionnaires (see Appendices G- H, pp. 110-111), Rosenberg Self-Esteem Scale (RSES) (Appendix I, p. 112) and focus group discussion (FGD) (Appendix J- K, pp. 113, 115).

A. Researcher-made Questionnaires

The study used *questionnaires* – “a self-report data-collection instrument that each research participant fills out as part of a research study” (Johnson & Christensen, 2000, p. 127). It consists of “list of a research or *survey questions* asked of the respondents, and designed to extract specific information.”

There were three (3) researcher-made questionnaires used in gathering data. The first questionnaire was utilized to 30 teacher-respondents to identify the misbehaviours of the pupils in the classroom. The misbehaviours were categorized into three major groups: off-task behaviours, disruptive behaviours, and unruly behaviours. The second questionnaire was distributed to 300 pupil-respondents to identify the different responses of teachers to children’s misbehaviours. Both questionnaires are in the form of checklist and the responses were identified based on their occurrences during the current grading

period: *Never* if the misbehaviour was not observed; *rare* if observed once or twice; and *frequent* if observed three times or more.

The third questionnaire which was administered to the 30 FGD participants consists of two (2) parts: the pupil's academic background and family background.

The researcher asked the school Guidance Counsellor to give a list of reported cases of children who were considered in the construction of the questionnaires; and test experts were asked to validate the questionnaires.

B. Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES) was also utilized to determine the level of self-esteem of the 30 FGD participants since it was discussed that self-esteem may affect children behaviours (see Appendix H, p. 111).

In examining self-esteem, the researcher relied on Rosenberg's (1979) definition: "A person who possesses high self-esteem 'has self-respect, considers himself a person of worth'". "The term low self-esteem "means that the individual lacks respect for himself, considers himself unworthy, inadequate, or otherwise seriously deficient as a person" as cited in Demo et al., (2013, p. 54).

"The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor

analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. A uni-dimensional model for graded item responses was fit to the data. A model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely. The test of significance indicated that the unconstrained model better fit the data-that is, the 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating and are differentially related to self-esteem. The pattern of functioning of the items was examined with respect to their content, and observations are offered with implications for validating and developing future personality instruments” (Gray-Little, Williams, and Hancock, 1997).

“Rosenberg Self-Esteem Scale (RSES) is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree” (Rosenberg, 1965).

C. Focus Group Discussion (FGD)

A focus group discussion (FGD) was conducted to know the perceptions of children on the responses of their teachers to classroom misbehaviours.

“A focus group is, according to Lederman (see Thomas et al., 1995), ‘a technique involving the use of in-depth group interviews in which participants are selected because they are purposive, although not necessarily representative sampling of a specific population, this group being ‘focused’ on a given topic’.” “Participants in

this type of research are, therefore, selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other” (Richardson & Rabiee, 2001). “This approach to selection relates to the concept of ‘Applicability’, in which subjects are selected because of their knowledge of the study area” (Burrows & Kendall, 1997). “One of the distinct features of focus-group interviews is its group dynamics; hence the type and range of data generated through the social interaction of the group are often deeper and richer than those obtained from one-to-one interviews” (see Thomas et al., 1995).

The optimum number of participants for a focus group may vary. Krueger & Casey (2000) “suggest between six and eight participants, as smaller groups show greater potential. However, the number generally suggested as being manageable is between six and ten participants; large enough to gain a variety of perspectives and small enough not to become disorderly or fragmented.”

“Twelve is the maximum number of questions for any one group. Ten is better, and eight is ideal. Focus group participants won’t have a chance to see the questions they are being asked. So, to make sure they understand and can fully respond to the questions posed, questions should be short and to the point, focused on one dimension each, unambiguously worded, open-ended or sentence completion types, non-threatening or embarrassing, worded in a way that they cannot be answered with a simple “yes” or “no” answer, and use “why” and “how” instead” (Eliot and Associates, 2005).

Three Types of Focus Questions (Eliot and Associates, 2005)

1. Engagement questions: introduce participants to and make them comfortable with the topic of discussion
2. Exploration questions: get to the meat of the discussion
3. Exit question: check to see if anything was missed in the discussion

“In conducting focus group interviews, regardless of whether a pre-existing or newly-formed group is used, the important role of the group facilitator or moderator should not be underestimated” (Krueger, 1994). “A skilful moderator, as well as being able to manage the existing relationship, could create an environment in which the participants who do not know each other feel relaxed and encouraged to engage and exchange feelings, views and ideas about an issue. Apart from the facilitator or moderator a note taker should be present to observe non-verbal interactions, indicate the impact of the group dynamic, document exchanges of views and the general content of discussion and note which statement is made by which particular individual, thereby supplementing the oral text and enabling a fuller analysis of the data” (Kitzinger, 1994; 1995).

“Each group interview usually lasts approximately 1–2 hours, based on the complexity of the topic under investigation, number of questions and the number of participants. It is, therefore, ethical and good practice to warn the participants about their time commitment” (Rabiee, 2004, p. 656).

Data Gathering Procedure

The researcher secured permit from the school principal and the Schools Division Superintendent of the Division of Marikina City to conduct a study.

A survey- questionnaire was conducted for teachers to identify the most common misbehaviours of their pupils inside the classroom. Another survey-questionnaire was answered by 300 Grades IV, V, and VI pupils to identify the most common responses of teachers in handling classroom misbehaviours. The questionnaires were distributed and retrieved by the researcher personally. The results were used in constructing focus group questions.

The Rosenberg Self-Esteem Scale was administered to the 30 FGD participants. It was answered before conducting the focus group discussion to evaluate their individual self-esteem. An information sheet was attached to the questionnaire to know more about their academic performance and family background.

The focus group discussion was conducted by the researcher being the moderator using a voice recorder. The researcher oriented the FGD participants about the activities to be done during the discussion. This is to ensure their willingness to share their views, perspectives, and personal experiences on teacher's responses regarding their misbehaviours. The subjects were informed before the interview that at any time during the interview, they could withdraw in case they felt discomfort without any consequences. The interview questions consisted of pupils' views on

teachers' responses on their misbehaviours. They were informed also that they could request the interviewer to skip questions that seem too uncomfortable for them. The three groups were interviewed in separate hours in a well-ventilated area and free from any kind of disruptions. Each focus group interview lasted about an hour. Before leaving the area, the researcher gave the children snacks to compensate for their efforts in cooperating in the discussion.

Analysis of Data

To answer the presented problems and interpret the data gathered in the study, the following statistical tools and data analysis were used.

Questionnaires

To determine the most common misbehaviors of pupils and the most common responses of teachers on classroom misbehaviors, this study used frequency and ranking.

Scoring for the Rosenberg Self-Esteem Scale

“Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem” (Rosenberg, 1965).

FGD (Krueger's Framework of Data Analysis)

“Qualitative research and, in particular, focus-group interviews generate large amounts of data, which tend to overwhelm novice as well as experienced researchers. A 1 hr. interview could easily take 5–6 hr. to transcribe in full, leading to thirty to forty pages of transcripts. Thus, a central aim of data analysis, according to Robson (1993), is to reduce data. Yin (1989) points out that data analysis consists of a number of stages, i.e. examining, categorizing and tabulating or otherwise recombining the evidence, in order to address the initial goal of a study. Krueger & Casey (2000) build on this concept and suggest that the purpose should drive the analysis; they believe that ‘analysis begins by going back to the intention of the study and survival requires a clear fix on the purpose of the study’. Following this concept, although hard at times, is extremely helpful for managing the data, making sense of what is going on, getting rid of extra and irrelevant information and travelling safely through the maze of large and complicated paths of information” (as cited in Rabiee, 2004, p. 657).

“Krueger & Casey (2000) point out that the analysis should be systematic, sequential, verifiable, and continuous. Following this path provides a trail of evidence, as well as increasing the extent of dependability, consistency and conformability (Lincoln & Guba, 1989) of the data, important issues for assessing the quality of qualitative data (Secker et al., 1995)” as cited in Rabiee, 2004, p. 657. “The first step in establishing a trail of evidence is a clear procedure of data analysis, so that the process is clearly documented and understood. This step would allow another researcher to verify the findings; it safeguards against selective perception and increases the rigor of the study. In order to achieve this objective, there must be

sufficient data to constitute a trail of evidence. Although the main source of data analysis is the recorded spoken language derived from the interview; nevertheless, reflection about the interview, the settings and capturing the non-verbal communication expressed by the members of the groups would add a valuable dimension to the construction and analysis of data. This record could be in the form of an audiotape or a videotape. It is recommended that a reflective diary should be kept by the facilitator or moderator and that observational notes should be written immediately after each focus-group interview. ” (Rabiee, 2004, p. 657).

Practical steps for managing and sorting out data

“Krueger & Casey (2000) advocate the use of either a long table or a computer-based approach for cutting, pasting, sorting, arranging and rearranging data through comparing and contrasting the relevant information. Although there is specialized software such as QSR NUT*IST (Richards, 1998), it is possible to analyze the transcripts using Microsoft Word, or indeed ‘by hand’. The procedure for the ‘long table’ approach requires having access to either a long table or a room with lots of floor or wall space. Before cutting the transcripts apart, it is important to:

- a) number each line of each transcript;
- b) make two hard copies of each transcript; one to cut up and one that stays intact;
- c) print transcripts on different colored paper

- d) arrange the working transcript in a reasonable order, i.e. sequence in which the interview took place, categories of participants: age, young people; social group, low-income families or professionals; gender, male or female;
- e) have enough pages of flipchart or newsprint.

Place the pages on the long table, on the floor or on the wall. Write on each page one of the focus group questions to be analyzed. It may also be necessary to divide the pages of newsprint or flipchart into sections to represent different groups of participants, i.e. young people, single parents, professionals. Having prepared for this stage, Krueger & Casey (2000) suggest that the researcher should read each quote and answer these four questions:

1. Did the participant answer the question that was asked? If yes, go to question 3; if no, go to question 2; if don't know, set it aside and review it later;
2. Does the comment answer a different question in the focus group? If yes, move it to the appropriate question; if no, go to question 3;
3. Does the comment say something of importance about the topic? If yes, put it under the appropriate question; if no, set it aside;
4. Is it something that has been said earlier? If yes, start grouping like quotes together; if no, start a separate pile.

Having gone through this systematic process, soon the newsprint pages are filled up with relevant quotes. For the time being, leave those 'not so relevant' quotes that have been set aside, it may be necessary to go back to those quotes at a later stage" (Rabiee, 2004, p. 658).

Interpretation of data

“The data are now ready for the final stage of analysis, i.e. mapping and interpreting. One of the tasks here is not only to make sense of the individual quotes, but also to be imaginative and analytical enough to see the relationship between the quotes, and the links between the data as a whole. Krueger (1994) provides seven established criteria, which suggest the following headings as a framework for interpreting coded data: words; context; internal consistency; frequency and extensiveness of comments; specificity of comments; intensity of comments; big ideas” (Rabiee, 2004, p. 658).

“Consider larger trends or concepts that emerge from an accumulation of evidence and cut across the various discussions. Krueger (1994) suggests taking a break for a few days at this stage in order to refocus on the big picture” (Rabiee, 2004, p. 659).

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results, analysis and interpretation of data gathered to describe the children's perception on teachers' responses to classroom misbehaviors.

1. What are the classroom misbehaviours as reported by teachers?

Table 1 shows the summary of misbehaviours of pupils in Grades IV, V, and VI. The misbehaviours were arranged according to frequency (greatest to least). Included were the topmost misbehaviours. To see the other responses, please refer to Appendix P on page 133 and Appendix O on page 130 for the identified misbehaviours of pupils in each Grade level.

Table 1

Misbehaviours of the Pupils in Grade IV, V, and VI

Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
Off- task Behaviors					
a. Disinterest on the Lesson					
- looking out of the window	3	3	5	19	Frequent
- always go to comfort room	3	3	8	16	Frequent
- not listening in the discussion	3	4	9	14	Frequent
b. Failure to complete task					
- incomplete test and notebooks	1	4	6	19	Frequent
- not doing assignment	2	3	7	18	Frequent
c. Doing unnecessary things					
- irrelevant drawing	3	10	3	14	Frequent
- playing toys	8	9	10	3	Seldom
- using electronic devices	14	8	6	2	Seldom
Disruptive Behaviors					
a. Out of seat					
- changing seats	1	2	1	26	Frequent
- always standing	2	1	1	26	Frequent
- wandering around the room	4	3	4	19	Frequent
b. Making noise					
- shouting	2	1	4	23	Frequent
- irrelevant talking	2	4	4	20	Frequent
- talking out of turn	3	6	2	19	Frequent
Unruly Behaviors					
a. Negligence					
- forget to bring textbooks	3	11	4	12	Seldom
- always late	4	6	6	14	Frequent
- disobedience/ refusing to carry out instructions	13	9	6	2	Seldom
b. Dishonesty					
- cheating	5	1	8	16	Frequent
- lying	5	4	5	16	Frequent
- stealing	8	12	6	4	Seldom
c. Verbal Aggression					
- teasing classmates	2	2	1	25	Frequent
- disturbing classmates	3	2	6	19	Frequent
- threatening others	7	4	6	13	Frequent
d. Physical Aggression					
- fighting/ quarrelling with classmates	2	5	9	14	Frequent
- intimate contact with classmates	17	6	2	5	Seldom
- headlock	19	5	4	2	Seldom
e. Other prohibited Acts					
- vandalism	14	5	4	7	Seldom

- bringing nuisance equipments (toys, cell phones)	5	14	8	3	Seldom
- destroying school properties	19	6	4	1	Seldom

In general, most misbehaviour in the intermediate class is disruptive such as out of seat and making noise. Out of seat behaviours with high frequencies are changing seats, always standing, and wandering around the room while the most frequent misbehaviours which make noise are shouting, irrelevant talking, and talking out of turn. Similarly, Merrett & Wheldall (1984 as cited in Giallo & Little, 2003, p.21) also found out that calling out is one of the most commonly reported classroom behaviour problems.

Through focus group discussion (FGD), the children were asked about the causes of disruptive behaviors.

According to the pupils, they *always stand and wander around the room* to transfer to other seats because they like to sit beside their close friends to chat and play. They got bored with the lesson due to continuous and monotonous activities. It is supported by a study which states that “a teacher who insists on a classroom full of activity, and quietness’ by keeping the students busy, working all the time without any break or any changes in the activities, lead to humiliation thus working and activity for the students will make the probability of classroom problems due to classroom discipline” (Al hajj et al., 2009 as cited in Salem al-amarat, 2011, p. 38).

However, when they are angry with their classmates and when teased, they *shout*. According to Dr. Rudolf Dreikurs' theory of behavior, "students take revenge or tried to get even to compensate for hurt feelings which may be in the form of physical and/or psychological attack." Others said, it is their normal voice and they are not aware that it is too loud and become disruptive. Also, because the class is noisy, they shout when they call out the names of their classmates.

There are two reasons why they *talk irrelevant to the topic*. It's either they are bored so they talk about other topics, or they are motivated with the topic and connected it with their experiences which later on goes far from the lessons.

Asking nonsense questions in higher sections is in the form of asking questions that are already far from the topic. It is because the teacher had related the topic to their experiences leading them to ask questions that are already irrelevant to the topic. However, in lower sections, the pupils keep on asking questions that in fact they can answer by themselves. The teacher keeps on repeating instructions though it is already implied. Other pupils are "*pilosopo*" so they keep on asking nonsense questions. According to Dreikurs theory of behavior, "students who do almost anything to be noticed from being argumentative to being funny strives to get attention."

Talking out of turn is also common in all sections. According to them, they only seldom think of correct answers so they don't want to miss the chance. However, they feel that the teacher plays favorites so they got disappointed.

Off-task behaviors such as not doing assignments, and incomplete test and notebook tasks are frequently observed among the grade levels especially in lower

grades. However, always going to comfort room is the leading off-task behavior in Grade IV.

They said they always *forget doing assignments* because of too much playing. Some said they are lazy doing this. While others have no companion in doing their home works because their parents are busy working or if not, their mothers are busy doing the household chores and taking care of younger siblings. As a result, they have no assignment or their assignments are done incorrectly so they copy the assignments of their classmates in the morning before the class starts. Others said that they had experience that the teacher did not check their assignment because she was absent until she totally forgot about the assignment. As a result, the pupils lost their interest to do their home works again. Kaplan et al. (1995) proposed the idea that “once the students have negative feeling with the school environment, they will begin to develop attitudes and defenses to try to protect or enhance their self-esteem within that seemingly hostile environment.”

“Boredom has potential relevance to academic and social adjustment in young, school-aged children. It seems highly likely that once a child becomes chronically bored and makes attributions about the sources of that boredom, the chances of regaining interest in school activities are severely reduced” (Lehr & Todman, 2009).

Pupils are *not motivated to complete the task* because it's difficult or boring especially when the activity requires writing a lot. So instead of doing the activity, they do other irrelevant activities like drawing, chatting, and playing. According to Dreikurs' (1968), “when pupil is inadequate in a specific domain of the subject matter;

in such a situation, they would rather to misbehave and face sanction than to be deemed as inferior in the classroom.”

Boredom is also their reasons why they *always go to the comfort room* even when not necessary. They just want to hang around and escape from boredom.

Other common causes of off-task behaviors according to the pupils are got lazy and bored because their classmates are noisy, the teacher is always mad; the teacher has soft voice so they got bored and sleepy, and the teacher is talking with other teachers so the pupils also do the same or sleep.

Others feel *sleepy* because they had not enough sleep or when the teacher let them write every day. The teacher does not teach, instead let the pupils copy the lessons and takes her seat afterwards.

The pupils added that they *do not listen* while the teacher is teaching because the teacher is boring so they prefer talking with their classmates. According to them, some teachers treat the pupils as grade one because of repeating lessons even if they already knew it. They also feel that the teacher is not prepared for her lessons.

Unruly behaviour such as teasing and fighting classmates, cheating and lying is common among the grade levels. *Teasing* is the common cause of *fighting/quarrelling* in the class. According to the pupils interviewed, they were teased first by their classmates so in return, they teased back or worse, they fight. On the contrary, when the teacher was asked, they said that some children are being paranoid. They think they were already teased when somebody looked at them after having been scolded or talked by the teacher.

Nevertheless, the participants also admitted that most of the time they initiate teasing because they are fond of doing it.

Pupils *cheat* because they did not review or study their lessons before exams. They do not know the answers because they did not listen during discussions. They are not confident with their answer that's why they cheat. Others said that they are afraid that they might be left after class if they don't get passing score. Dreikurs' theory of behavior explained this as "avoidance of failure" as one of the behavioural goal of students. This may be in the form of dishonesty.

Reported cases of *lying* come with *stealing* things or money of their classmates. They also lie when they want to escape from the class (cutting class). They tell that the teacher is absent. Sometimes, they *steal* because they were asked by their classmates to do so. The reason of stealing money of their classmates is because they do not have *baon* or they wanted to buy something like toys which they cannot afford. Madali (1967) stressed that the pupil's behavior or his mode of acting in the presence of other children or other persons or towards them has been caused by or, is the outgrowth of his past experiences, his present conditions, aspirations and desires. It has been the result of the interaction between him and all aspects of his home, school and community environment.

Through FGD, it was found out that the participants who were identified as frequently misbehaving in the class have been experiencing physical and/or psychological abuses at home such as spanking, shouting, and even swearing. Some parents were too busy and have no time to ask regarding the status of their children in

school. Canters (1993, p.6) said that “difficult-to-handle-students may have been physically or psychologically abused. Many of them come from home environments where parents have very little influence or control over their behavior.”

The pupils were asked about the reasons why they sometimes come to school late. Among the causes they shared are the following: waking up late because of playing computers or watching TV at night, the school is too far from the school, heavy traffic, too slow in preparing for school, and doing assignments before going to school. With regards to the distance of the school from the house, the school is encouraging those parents to enroll their children in the nearest school to their houses. However, there are instances when the family changes its residence – one reason why the enrolment is unstable until the school year ends.

The reasons why they *do not bring their books* is that there are books that are not used regularly in the class; and those are too heavy when brought all in their backpacks.

On the other hand, *cutting class* is more prevalent in Grade V class compared to other levels. Cutting class is a common case among Grade V pupils who were reported to the Guidance Office. So, the researcher asked the pupils why they wanted to do this, knowing that this is an offense. They said that they got lazy and bored studying; they prefer hanging out and playing with friends. They go to a river nearby and take a dip. In order for them not to go home wet, they take off their clothes. They go home with their briefs in their bags so that their parents would not know about their activity.

There were some children who learned how to *curse* and *speak obscene/lustful words*. According to them, they have learned it from their parents while they are quarrelling, from their other teachers, classmates, drunk neighbors, and pick up lines they have watched and listened on media and also with their friends who are older than they whom they encounter when they got home. This finding relate to the discussion of UNESCO which says that other children misbehave because of what they observed at home. “Some parents, caught in an argument over money or other problems (such as drunkenness or drug abuse), may lash out at their children, thus leading to violence and abuse, as well as a strong sense of inadequacy in the child. This may contribute to irregular attendance and misbehaviour, or even encourage children to run away from home and school.” (Bangkok: UNESCO, p. 53).

There were also reported cases of bringing cigarettes, liquor, and even deadly weapons within the school premises only in Grades IV and V but none in Grade VI. All of these unruly behaviors were reported in the Guidance office and necessary disciplinary action has been done already.

The abovementioned misbehaviours are similar to a study which states that among the misbehaviours are “noisiness, laughing or giggling, laziness, carelessness and eating” (Rea, 1992), “calling out, disturbing others and non-compliance” (Merrett & Wheldall, 1984, as cited by Giallo, R. & Little, Emma, 2003)are the most commonly reported classroom behaviour problems.

Differentiating the misbehaviors between females and males, the teachers agreed that the males are more disruptive than females even when it comes to being talkative and wandering around the room, likewise in changing seats and fighting/quarrelling with classmates and teasing. The teachers can tolerate some of the noise of the females because they are easily persuaded unlike males. According to the teachers interviewed, females keep silent when scolded unlike some males who talk back. More males are found to be liars and cheaters during exams than females. Most of the pupils referred to the Guidance office are males. Also, the males are the ones who manifest more of the off-task behaviors such as not doing assignment and incomplete test and notebooks. These were supported by the research of Omoteso (2011) which reported that “the cases of classroom misbehavior were prevalent among male students than the female ones. In most schools in the state, the cases of reported classroom misbehavior were more among the boys than among the girls. Girls at times exercise some sort of fear of their teachers and parents, while male students are daring especially if their teacher is a female” (p. 907).

According to the teachers and the Guidance counselor, the Grade IV pupils were still afraid of doing these offenses; some were still young in years that they still believe and follow what their teachers say. Also, they could still be threatened by their parents and teachers. However, the Grade VI pupils, although they are already older and hard-headed, they are afraid of doing major offenses because they might be suspended or expelled from the school. They are aware that if this happens, they might not graduate on time. Whereas, the Grade V pupils were too old to believe the

threats of their teachers and parents and they do not mind the consequences because they are not yet graduating.

2. What are the responses of teachers to the misbehaviours of pupils?

Table 2 shows the summary of the teachers' responses to the children's misbehaviours from Grades IV-VI as reported by the pupils. The items were arranged according to frequency (greatest to least). Included were the topmost responses of teachers to misbehaviours. To see all of the items, please refer to Appendix R on page 138 and Appendix Q on page 135 for the identified teacher's responses in each Grade level.

Table 2
Teachers' Responses on Children's Misbehaviours
(Grade IV, V, and VI)

Teacher's Responses on Children's Classroom Misbehaviours	Never	Once	Twice	Three Times or More	Remarks
I. Non-Violent/Positive Discipline					
- talk with him calmly	65	100	26	109	Frequent
- give advice on the right thing to do/responsibilities	76	91	27	106	Frequent
- explain the fault being done	78	133	22	67	Seldom
- give praise if does not misbehave	118	102	20	60	Seldom
- make him a runner	120	97	27	56	Seldom
II. Violent Discipline/Punishment					
A. Physical					
- let him stand at the corner, in front or at the back of the classroom	188	68	18	56	Seldom
- piercing the skin	252	39	3	6	Seldom
- pinching ears	260	30	2	8	Seldom
- striking with a stick	262	26	6	6	Seldom
- hitting with a chalk	263	27	4	6	Seldom
B. Psychological					
- writing the name on the board	65	100	26	109	Frequent
- calling the name to recite	72	107	31	90	Seldom
- transferring to another seat	151	101	24	24	Seldom
- shouting	155	86	12	47	Seldom

- let him write promissory note	164	93	15	28	Seldom
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As shown in Table 2, positive discipline is still the most prevailing strategy of teachers in responding to classroom misbehaviors. This includes talking with the pupil calmly, give advice on the right thing to do/responsibilities, and explain the fault being done, make the pupil a runner, and give praise if the pupil does not misbehave.

On the other hand, some teachers give punishment without taking any physical harm to children. Among these are writing the name of the misbehaved children on the board, calling his name to recite in the class especially when he is not listening during the discussion, shouting, let him write a promissory note, and transferring him to another seat especially when he is a disturbance to his seatmates.

However, when the pupil misbehaves repeatedly and the teacher lost its temper, the teacher unintentionally resorts to physical punishment for the pupil. Among the topmost physical punishment but are seldom done are let the pupil stand at the corner, in front or at the back of the classroom for a while, pinching ears, striking with a stick, hitting the pupil with a chalk, and piercing the skin.

Comparing the results in each grade level, they are similar in terms of the discipline strategies mostly used. Their positive discipline is in terms of talking calmly with the child, explain the fault being done, and giving advice on the right thing to do or his responsibilities. The only difference is that the Grade V teachers give reward if the pupil does not misbehave. Teachers should extend appreciation and recognition of the exemplary things students accomplish (Roldan, 1997). On the other

hand, the commonly used physical punishments are letting the child stand from his seat for a while and piercing the skin. The commonly used psychological punishments among the grade levels are calling the name to recite and transferring the misbehaving child to another seat. However, instead of shouting, the Grade VI teachers let the child write a promissory note and tell him that it will be given to parents or the Guidance Counsellor.

Corporal punishment is seldom used as a response to misbehaviors. The teachers try to control the misbehaviors to their maximum tolerance but if the pupil does the misbehavior repeatedly despite the persuasions of the teacher, then that would be the time the teacher lost his/her temper and incorporate physical punishment. In terms of differences, it was found out that the higher the grade level, the more positive discipline is applied; verbal punishments are minimized. The teachers are aware that the children become more sensitive as they grow older and there is possibility that they will develop hatred for the teacher who once humiliated them. Aside from it, the teachers believe that the pupils in these grade levels are capable of understanding what the teacher explains and so tell them the right thing to do.

Teachers may have different responses on classroom misbehaviors but they must not forget the goal of classroom management which is to keep the focus of children on learning. Responses and/or punishments which deter the occurrence of misbehaviors but discourage the motivation of children to learn are not good enough. In responding to misbehaviors, it is important to have consistency and firmness in implementing rules because children are confused when rules are suddenly changed

due to unexpected situations. This may result to mistrust of pupils on the credibility of the teacher to set rules. Make sure to respond immediately to the misbehavior before it complicates the situation. Punishments may be used as intervention if the pupil and the parents are open minded about it and as long as the teacher explains it well to the child afterwards. Positive discipline such as giving intrinsic and extrinsic motivations encourages children to learn aside from using it as an intervention. However, it should be done in moderation such as giving praises and rewards to avoid biases. Give praises and rewards for those who really deserve it.

3. What is the perception of the pupils with the teacher's responses on the classroom misbehaviours?

The responses of teachers to classroom misbehaviors were evaluated through the perceptions of pupils. The pupils were able to identify the effective and acceptable responses of teachers.

3.1. What responses are effective as perceived by the pupils?

The researcher conducted focus group discussion with different grade levels and inquired on the different responses of their teachers that they perceived as effective. According to the pupils these are effective because they did not misbehave again after the teacher has responded to them these ways.

Majority of the respondents perceive positive discipline as effective means of responding to their misbehavior. With this kind of discipline, the children feel the care

and respect of teachers despite their misbehavior in class. As a result, they come to realize that they must also return the respect of the teacher. “The Canters (Canter, 1996) stress that good discipline does not depend on many rules linked with harsh corrective actions. Rather, good discipline grows out of mutual trust and respect” as cited in Charles (2005). In addition, Short (1988, p.3) “underscores that activities that promote student self-esteem and belongingness is more effective in reducing behavior problems than punishment.”

Such positive discipline are assigning them as leader in the class, talking with them appropriately, telling about their duties and responsibilities, praising, and giving additional points, and sending them to the Guidance office for counseling. Unfortunately, the Guidance Office is often misconceived by other children as a means of punishment rather than counseling. It is because the Guidance Counselor explains the misbehavior but at the same time, the children need to face the sanction from violating school rules. This is so regarded as such especially among the Grade VI pupils who are so afraid of being sent to the Guidance Office because they might not be given a certification of good moral character when they graduate which is a requirement for enrolment in high school.

In “Self-Determination Theory (SDT: Deci & Ryan, 1985), *extrinsic motivation* refers to doing something because it leads to a separable outcome while *intrinsic motivation* refers to doing something because it is inherently interesting or enjoyable.” Giving praises and rewards such as additional points is an extrinsic motivation encouraging the children to do well in the class. Likewise, the pupils are

motivated to behave well to be rewarded and praised. Teachers could motivate the children intrinsically by providing activities that they could learn and enjoy even without rewards, and challenging roles that encourage them to do their best in performing the task. For example, assigning them as leader and giving them responsibilities could boost their self-esteem and be confident to bring out their capacities on it.

A positive response from teachers comes with positive results to children. “One of the Canters’ Principal teaching is that a good discipline plan, based on trust and respect, is necessary for helping students limit their counterproductive behavior” (Charles, 2005, p.39). They feel the respect from teachers when they are not being humiliated in front of others, instead have a talk in private. They feel good whenever the teacher brings out the goodness in them despite their misbehaviors. Giving responsibilities to those children will develop trust and leadership in them. So, instead of misbehaving, they will learn to follow and lead in obeying the classroom rules. Also, if the teacher listens first to the pupils’ explanation before judgment, the children learn how to speak up and not be frightened in telling the truth. Appreciating their self-worth helps them to feel proud of themselves and appreciate also what is around them. As long as there is somebody who believes in their goodness and capabilities, the children will no longer act against the rules because they know deep inside that they can do better things and be a good person like others.

The children feel the concern of teachers when the teachers try to listen and explain the consequences of their misbehaviours in a nice way. They are

more motivated when they are given rewards such as giving additional points or even just a simple praise for their good works and attitudes. They feel they belong in the class and they have still something to be proud of. As a result, it will be their initiative to study harder and behave in accordance with the rules.

On the other hand, some negative responses have been considered by the pupils as effective due to their fear of experiencing unfavorable responses against them. Such teachers' responses are deducting points from their scores, leaving their bags after class, calling their names to recite when not listening, asking them to repeat what the teacher was saying, transferring them to another seat, ignoring them, sending them out of the room, confiscating their personal things, and threatening them that they will be transferred to another section or be dropped. Others are physical punishments such as throwing eraser at them, beating, and piercing the skin (*kinukurot*).

In addition, negative responses such as physical and verbal punishments lower their self-esteem. The pupils feel useless, their lives are worthless, they do not do anything right, think they are always wrong and a failure, therefore their perceptions of themselves are low. They even sometimes think of committing suicide whenever the teacher has negative responses. With this, the children also look at themselves poorly and negatively just the way their teachers look at them. They used to think that they are failure no matter what they do, be at home or in school. So, there is no need for them to exert effort in doing the right things because no one believes in them not even their classmates. The only way for them to catch the attention of their teachers is to misbehave in the class because if they keep quiet, only those bright pupils are being

noticed. These children sometimes try to be good but they are not given the chance because according to them, if there is sudden commotion in the class, they are the first to be blamed when there's no reason. For these reasons, they become lazy and bored doing academic works because nobody appreciates them not even their teachers. They also lose their trust in their teachers knowing that they do not care for them, so why should they care for the teachers. According to the participants, they might do the same to other people especially to other children and with their pupils someday when they also become teachers. "One respondent opined that children might carry their negative experiences with them until they grow up" (Philippine Women's University [PWU], 2009).

However, the pupils agreed that the abovementioned strategies lost their effectiveness when the teacher is not firm and consistent in imposing it.

Other examples are the following: threatening the pupils that they will be transferred to another section or be dropped ("*The teacher does not do it.*"); transferring them to another seat, and confiscating their personal things ("*The teacher returns it at the end of the class*"); staring at them sharply ("*The teacher only stares but does not frighten.*"); uttering painful words ("*Their parents used to utter these words when angry*"); giving additional works (*they just comply for the sake of their freedom to go home*); writing their names on the blackboard ("*it will be erased without any punishment*"); beating ("*it was not painful*"); sending them out to do an errand ("*free to go around the school*"); and when the teacher shouts ("*We are used to it already so we just listen and ignore it afterwards*").

3.2. What responses are perceived to be acceptable?

Positive responses that foster trust and respect among children are perceived as acceptable. “Positive recognition such as giving encouragement and expressing appreciation should be used frequently, as it tends to increase self-esteem, increase good behavior, and build a positive classroom climate” (Charles, 2005). Among the identified acceptable responses are talking with children calmly, giving rewards or praises, and giving responsibilities like assigning them as leader (*see Appendix K, item 5.3, p. 122*). PWU (2009, p.3) also states that “children generally prefer a more positive form of discipline such as being talked to and corrected or guided/counselled in response to offenses or violations made in school.”

On the contrary, other children consider some negative responses of teachers as acceptable despite the physical and emotional pain they bring to them as long as the teacher explains the action that has been done. Children have come to accept violence, such as corporal punishment, as part of school

life (PWU, 2009). A number of students even consider corporal punishment as a positive approach as they learn to avoid the mistakes for which they were punished and they accepted physical punishment because they are aware that they did something wrong (PWU, 2009).

These children understand that teachers punish them because of their repetitive misbehaviors. They do not feel bad instead they accept it as a consequence of their misbehaviors and try to avoid it next time by behaving properly in the class. To cope with the pains of corporal punishment, students explained that they accepted these punishments as a sign that their teachers want them to improve or teachers are “challenging” them to perform better (PWU, 2009).

The family orientation of these children has an impact on their perception on the teachers’ responses. At home, aside from the reason that they are already used to it, they are also punished for their misbehaviors but they take it positively because their parents let them know that it is just their way of disciplining to make them better, they have the same thoughts with them when they come to school.

“Teachers, instead of continually reacting to misbehavior, have to reach out to those students and try to gain their trust” (Charles, 2005). Most of the pupils prefer teachers who do not always shout, do not easily get mad, do not say hurting or cursing words (*nagmumura*), do not beat or strike, and teachers who punished physically. It was also found out in the study of Rea (1992) that among the teacher personality factors cited that affect the students’ discipline

are unsympathetic, nagger and ever scolding teacher and those whose methods in teaching are poor.

Children would prefer teachers, who talk calmly, teach with modulated voice, teach with varied strategies like film viewing, power point presentations, and pictures. It will catch their interest and motivate them to listen; therefore, according to them they will no longer have time to create unnecessary motions. They do not want teachers who make them write and write because they get bored causing them to wander around the room, chat with seatmates, do unnecessary drawings, sleep, and make frequent excuses to go to the comfort rooms.

Instead of humiliating them in front of their classmates, they prefer one-on-one conversation. Also, they wish that their explanations be heard before judging or scolding them. Instead of shouting, they want their teachers to just talk to them calmly. They will feel happy and feel good.

Thus, Canters “remind us that when a student becomes increasingly upset or defiant, we should stay calm and deescalate the situation. When meeting in a problem-solving conference with a student, we can communicate both firmness and caring. And by using effective communication skills, we can build trust with a student even in difficult circumstances” (1993, p.190).

The pupils also suggested that the teachers teach good values. They said that they do not study *Edukasyon sa Pagpapakatao* subject anymore. “Canters’ principal technique is that today’s teacher must not only model proper class behavior but often directly teach it as well” (Charles, 2005).

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn and recommendation offered.

Summary of Findings

Based on the analysis and interpretation of data, the findings are hereby summarized:

1. Most of the misbehaviours frequently observed from Grades IV- VI are *disruptive*, activities that interrupt/disturb the normal course in the classroom such as out of

seat and making noise. Out of seat behaviours with high frequencies are changing seats, always standing, and wandering around the room while the most frequent misbehaviours which make noise are shouting, irrelevant talking, and talking out of turn.

Off-task behaviours or conducts that are not relevant in performing a task such as not doing assignments and incomplete test and notebook tasks are frequently observed among the grade levels especially in lower grades. However, always going to the comfort room is the leading off-task behaviour in Grade IV. Off- task behaviours are most common in lower sections. Other off-task behaviours observed are disinterest on the lesson such as not listening, not participating in the group works, sleeping, daydreaming, and cutting class; doing unnecessary things such as irrelevant drawing, playing toys, and gadgets.

On the other hand, cheating, lying, and fighting/quarrelling with classmates are the most common *unruly behaviours*, conducts that show disobedience to school rules. Unruly behaviour such as teasing and fighting classmates, cheating and lying is common among the grade levels. There were also reported cases of vandalism, and smoking and drinking liquor within the school premises.

2. Positive discipline is still the most prevailing strategy of teachers in responding to classroom misbehaviors. This includes talking with the pupil calmly, give advice on the right thing to do/responsibilities, and explain the fault being done, make the pupil a runner, and give praise if the pupil does not misbehave.

On the other hand, some teachers give punishment without inflicting any physical harm to children. Among these are writing the name of the misbehaved children on the board, calling his name to recite in the class especially when he is not listening during the discussion, shouting, making him write a promissory note, and transferring him to another seat especially when he is a disturbance to his seatmates.

Among the topmost physical punishment but are seldom done are letting the pupil stand at the corner, in front or at the back of the classroom for a while, pinching ears, striking with a stick, hitting the pupil with a chalk, and piercing the skin.

3. Majority of the respondents perceive positive discipline as effective means of responding to their misbehaviours such as assigning them as leader in the class, talking with them appropriately, telling about their duties and responsibilities, praising, and giving additional points, and sending them to the Guidance office for counselling. With the positive discipline, the children feel the respect and care from their teachers which cause long term positive changes in children's behaviour. The pupils are more motivated to learn when the teacher gives activities that they can learn and enjoy and when teachers compensate their efforts through praise or rewards. Likewise, they are motivated to cooperate on tasks when they are given responsibilities and the objectives are clear.

Some negative responses of teachers perceived by the pupils as effective such as deducting points from their scores, leaving their bags after class, calling their names to recite when not listening, asking them to repeat what the teacher was saying, transferring them to another seat, ignoring them, sending out of the room, confiscating their personal things, and threatening them that they will be transferred to another section or be dropped. Others are physical punishments such as throwing eraser at them, beating, and piercing the skin (*kinukurot*). Pupils stop misbehaving under these circumstances because of their fear of punishments and removing rewards and/or freedom.

4. Positive discipline is the most acceptable and preferable discipline strategies by the pupils. Children prefer strategies which do not inflict any physical or psychological harm on them. With this kind of discipline, they are more motivated and high-esteem in making positive changes on their behaviours and academic performances. The children would also prefer teachers who talk calmly, teach with modulated voice, and who teach with varied strategies like film viewing, power point presentations, and pictures.

Conclusions

Based on the findings, the following conclusions are drawn:

1. Children's misbehaviours such as off-task are commonly rooted to teacher factor because of the boredom and lack of motivation felt by the pupils in the class. Challenging and fun activities that allow pupils to enjoy while learning could help in reducing off-task behaviours.

Disruptive behaviours may be rooted to pupil personality factor such as trying to get attention and seeking revenge on teachers, classmates, or both. It may lead to verbal aggression which eventually leads to physical aggression if not handled immediately.

Unruly behaviours such as dishonesty, physical and verbal aggression are greatly influenced by the family, peers, and social media because of exposure of these on children.

2. Teachers initially use positive discipline in handling misbehaviours. However, if the child misbehaves repeatedly despite the diplomatic persuasion of the teacher, he/she lost his/her temper which results to incorporating punishments. At first, verbal punishment but if the child persists on misbehaving, the teacher lost his/her control and may inflict physical punishment.
3. Positive discipline is the most acceptable and effective discipline strategy since it shows care and concern for children. However, it requires patience and determination on the teacher to achieve its positive results in children. On the contrary, punishments that cause painful bodily harm and public humiliation are

only effective when the punisher is present. It does not guarantee long term positive change on the behaviour; rather, it may trigger other negative behaviours in the children towards their selves and the teacher.

4. Any discipline strategies be it positive or negative become ineffective when not done consistently. Also, any strategies that the children are already used to at home or in school become useless and just ignored. Likewise, any responses to their misbehaviours that are not clear to them and just imposed without further explanation will not have positive effect on children.
5. Self-esteem affects the behaviour of children. A feeling of self-worth is important to motivate the children to change their negative behaviours. On the contrary, a feeling of failure and uselessness discourages children to strive for success.

Recommendations

Based on the findings and conclusions, the following are recommended to teachers, children, Guidance Counsellor, and the school.

1. Teachers may exert efforts to know their misbehaving children so that they may be more knowledgeable and informed about the possible causes of children's

- misbehaviors. Therefore, he/she could think of proper strategies in handling these misbehaviors.
2. Teachers may coordinate with the Guidance Counselor in talking with the child and the parents.
 3. The teachers may think of teaching strategies that will not allow any dull moments. They may do unfreezing activities for a while if the children get bored. This would draw the attention and focus of the children back to the lesson. The teachers may design learning goals that are attainable so that the children may also experience success in their works.
 4. In discipline strategies, explain to the pupil any disciplinary action made as a response to his misbehavior so that the objective would be clear. The teacher may build the confidence in every learner to boost his self-esteem instead of underestimating his capabilities.
 5. The Guidance Counsellors may develop a guidance program focusing on counselling children who have been frequently misbehaving which could also help the teacher on thinking of ways in handling these children. The pupil's behavioural record which was reported by the teachers and kept by the Guidance Counsellor is also useful in knowing the history of the misbehaving child from previous grades.
 6. Teaching strategies of teachers may be brain-based learning. The school may conduct seminars that will provide teachers with teaching methods, lesson designs, and school programs anchored with the capabilities of children's brain to learn mentally, socially, and emotionally.

7. The findings of this study may be applicable only in urban elementary public schools. Therefore, the same study is recommended to be conducted in rural settings. Further studies on how children's level of self-esteem affect their behaviour are recommended.

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APPENDIX A

Letter of Permission to Conduct the Study

Nov. 24, 2014

DR. ELIZABETH L. QUESADA

Schools Division Superintendent

Department of Education

Division of Marikina City

Dear Madame:

May I be granted by your good office to conduct a study entitled "Children's Perception on Teachers' Responses to Classroom Misbehaviours: Input to Classroom Management" in partial requirements for the degree of Master of Arts in Child Study at Philippine Normal University, Manila.

May I request to conduct the study at Parang Elementary School involving selected Grades IV, V, and VI teachers and pupils for this school year 2014- 2015. I will conduct the study hoping that the result of this study/survey will be helpful in improving teacher-pupil relationships and teachers' classroom management.

Rest assured that the data to be obtained will be treated with utmost confidentiality and use solely in this study.

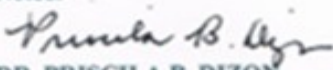
Thank you very much and I will highly appreciate your favourable action regarding this matter.

Respectfully yours,


CHERRIL ANN A. CUSTODIO

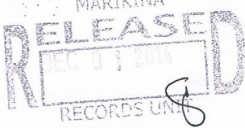
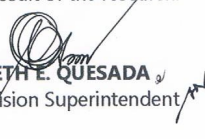
Researcher

Noted:


DR. PRISCILA B. DIZON
PROF. SHEILA MARIE B. ADONA

Thesis Advisers

APPENDIX B
Permit to Conduct the Study

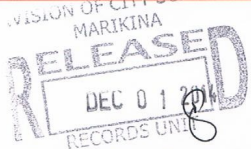
	 DepEd DEPARTMENT OF EDUCATION National Capital Region DIVISION OF CITY SCHOOLS Marikina	
V. Gomez St., San Roque, Marikina City TeleFax.: 646-05-44 : 646-86-42		
 RELEASED RECORDS UNIT November 28, 2014		
Ms. CHERRIE ANN A. CUSTODIO Reseacher Philippine Normal University, Manila		
Dear Ms. Custodio: This is to acknowledge receipt of your letter dated November 24, 2014, requesting permission to conduct a study/survey re: "Pupils' Perception on Teachers' Responses to Classroom Misbehaviours: Input to Classroom Management". This Office interposes no objection to your request provided that: 1. necessary arrangements shall be made with the principal of Parang Elementary School so as not to interfere with the regular program of the school, in compliance with DepEd Order No. 9, s. 2005 entitled <i>"Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith"</i>; 2. no teacher nor student will be pulled out of their classes; 3. data gathered shall be used with utmost confidentiality; 4. no school / office materials will be used for the purpose; and 5. this Office will be furnished with a report on the conduct and result of the research.		
Incl: As stated		 ELIZABETH E. QUESADA, Schools Division Superintendent
<i>Character and Excellence</i>		



National Capital Region
DIVISION OF CITY SCHOOLS
Marikina



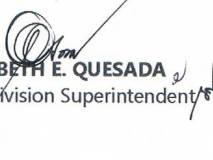
V. Gomez St., San Roque, Marikina City TeleFax.: 646-05-44 : 646-86-42



1st Indorsement
November 28, 2014

Respectfully referred to **Ms. GENEROSA VICTORINO**, Principal, Parang Elementary School, the herein request of **Ms. Cherrie Ann A. Custodio**, Researcher, Philippine Normal University, Manila, to conduct a study/survey re: **"Pupils' Perception on Teachers' Responses to Classroom Misbehaviours: Input to Classroom Management"**.

This office interposes no objection to the said request provided that there will be no disruption of classes in compliance to DepEd Order No. 9, s. 2005; data gathered shall be used with utmost confidentiality; and no school / office materials will be used for the purpose.


ELIZABETH E. QUESADA
Schools Division Superintendent/s

Character and Excellence

APPENDIX C

Letter to the Teacher - Respondents

December 01, 2014

Dear Teachers,

I am Cherrie Ann A. Custodio, a graduate student of the Philippine Normal University taking up Master of Arts in Child Study. I am currently doing a study that aims to analyze children's perception on teacher's responses on classroom misbehaviours.

In this regard, may I request for your kind assistance to answer the attached questionnaire- checklist relative to my studies. May I also request each one of you to identify at least one of your pupils whom you observe that misbehaves frequently in your class. These pupils will be the participants for the focus group discussion that I will be also conducting.

This survey will be used for research purposes only. Rest assured that your answers will be treated with utmost confidentiality.

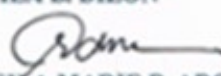
Thank you for your time and cooperation in advance. God bless!

Very truly yours,


CHERRIE ANN A. CUSTODIO
Researcher

Noted:


DR. PRISCILA B. DIZON


PROF. SHEILA MARIE B. ADONA
Thesis Advisers

APPENDIX D

Certificate of Content Validation

This is to certify that the following persons have content validated the researcher-made questionnaire-checklist of Ms. Cherrie Ann A. Custodio, for the study entitled "CHILDREN'S PERCEPTION ON TEACHERS' RESPONSES TO CLASSROOM MISBEHAVIOURS: INPUT TO CLASSROOM MANAGEMENT".

Name	Designation	Signature	Date
1. Dr. Priscila B. Dizon	Thesis Adviser		<u>11-20-14</u>
2. Prof. Sheila Marie B. Adona	Thesis Adviser		<u>11-20-14</u>

APPENDIX E

Certification of Editing

This is to certify that this Thesis with the title "**Children's Perception on Teachers' Responses to Classroom Misbehaviors: Input to Classroom Management**" by Ms. **Cherrie Ann A. Custodio** been edited by the undersigned this 30th of April 2015.

Leslie P. Monserrate
LESLIE P. MONSERRATE
Ph.D. in Linguistics

Certification of Anti-Plagiarism



Philippine Normal University
College of Graduate Studies and Teacher Education Research
PUBLICATION OFFICE



AUTHENTICITY RESULT

Date of Release: February 24, 2016
Result Code: 2016-086
Submission ID: 636057154
Title Of Output: Children's Perception On Teachers' Responses To Classroom Misbehaviours: Input To Classroom Management
Author(s): Cherrie Ann A. Custodio

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Rio Anne R. Maño
(Authenticity Administrator)

Noted by: _____
Dr. Marie Paz E. Morales
Director, Publications Office



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APPENDIX G

Survey- Questionnaire on the Classroom Misbehaviours of Children

Survey- Questionnaire (Teacher- Respondents)

Name (optional): _____
 Grade Level Taught: _____ Sex: _____ Age: _____
 Educational Attainment: _____ Position: _____

Direction: For the current grading period, kindly identify how often the following misbehaviours occur in your classes. Use the following options: **Never, Once, Twice, or Three Times or More**. Please put check (□) under the column of your answer.

Children's Classroom Misbehaviours	Never	Once	Twice	Three Times or More
1. lying				
2. stealing				
3. cheating				
4. headlock				
5. smoking				
6. gambling				
7. sleeping				
8. shouting				
9. cutting class				
10. always late				
11. drinking liquor				
12. changing seats				
13. vandalism				
14. daydreaming				
15. looking at the window				
16. irrelevant talking				
17. talking out of turn				
18. swearing/ cursing				
19. always standing				
20. irrelevant drawing				
21. threatening others				
22. teasing classmates				
23. disturbing classmates				
24. incomplete test and notebook				
25. always go to comfort room				
26. not doing assignment				
27. wandering around the room				
28. not listening in the discussion				
29. not participating in group works				
30. not reciting when called				
31. chatting with seatmates				
32. asking nonsense questions				
33. playing with toys				
34. using electronic devices				
35. unable to bring textbooks				
36. fighting/ quarrelling with classmates				
37. intimate contact with classmates				
38. rudeness/ talking back to teachers				
39. speaking lustful/ foul language				
40. destroying school properties				
41. bringing cigarettes/ liquor				
42. bringing pornographic materials				
43. disobedience/ refusing to carry out instructions				
44. bringing nuisance equipments (toys, cellphones)				
45. bringing deadly weapons				
others (please specify)				

APPENDIX H

Survey- Questionnaire on Teacher's Responses to Classroom Misbehaviours Survey Questionnaire (Pupil- Respondents)

Name (optional): _____

Grade Level: _____ Sex: _____ Age: _____

Direction: For the current grading period, kindly identify how often the following responses of teachers occur in your class. Use the following options: **Never, Once, Twice, or Three Times or More**. Please put check (☐) under the column of your answer.

Teacher's Responses on Children's Classroom Misbehaviours	Never	Once	Twice	Three Times or More
1. shouting				
2. spanking				
3. slapping				
4. piercing skin				
5. lashing the head				
6. dragging				
7. ignoring				
8. pinching ears				
9. hitting with an eraser				
10. hitting with a chalk				
11. labeling				
12. tearing the paper				
13. beating with a stick				
14. transferring to another seat				
15. calling out name				
16. one-on-one conversation				
17. give praise if does not misbehave				
18. make him a runner				
19. talk with him calmly				
20. assign him as leader				
21. calling the parents				
22. shaking				
23. let him make a promissory note				
24. beating the hands				
25. deducting score				
26. stare sharply				
27. public humiliation				
28. scolding in front of the classmates				
29. sending outside the classroom				
30. detaining after the class				
31. give additional works				
32. pulling the hair				
33. hitting with a notebook or book				
34. refer him to the guidance counsellor				
35. explain the fault being done				
36. give advice on the right thing to do/responsibilities				
37. give reward if does not misbehave				
38. respond in the form of joke				
39. give additional points if does not misbehave				
40. let him stand at the corner, in front or at the back of the classroom				
41. throw personal things				
42. cursing/ uttering painful words				
43. temporarily transfer him to other classroom				
44. confiscate personal things				
45. threatening (drop out, suspension, low grades)				
others (pls. specify)				

APPENDIX I

Rosenberg Self- Esteem Scale (RSES)

ROSENBERG SELF- ESTEEM

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle **SA**. If you agree with the statement, circle **A**. If you disagree, circle **D**. If you strongly disagree, circle **SD**.

*Panuto: Sa ibaba ay isang listahan ng mga pahayag na tumutukoy sa iyong pangkalahatang saloobin tungkol sa iyong sarili. Kung ikaw ay matinding sumasang-ayon, bilugan ang **MS**. Kung ikaw ay sumasang-ayon, bilugan ang **S**. Kung ikaw ay hindi sumasang-ayon, bilugan ang **HS**. Kung matindi ang hindi mo pagsang-ayon, bilugan ang **MHS**.*

- | | | | | | |
|-----|---|----------|--------|---------|-----------|
| 1. | On the whole, I am satisfied with myself.
<i>Sa kabuuan, ako ay kuntento sa aking sarili.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 2. | At times, I think I am no good at all.
<i>May mga panahon na naiisip ko na hindi ako magaling.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 3. | I feel that I have a number of good qualities.
<i>Pakiramdam ko, marami akong magandang katangian.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 4. | I am able to do things as well as most other people.
<i>Mas mahusay kong nagagawa ang mga bagay kaysa sa iba.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 5. | I feel I do not have much to be proud of.
<i>Pakiramdam ko, wala akong masyadong maipagmalaki.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 6. | I certainly feel useless at times.
<i>May mga panahon na pakiramdam ko talagang wala akong kuwenta.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 7. | I feel that I'm a person of worth, at least on an equal plane with others.
<i>Pakiramdam ko, ako ay mahalagang tao, o pumapantay sa iba.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 8. | I wish I could have more respect for myself.
<i>Hinihiling ko na sana mas malaki ang respeto ko sa aking sarili.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 9. | All in all, I am inclined to feel that I am a failure.
<i>Sa pangkalahatan, nararamdaman ko na ako ay isang bigo.</i> | SA
MS | A
S | D
HS | SD
MHS |
| 10. | I take a positive attitude toward myself.
<i>Positibo ang pagtingin ko sa aking sarili.</i> | SA
MS | A
S | D
HS | SD
MHS |

APPENDIX J

Questionnaire on the Profile of the FGD Participants

(for the Participants)

Profile of the FGD Participants

Mga Mag-aaral:

Ang mga sumusunod na tanong ay naglalarawan ng inyong *academic performance* at *background* ng inyong pamilya. Pakisagutan nang may katapatan ang mga tanong. Makakaasa kayo na anumang impormasyon na inyong ibabahagi ay mananatiling pribado at tanging sa pag-aaral lamang na ito gagamitin. Maraming salamat sa inyong pakikiisa.

sumasainyo, Lubos na
mananaliksik Ang

Pangalan: _____

Kasarian: _____ Edad: _____

Tirahan: _____

Panuto: Pakisulat ang iyong mga sagot sa patlang.

A. Academic Performance

1. Anu- anong mga asignatura ang gustong-gusto mo?

2. Anu- anong mga asignatura ang inaayawan mo?

3. Anu- anong mga asignatura ang madali sa iyo?

4. Anu- anong mga asignatura ang nahihirapan ka?

5. Ano ang *General Average* mo sa pinakahuling markahan (ikalawang markahan)?

B. Family Background

1. Sino ang kasama mo sa bahay at gumagabay sa iyo? Lagyan ng tsek ang kahon ng iyong sagot (maaaring magtsek ng higit sa isa).

☐

ama ☐

ina ☐

lolo ☐

lola

☐

tito ☐

tita ☐

kapatid

2. Ano ang trabaho ng iyong ama?

Ano ang trabaho ng iyong ina?

3. Ilan kayong magkaka

4. Sino ang tumutulong sa iyo sa paggawa ng takdang- aralin?

5. Sino ang pumupunta sa iyo sa paaralan para kunin ang iyong card?

6. Ano ang nararamdaman mo kapag hindi sila nakakapunta? Bakit?

7. Ano ang binabaon mo araw-araw?

8. Kung pera ang baon mo, magkano ang ibinibigay sa iyo araw-araw?

9. Naranasan mo na bang mahuli sa klase? Ano ang dahilan?

10. Naranasan mo na bang lumiban sa klase? Ano ang dahilan?

11. Ano ang ginagawa nila sa iyo kapag ayaw mong pumasok?

12. Ano ang ginagawa nila sa iyo kapag nagpapasaway ka sa bahay?

13. Ano ang ginagawa mo kapag ginagawa nila ito sa iyo?

14. Kapag ginagawa nila ito, ano ang naiisip mo?

15. Ano naman ang nararamdaman mo kapag ginagawa nila ito?

APPENDIX K
Focus Group Discussion (FGD) Questions and Children's Responses

Focus Group Discussion (FGD)
Questions and Responses

Mga Tanong	Mga Tugon ng mga Bata
1. Anu-ano ang mga ginagawa ninyo sa loob ng klase na ikinagagalit ng inyong mga guro?	- pinaglalaruan ang chalk - naglilista kahit hindi pinaglilista - nanghahagis at nagshosshoot - dumadakdak sa basurahan * tumatakas dahil naihi * lumalabas ng kuwarto * nagcucutting class kasama ang mga kaklase * nang-aasar at nambubully < makukulit ^ naglalaro, maingay, naghahabulan ^ maingay (nakikipagkuwentuhan, kumakanta) ^ nakikipaglaro ^ magulo ^ hindi nakikinig
1.1 Bakit nga ba malaro kayo kahit pinagagalitan na?	- hindi ko maalís ang gulo ko (kahit di ako magulo, gumugulo pa rin ako, baka may sakit ang laro mam) - may nagyayaya mam, minsan ako ang nag-aaya
1.2 Bakit gustung- gusto ninyong tumakas sa klase?	- mam pag gusto lang mam - makagala lang po - niyayaya lang po - kasi po, naranasan ko na pong sipain ng teacher kaya ayoko pong pumasok sa kanya
1.3 Bakit nga ba kapag nagsalita kayo, ang lakas lakas ng boses ninyo?	- malakas talaga ang boses - di ko rin alam - nagsusulat ako, may nakahawak sa likod ko kaya sinisigawan - mainitin ang ulo
1.4 Bakit kayo nanununtok?	- bumabawi lang - nanguna kaya sinuntok din
1.5 Saan niyo ba natututunan ang pagmumura	^ nanay, tatay/ kapag pinapagalitan ako ng magulang ^ sa kaklase saka sa isang teacher
1.6 Saan niyo natututunan ang pagsasalita ng bastos?	^ sa mga youtube (fliptop) ^ sa kuya ko ^ sa kaibigan/ barkada/ katropa (mas matanda) ^ pickup lines

1.7 Bakit sinasabi pa rin kahit alam na hindi maganda?	^ kaklase ^ sa bahay - kasi sinasabi din nila - kapag sinabihan ng kaklase ng bastos, babawian din ng bastos < kapag hindi na nakapagtimpi
1.8 Bakit kayo natutulog sa klase?	- kasi kapag umaalis si mama ginigising na niya ako * tinatamad * nakakaantok si teacher kasi mahina an boses * nakikipagdaldalan sa ibang teacher kaya pag iniwan nagdaldalan at natutulog < inaantok kasi pasulat nang pasulat ^ kasi puyat
1.9 Bakit hindi kayo nakikinig kapag nagtuturo ang guro sa halip guhit nang guhit at nakikipagkuwentuhan sa katabi?	* tinatamad makinig
1.10 Bakit hindi kayo nakikinig sa guro kapag nagkaklase?	* inaantok < ginagawa kaming parang Grade I kasi panapaulit-ulit yung lesson kahit alam na naming
1.11 Bakit tinatamad kayong gumawa sa klase?	* pagod makipagsapakan * magugulo yung kaklase * pinagagalitan ng guro * pinag-iinitan ng guro * parang ayaw na niyang magturo < nakaupo lang yung teacher tapos ang daming pinapasulat
1.12 Bakit gustung- gusto ninyong magcutting class?	* masaya para makapaglaro sa kabigan * para makagala * tinatamad mag-aral (mas gusto kong tumambay)
1.13 Bakit kayo sumisigaw sa loob ng klase?	* galit ^ kapag inaasar ng kaklase < tinatawag ang pangalan ng kalase
1.14 Bakit gustung- gusto ninyong lumipat ng upuan?	* nagtatakbuhan * hahanap ng kalaro ^ makikipagdaldalan sa kaibigan ^ walang kadalalan, naiinip
1.15 Bakit sinasabi na ninyo yung sagot kahit di pa kayo tinatawag ni teacher?	* atat sumagot * ang tagal tawagin tapos pag patapos na yung tanong hindi parin tinatawag, nabibigo ka * pakiramdam ko may paborito si teacher
1.16 Bakit madaldal kayo sa klase	* magulo ang klase

kahit sinasaway na?	
1.17 Bakit hindi kayo gumagawa ng takdang-aralin?	* nakakalimutan * tinatamad * inuuna ang laro
1.18 Bakit drawing kayo nang drawing kahit nagtuturo si teacher?	* pag wala kasing ginagawa * naboboring/naiinip
1.19 Bakit hindi ninyo dinadala ang inyong mga aklat?	< para magaan ang dala, mabigat kasi < nahihirapan sa pagbubuhay, masakit sa likod, yung iba hindi naman ginagamit
2. Anu- ano ang mga nagiging tugon o ginagawa ng inyong mga guro kapag ginagawa ninyo ang mga ito?	- dadalhin sa Guidance Office - iniiwan ang bag - pinapatayo - pinapatawag ang magulang - pinapalo * hinihila sa patilla * pinipitik yung tenga ng goma * binabatukan sa ulo * kinakaladkad, hinahawakan sa balikat tapos pinapalabas * sinisigawan < pinapasquat na may libro sa braso < iniipit ang bibig ng pang-ipit sa damit
2.1 Ano ang naramdaman ninyo nung ginawa ng inyong mga guro ito? Bakit? - kinurot - pinalo ng kamay - hinila ang buhok - pinatayo - Kung makakapagsalita lang kayo kay teacher, ano ang	* gustong ipa-Guidance si teacher kasi child abuse yun sabi ng kaibigan ko * galit parang gusto ng bugbugin si teacher para makatulong - wala lang - parang natanggal ang balat < natatawa dahil nakikiliti ^ masakit - sanay na ^ masakit ^ masaklap ^ bumilis ang tibok ng puso - nagagalit < naisip ko kasalanan ko din kasi hindi ginagawa ang takdang- aralin ^ nangangalay/ sumasakit yung paa ^ napapahiya - huwag namang ganun - tama na po

sasabihin ninyo	
- sinipa	- masakit, masaklap
	- nakakasakit sa damdamin kasi napahiya
- kinausap nang mahinahon	^ parang nasa heaven
	^ masaya, masarap sa pakiramdam
- pinupuri kapag hindi nagpasaway	^ masarap sa pandinig
- binibigyan ng karagdagang puntos kapag hindi magulo	^ masaya, pakiramdam ko magaling ako
- dinala sa Guidance office	* mam pag-uwi sa bahay, putol ang walis tambo
	* kinakabahan kasi baka hindi na ipasa ng Grade V o kaya patigilin na
	^ natatakot kasi baka ipatanggal sa eskwelahan
	^ natatakot lalo na sa principal mam
	^ kinakabahan
- nabatukan	- masaklap
- minura/sinabihan ng gago/ walang kuwenta	- masama si teacher
	- parang naririnig ko yung sinasabi
	- parang nag-eecho
	- masasanay rin
	- parang paulit- ulit na lang
	- sumasakit ang ulo ko
	- napapahiya
	< parang gusto kong suntukin si teacher nung sinabi niyang demonyo ako, akala mo perpekto siya
	^ masakit (parang paulit-ulit na sinasabi)
* Kung pwede ka lang sumagot sa teacher mo, anong sasabihin mo pag minura ka?	- wala kang karapatan na gawin yun, bawal yun
	- sasabihin ko rin yung sinabi niya
- pinuri kapag hindi magulo	- parang napakabait namin
- punitin ang papel	- nagalit pero sa isip lang
	* badtrip kasi pinaghirapan e
- pinasulat ng kasunduan o pangako	- wala din yun
	- natatakot baka ibigay sa Guidance Office
	- napapahiya
- sinabihan na ida-drop o ililipat ng ibang section	- hindi natatakot
- nililista ang pangalan sa	- wala lang binubura din e

pisara	- napapahiya
- hinahampas	- hindi tumatalab yun, hindi naman masakit
- hinihiwalay ng upuan	< malungkot kasi nakahiwalay
	< masaya kasi walang maingay at hindi mainit
	^ masaya
- dinadaan sa biro ang pagsasaway	- malungkot parang hindi na ibabalik
- kinumpiska ang personal na gamit tulad ng gadget	- gustong pabayaran
- sinigawan	- kung maingay si teacher, maingay din kami
	* hindi naman maiwasan yung manigaw
- binibigyan ng label	^ napapahiya
- napalo	- hindi tumatalab
	- mas masakit sa bahay kasi may hanger
- binato ng eraser	* naiisip ko magkaka an-an
	^ masakit sa pakiramdam
- kinaladkad	* naisip ko na nagagalit
	* parang balang araw gaganunin ko din siya
	^ masakit
	^ inaasar nang pabulong yung kaklase nung kinaladkad siya
- hinila ang patilya	* kapag nakita ka kahit wala kang ginagawa
	^ masakit
	^ malungkot kasi laging ikaw pinapagalitan
- hindi pinakinggan ang paliwanag mo	* gusto mo ng ipabarangay yung teacher
	^ masakit sa pakiramdam kasi parang hindi pinapakinggan yung paliwanag mo
- inutusan sa labas ng kuwarto	* para makita yung syota
	< malungkot kasi yung mga kaklase nag-aaral sa loob ng klase samantalang ikaw nasa labas lang
	^ masarap kasi hindi makakagawa
	^ nakakatakas sa mga gawain
	* masaya kasi nagagawa ang gusto
- ginawang lider sa klase	* malungkot kasi parang ayaw ka na niyang turuan
	* parang ayaw ng mag-aral
- pinalabas ng kuwarto	* tinatamad nang pumasok
	^ masakit
	* masakit

- binabawasan ang score sa pagsusulit dahil pasaway - binabantaan ni teacher - pinagagalitan sa harap ng klase - tinatawag ang pangalan para sumagot sa tanong - hindi natsekan ni teacher ang takdang- aralin - pinagagalitan - binibigyan ng karagdagang gawain	^ badtrip * natatakot kasi sabi ni teacher “didibdiban kita ‘pag uwian” ^ napapahiya * mam ang hirap sabihin sabay sabing kabisaduhin lahat * hindi nasasagot kasi mahirap * pinagtatawanan ka * inaasar ka * parang hindi ka mahal ng kapwa mo * parang gusto mo silang batuhin < nagugulat ^ napapahiya kapag hindi nakasagot * nakakabad trip kasi nakakalimutan, isang beses ka na nga lang gumawa tapos absent pa yung teacher mo < pagdidisiplina lang yun < wala parang lumabas lang sa kabilang tenga < bakit niya ako pinagagalitan, hindi ko naman siya nanay, hindi niya ako anak para gawin yun < parang wala na lang narinig ^ masama ang loob < nakakangalay < nakakainip
3. Ano ang epekto ng ginawa ng inyong mga guro sa inyo? • positibong pagdidisiplina • pisikal at sikolohikal na parusa	^ pakiramdam ko mahal ako ni teacher ^ gusto niya akong matuto - nagagaya - paranng gusto mong manakit din ng iba - parang pinapatay ako mam - lahat na lang ako yung mali kasi lagi akong pinagagalitan * mas naging matigas ang ulo at astig kasi nakakabadtrip * lalong magiging gago kai gago na nga, gagaguin pa * parang magagaya mo paglaki * parang matotrauma ^ pakiramdam ko lalong sumasama ang ugali ^ masama ang ugali/ bad boy

3.1 Nagpasaway pa ba kayo? Bakit? • positibong pagdidisiplina • pisikal at sikolohikal na parusa	* nagpapasaway pa pero konti na lang ^ hindi na po - nag-iba ako mam, lalo akong gumulo (gumulo ang isip) - lalong kumulit < kapag masakit, hindi nap o umuulit kasi nadadala na
3.2 Mas napalapit ba kayo sa inyong mga guro? Bakit? • positibong pagdidisiplina • pisikal at sikolohikal na parusa	- gusto ko mam mabait kasi masarap sa pakiramdam at parang may pakialam < opo, parang nagkaroon ng inspirasyon para mag-aral nang mabuti - hindi - lalo akong nagalit kay teacher kasi masama siya - sa akin ok lang kahit masama - napalayo mam kasi sa kanya lang naranasan - lumayo kasi mam nagalit ako kay teacher < lumayo na ang loob kasi nasaktan na, natatakot na rin ako sa kanya
3.3 Naging mas mabait ka ba sa ginawa ni teacher, lalo kayong nagpasaway? • positibong pagdidisiplina • pisikal at sikolohikal na parusa	^ opokasi mabait din po si teacher sa amin - kapag hindi sinasaktan, nagiging mabait - hindi kasi ayoko ng ganun - nagkimkim ng sama ng loob
4. Ano ang naiisip ninyo kapag ginagawa ng mga guro ang mga ito? • positibong pagdidisiplina • pisikal at sikolohikal na parusa	< masarap pakinggan kaysa sermon < pakiramdam ko wala akong kuwenta
5. Ano ang inyong pagtingin sa mga tugon ng mga guro para pigilan ang mga nagpapasaway na bata? 5.1 Alin sa mga tugon ng mga guro ang sa tingin ninyo ay	* hinahampas * kinukurot

epektibo o mabisa? Bakit?	< binibigyan ng label < pinapatawag ang magulang < pinasusulat ng kasunduan < kinukumpiska ang personal na gamit < nililipat sa ibang kuwarto < sinasabihan na ida-drop ^ ginagawang lider sa klase ^ iniwan ang bag pagkatapos ng klase ^ tinatawag ang pangalan para sumagot ^ inihihwalay ng upuan ^ hindi pinapansin ^ pinapalabas ng kuwarto ^ binabawasan ang score ^ dinadala sa Guidance Office ^ kinakausap nang mahinahon ^ sinasabihan ng dapat gawin o responsibilidad ^ pinupuri kapag hindi magulo ^ binibigyan ng karagdagang puntos kapag hindi nagpasaway
5.2 Alin sa mga tugon ng mga guro ang sa tingin ninyo ay hindi pinapansin? Bakit?	- pinasusulat ng kasunduan o pangako - sinasabihan na ida-drop o ililipat ng ibang section - sinusulat ang pangalan sa blackboard - hinahampas - hinihiwalay ng upuan - sinisigawan * binabatukan * binabato ng eraser * pinapatayo < pinipingot ang tenga < binabato ng chalk < pinapalo < miumura ^ tinititigan nang matalim ng teacher
5.3 Alin sa mga tugon ng mga guro ang sa tingin ninyo ay katanggap-tanggap? Bakit?	^ mga positibong pagdidisiplina (kinakausap nang mahinahon, bibibigyan ng reward, pinupuri kapag may ginawang mabuti, ginagawang lider) ^ yung hindi nakakasakit
5.4 Alin sa mga tugon ng mga guro ang sa tingin ninyo ay hindi katanggap-tanggap? Bakit?	- nagmumura - namamalo - laging nakasimangot - sinisigawan - binibigyan ng hindi magandang label - pinapalo * hinahampas * kinukurot < pinipingot ang tenga
5.5 Anu-ano ang mga mas gusto ninyong gawin ng mga guro kapag nagpasaway kayo sa loob	- dinadaan sa biro ang pagsasaway - magturo si teacher kaysa magpasulat - di na pagagalitan

ng klase?	- pakinggan ang paliwanag < ituro ang asignaturang Edukasyon sa Pagpapakatao ^ magturo nang may variety, laro, drawing ^ pagsabihan lang ^ huwag mananakit ^ pakinggan muna ang paliwanag bago sermon ^ kausapin na lang nang mahinahon kaysa sigawan ^ hindi masyadong mahina o malakas ang boses
5.6 Kapag ginawa ba ito ng inyong mga guro, hindi na ba kayo magpapasaway? Bakit? - kinausap nang mahinahon	- hindi na po kasi parang may pakialam ang teacher kaya babait na
6. Ano ang pagtingin ninyo sa inyong sarili pagkatapos gawin ng inyong mga guro ang mga iyon para kayo ay sawayin?	
6.1 Bakit positibo ang pagtingin mo sa iyong sarili?	^ kasi gusto ni teacher na mapabuti kami ^ ginagawa lang niya yun para sa ikabubuti namin
6.2 Bakit negatibo ang pagtingin mo sa iyong sarili?	< pakiramdam ko walang kuwenta ang buhayko < naisip ko minsan na magpakamatay na lang
6.3 Sa iyong palagay, makakatulong ba ang mga ginagawa ng inyong guro na paraan ng pagsasaway para mapabuti kayo?	- baka mapakulong si teacher - baka magawa ko din yun mam - nakakasakit sa damdamin - e kasi baka pag naging teacher, gawin ko din yun * matotrauma ^ hindi po kasi baka gawin din sa ibang tao ^ baka gawin din sa mga bata

Palatandaan:

- tugon ng mga bata sa Ikaapat na Baitang
- * tugon ng mga bata sa Ikalimang Baitang
- < tugon ng mga bata sa Ikaanim na Baitang
- ^ pareho ang tugon ng mga bata mula Ikaapat hanggang Ikaanim na Baitang

Appendix L

Profile of Teacher- Respondents

Sex and Age Profile of the Teachers

Grade Level	SEX		AGE					Total
	M	F	Total	21-30	31-40	41-50	51-60	
Four	2	8	10	2	5	1	2	10
Five	3	7	10	1	2	4	3	10
Six	0	10	10	0	0	7	3	10
Total	5	25	30	3	7	12	8	30

Educational Background and Position Title of Teachers

Grade Level	DEGREE				w/ MA units	POSITION					
	BE Ed	BSE Ed	BS BA	Total		T1	T2	T3	MT1	MT2	Total
Four	8	2	0	10	2	6	2	1	1	0	10
Five	7	2	1	10	3	4	2	3	1	0	10
Six	8	2	0	10	5	2	0	7	0	1	10
Total	23	6	1	30	10	12	4	11	2	1	30

Appendix M

Profile of Pupil- Respondents

Demographic Profile of the Pupils

Grade Level	Sex			Age										
	M	F	Total	8	9	10	11	12	13	14	15	16	17	Total
Four	79	21	100	1	28	54	8	5	4	0	0	0	0	100
Five	97	3	100	0	0	39	9	14	5	3	0	0	0	100
Six	81	19	100	0	0	13	0	46	14	6	2	0	1	100
Total	257	43	300	1	28	97	7	65	23	9	2	0	1	300

Appendix N
Profile of the Focus Group Discussion (FGD) Participants
Sex and Age Profile of the FGD Participants

Gr. L e v e l	Sex			Age					
	M	F	Total	9-10	11-12	13-14	15-16	17-18	Total
Four	10	0	10	7	3	0	0	0	10
Five	10	0	10	1	7	2	0	0	10
Six	9	1	10	0	8	1	1	0	10
Total	29	1	30	8	18	3	1	0	30

Academic Profile of the FGD Participants

	English	Math	Filipino	Science	Hekasi	MSEP	EPP	ESP
Favorite Subjects	10	14	7	12	5	9	12	23
Unlike	5	8	11	11	5	4	2	2

Subje c t s								
Easy Subje c t s	3	6	5	5	7	7	9	8
Diffic u l t Subje c t s	10	16	6	10	4	1	1	0

FATHER

Grade Lev el	Reg ul ar	Contrac tual	Non e	Total
Four	1	6	3	10
Five	2	5	3	10
Six	1	8	1	10
Total	4	19	7	30

**MOTHE
R**

Grade Lev el	Reg ul ar	Contrac tual	Non e	Total
Four	0	4	6	10
Five	1	0	9	10
Six	0	2	8	10
Total	1	6	23	30

Parents' Job Description

FGD Participant's Companion in Doing Assignments

Grade Level	Parent	Siblings	Relative	Friend	None	Total
Four	7	1	2	0	0	10
Five	2	2	0	0	6	10
Total	2	4	0	2	2	10
Total	11	7	2	2	8	30

Forms of Discipline by the Parents

Grade Level	Corporal	Verbal	Ignore	Total
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			d	
Four	7	2	1	10
Five	5	2	3	10
Six	1	5	4	10
Total	13	9	8	30

**Self- Esteem of the FGD Participants
(Total Scores)**

Grade Level	RSES SCORES					
	10-15	16-20	21-25	26-30	31-35	Total
Four	0	0	3	4	3	10
Five	0	1	7	2	0	10
Six	0	0	2	7	1	10
Total	0	1	12	13	4	30

Self- Esteem of the FGD Participants

SA – Strongly Agree

D – Disagree

A – Agree

SD – Strongly Disagree

	SA	A	D	SD
1. On the whole, I am satisfied with myself.	19	10	0	1
2. At times, I think I am no good at all.	2	21	7	0
3. I feel that I have a number of	6	11	11	2

good qualities.				
4. I am able to do things as well as most other people.	4	10	10	6
5. I feel I do not have much to be proud of.	2	11	10	7
6. I certainly feel useless at times.	2	5	10	13
7. I feel that I'm a person of worth, at least on an equal plane with others.	7	13	8	2
8. I wish I could have more respect for myself.	9	13	6	2
9. All in all, I am inclined to feel that I am a failure.	3	7	14	6
10. I take a positive attitude toward myself.	6	14	8	2

Appendix O

Misbehaviours of Pupils in each Grade Level

Misbehaviors of Grade IV Pupils

Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
1. Off- task Behaviors					
1.1 Disinterest on the lesson					
- always go to comfort room	0	0	2	8	Frequent
- looking at the window	0	1	3	6	Frequent
- not reciting when called	1	1	3	5	Frequent
- not listening in the discussion	1	2	2	5	Frequent
- daydreaming	4	2	0	4	Frequent
- not participating in group works	2	1	3	4	Seldom
- sleeping	0	5	3	2	Seldom
- cutting class	5	4	1	0	Seldom
1.2 Failure to complete the task					
- incomplete test and notebook	0	0	3	7	Frequent
- not doing assignment	0	0	4	6	Frequent

1.3 Doing unnecessary things					
- irrelevant drawing	0	4	0	6	Frequent
- playing toys	1	1	5	3	Seldom
- using electronic devices	4	2	4	0	Seldom
2. Disruptive Behaviors					
2.1 Out of seat					
- always standing	0	0	0	10	Frequent
- changing seats	0	0	0	10	Frequent
- wandering around the room	1	1	2	6	Frequent
2.2 Making noise					
- shouting	0	0	0	10	Frequent
- asking nonsense questions	1	1	0	8	Frequent
- chatting with seatmates	0	1	2	7	Frequent
- irrelevant talking	0	1	2	7	Frequent
- talking out of turn	2	2	0	6	Frequent
3. Unruly Behaviors					
3.1 Negligence					
- always late	2	0	2	6	Frequent
- unable to bring textbooks	2	4	0	4	Seldom
- disobedience/ refusing to carry out instructions	4	3	3	0	Seldom
3.2 Dishonesty					
- cheating	0	0	4	6	Frequent
- lying	1	1	2	6	Frequent
- stealing	3	4	2	1	Seldom
3.3 Verbal Aggression					
- disturbing classmates	0	0	1	9	Frequent
- teasing classmates	0	1	0	9	Frequent
- threatening others	1	0	3	6	Frequent
- swearing/ cursing	2	1	3	4	Seldom
- rudeness/ talking back to teachers	7	0	1	2	Seldom
- speaking lustful/ foul language	4	3	1	2	Seldom
3.4 Physical Aggression					
- fighting/ quarrelling with classmates	0	3	2	5	Frequent
- intimate contact with classmates	4	1	1	4	Seldom
- headlock	6	3	1	0	Seldom
3.5 Other Prohibited Acts					
- vandalism	3	3	1	3	Seldom
- bringing nuisance equipments (toys, cell phones)	3	4	2	1	Seldom
- destroying school properties	6	3	1	0	Seldom
- bringing deadly weapons	8	1	1	0	Seldom
- bringing cigarettes/ liquor	9	1	0	0	Seldom
- bringing pornographic materials	10	0	0	0	Never
- smoking	10	0	0	0	Never
- gambling	10	0	0	0	Never
- drinking liquor	10	0	0	0	Never

Misbehaviors of Grade V Pupils

Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
1. Off- task Behaviors					
1.1 Disinterest on the lessons					
- looking at the window	1	1	1	7	Frequent
- always go to comfort room	0	3	4	3	Seldom
- not listening in the discussion	1	1	5	3	Seldom
- not reciting when called	2	1	5	2	Seldom
- cutting class	2	3	1	4	Seldom
- sleeping	2	7	1	0	Seldom
- daydreaming	3	3	1	3	Seldom
- not participating in group works	4	2	2	2	Seldom
1.2 Failure to complete the task					
- incomplete test and notebook	0	3	3	4	Seldom
- not doing assignment	1	3	2	4	Seldom
1.3 Doing unnecessary things					
- irrelevant drawing	0	5	2	3	Seldom

- playing toys	3	5	2	0	Seldom
- using electronic devices	5	3	1	1	Seldom
2. Disruptive Behaviors					
2.1 Out of seat					
- wandering around the room	1	1	2	6	Frequent
- changing seats	1	2	1	6	Frequent
- always standing	2	1	1	6	Frequent
2.2 Making noise					
- shouting	0	0	3	7	Frequent
- irrelevant talking	0	2	2	6	Frequent
- talking out of turn	0	2	2	6	Frequent
- chatting with seatmates	0	3	3	4	Seldom
- asking nonsense questions	4	2	4	0	Seldom
3. Unruly Behaviors					
3.1 Negligence					
- unable to bring textbooks	0	7	0	3	Seldom
- always late	1	5	1	3	Seldom
- disobedience/ refusing to carry out instructions	6	3	1	0	Seldom
3.2 Dishonesty					
- lying	1	2	2	5	Frequent
- cheating	2	1	1	6	Frequent
- stealing	2	3	3	2	Seldom
3.3 Verbal Aggression					
- disturbing classmates	1	1	5	3	Seldom
- teasing classmates	2	0	1	7	Frequent
- swearing/ cursing	2	5	0	3	Seldom
- speaking lustful/ foul language	2	6	1	1	Seldom
- threatening others	3	1	2	4	Seldom
- rudeness/ talking back to teachers	5	2	2	1	Seldom
3.4 Physical Aggression					
- fighting/ quarrelling with classmates	1	1	5	3	Seldom
- headlock	5	1	3	1	Seldom
- intimate contact with classmates	6	4	0	0	Seldom
3.5 Other Prohibited Acts					
- bringing nuisance equipments (toys, cell phones)	0	5	2	1	Seldom
- vandalism	5	1	1	4	Seldom
- destroying school properties	6	2	1	1	Seldom
- gambling	6	3	1	0	Seldom
- smoking	7	2	1	0	Seldom
- bringing deadly weapons	8	1	1	0	Seldom
- bringing pornographic materials	8	2	0	0	Seldom
- drinking liquor	10	0	0	0	Never
- bringing cigarettes/ liquor	10	0	0	0	Never

Misbehaviors of Grade VI Pupils

Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
1. Off- task Behaviors					
1.1 Disinterest on the lesson					
- not listening in the discussion	1	1	2	6	Frequent
- looking at the window	2	1	1	6	Frequent
- not participating in group works	2	1	2	5	Frequent
- always go to comfort room	3	0	2	5	Frequent
- sleeping	3	2	2	3	Seldom
- not reciting when called	3	2	4	1	Seldom
- daydreaming	3	3	1	3	Seldom
- cutting class	4	3	1	2	Seldom
1.2 Failure to complete the task					
- not doing assignment	1	0	1	8	Frequent
- incomplete test and notebook	1	1	0	8	Frequent
1.3 Doing unnecessary things					

- irrelevant drawing	3	1	2	4	Seldom
- playing toys	4	3	3	0	Seldom
- using electronic devices	5	3	1	1	Seldom
2. Disruptive Behaviors					
2.1 Out of seat					
- always standing	0	0	0	10	Frequent
- changing seats	0	0	0	10	Frequent
- wandering around the room	2	1	0	7	Frequent
2.2 Making noise					
- chatting with seatmates	1	1	1	7	Frequent
- talking out of turn	1	2	0	7	Frequent
- irrelevant talking	2	1	0	7	Frequent
- shouting	2	1	1	6	Frequent
- asking nonsense questions	2	3	1	4	Seldom
3. Unruly Behaviors					
3.1 Negligence					
- always late	1	1	3	5	Frequent
- unable to bring textbooks	1	0	4	4	Seldom
- disobedience/ refusing to carry out instructions	3	3	2	2	Seldom
3.2 Dishonesty					
- lying	3	1	1	6	Frequent
- cheating	3	0	3	4	Seldom
- stealing	3	5	1	1	Seldom
3.3 Verbal Aggression					
- teasing classmates	0	1	0	9	Frequent
- swearing/ cursing	1	2	3	4	Seldom
- disturbing classmates	2	1	0	7	Frequent
- threatening others	3	3	1	3	Seldom
- rudeness/ talking back to teachers	3	4	2	1	Seldom
- speaking lustful/ foul language	5	1	2	2	Seldom
3.4 Physical Aggression					
- fighting/ quarrelling with classmates	1	1	2	6	Frequent
- intimate contact with classmates	7	1	1	1	Seldom
- headlock	8	1	0	1	Seldom
3.5 Other Prohibited Acts					
- bringing nuisance equipments (toys, cell phones)	2	5	2	1	Seldom
- vandalism	6	1	2	1	Seldom
- destroying school properties	7	1	2	0	Seldom
- gambling	9	0	0	1	Seldom
- drinking liquor	9	0	0	1	Seldom
- smoking	10	0	0	0	Never
- bringing cigarettes/ liquor	10	0	0	0	Never
- bringing pornographic materials	10	0	0	0	Never
- bringing deadly weapons	10	0	0	0	Never

APPENDIX P

Summary of Misbehaviours in each Grade Level

Children's Classroom Misbehaviours	Never	Once	Twice	Three Times or More	Remarks
1. Off- task Behaviours					
1.1. Inattentiveness					
- looking out of the window	3	3	5	19	Frequent
- always go to comfort room	3	3	8	16	Frequent
- not listening in the discussion	3	4	9	14	Seldom
- sleeping	5	14	6	5	Seldom
- not reciting when called	6	4	12	8	Seldom
- not participating in group works	8	3	7	12	Seldom
- daydreaming	9	8	2	11	Seldom

- cutting class	11	10	3	6	Seldom
SUBTOTAL	48	49	52	91	Seldom
1.2. Failure to complete task					
- incomplete test and notebooks	1	4	6	19	Frequent
- not doing assignment	2	3	7	18	Frequent
SUBTOTAL	3	7	13	37	Frequent
1.3. Doing unnecessary things					
- irrelevant drawing	3	10	3	14	Seldom
- playing toys	8	9	10	3	Seldom
- using electronic devices	14	8	6	2	Seldom
SUBTOTAL	25	27	19	19	Seldom
TOTAL	76	83	84	147	SELDOM
2. Disruptive Behaviours					
2.1. Out of seat					
- changing seats	1	2	1	26	Frequent
- always standing	2	1	1	26	Frequent
- wandering around the room	4	3	4	19	Frequent
SUBTOTAL	7	6	6	71	Frequent
2.2. Making noise					
- chatting with seatmates	1	5	6	18	Frequent
- shouting	2	1	4	23	Frequent
- irrelevant talking	2	4	4	20	Frequent
- talking out of turn	3	6	2	19	Frequent
- asking nonsense questions	7	6	5	12	Seldom
SUBTOTAL	15	22	21	92	Frequent
TOTAL	22	28	27	163	FREQUENT
3. Unruly Behaviours					
3.1. Negligence					
- always late	4	6	6	14	Seldom
- unable to bring textbooks	3	11	4	12	Seldom
- disobedience/ refusing to carry out instructions	13	9	6	2	Seldom
SUBTOTAL	20	26	16	28	SELDOM
3.2. Dishonesty					
- cheating	5	1	8	16	Frequent
- lying	5	4	5	16	Frequent
- stealing	8	12	6	4	Seldom
SUBTOTAL	18	17	19	36	SELDOM
3.3. Verbal Aggression					
- teasing classmates	2	2	1	25	Frequent
- disturbing classmates	3	2	6	19	Frequent
- swearing/ cursing	5	8	6	11	Seldom
- threatening others	7	4	6	13	Seldom
- speaking obscene/ foul language	11	10	4	5	Seldom
- rudeness/ talking back to teachers	15	6	5	4	Seldom
SUBTOTAL	43	32	28	77	Seldom
3.4. Physical Aggression					
- fighting/ quarrelling with	2	5	9	14	Seldom

classmates					
- intimate contact with classmates	17	6	2	5	Seldom
- headlock	19	5	4	2	Seldom
SUBTOTAL	28	16	26	21	Seldom
3.5. Other Prohibited Acts					
- bringing nuisance equipments (toys, cell phones)	5	14	8	3	Seldom
- vandalism	14	5	4	7	Seldom
- destroying school properties	19	6	4	1	Seldom
- gambling	25	3	1	1	Seldom
- bringing deadly weapons	26	2	2	0	Seldom
- smoking	27	2	1	0	Seldom
- bringing pornographic materials	28	2	0	0	Seldom
- drinking liquor	29	0	0	1	Seldom
- bringing cigarettes/ liquor	29	1	0	0	Seldom
SUBTOTAL	202	35	20	13	Seldom
TOTAL	321	126	98	175	SELDOM

Appendix Q

Teachers' Responses on Children's Misbehaviours in each Grade Level

Teachers' Responses on Children's Misbehaviors (Grade IV)

Teacher's Responses on Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
I. Non-Violent/Positive Discipline					
- talk with him calmly	24	29	11	36	Seldom
- explain the fault being done	31	39	9	21	Seldom
- give advice on the right thing to do/responsibilities	38	23	7	32	Seldom
- give praise if does not misbehave	43	31	8	18	Seldom
- make him a runner	46	27	9	18	Seldom
- give reward if does not misbehave	47	35	5	13	Seldom
- give additional points if does not misbehave	50	25	9	16	Seldom
- calling the parents	60	25	6	9	Seldom
- assign him as a leader	63	18	5	14	Seldom
- one-on-one conversation	65	24	5	6	Seldom
- respond in the form of joke	66	20	6	8	Seldom
- refer him to the guidance counsellor	79	15	5	1	Seldom
II. Violent Discipline/Punishment					
A. Physical					
- let him stand at the corner, in front or at the back of the classroom	61	23	6	40	Seldom
- piercing the skin	81	15	2	2	Seldom
- hitting with a chalk	82	12	2	4	Seldom
- striking with a stick	84	10	3	3	Seldom
- pinching ears	85	8	0	7	Seldom
- pulling the hair	86	8	0	6	Seldom
- beating the hands	87	11	0	2	Seldom
- hitting with an eraser	88	5	3	4	Seldom
- spanking	88	7	4	1	Seldom
- lashing the head	88	8	0	4	Seldom
- shaking	88	8	3	1	Seldom
- hitting with a notebook or book	89	8	0	3	Seldom
- dragging	94	4	1	1	Seldom
- slapping	96	3	1	0	Seldom
B. Psychological					
- calling the name to recite	29	31	11	29	Seldom
- transferring to another seat	55	29	9	7	Seldom
- shouting	58	22	3	17	Seldom
- deducting score	61	25	4	10	Seldom
- let him write promissory note	62	20	3	15	Seldom
- sending outside the classroom	68	23	3	6	Seldom
- give additional works	69	16	4	11	Seldom
- scolding in front of the classmates	71	17	4	8	Seldom
- confiscating personal things	71	16	8	5	Seldom
- stare sharply	73	19	2	6	Seldom
- tearing the paper	75	18	5	2	Seldom
- detaining after the class	76	11	7	6	Seldom
- temporarily transfer him to another classroom	78	15	4	3	Seldom
- ignoring	79	12	0	9	Seldom
- public humiliation	80	16	2	2	Seldom
- labeling	80	9	5	6	Seldom
- cursing/uttering painful words	85	12	2	1	Seldom
- threatening (drop-out, suspension, low grades)	86	7	3	4	Seldom
- throw personal things	93	5	1	1	Seldom

Teachers' Responses on Children's Misbehaviors (Grade V)

Teacher's Responses on Children's	Never	Once	Twic	Three	Remark
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Classroom Misbehaviors			e	Times or More	s
I. Non-Violent/Positive Discipline					
- give advice on the right thing to do/responsibilities	18	40	13	29	Seldom
- explain the fault being done	18	45	9	28	Seldom
- give reward if does not misbehave	62	21	4	13	Seldom
- talk with him calmly	20	30	14	36	Seldom
- make him a runner	31	32	11	26	Seldom
- give praise if does not misbehave	41	27	8	24	Seldom
- one-on-one conversation	41	37	6	16	Seldom
- calling the parents	50	24	9	17	Seldom
- assign him as a leader	55	22	9	14	Seldom
- give additional points if does not misbehave	67	19	5	12	Seldom
- refer him to the guidance counsellor	71	20	4	5	Seldom
- respond in the form of joke	73	15	8	4	Seldom
II. Violent Discipline/Punishment					
A. Physical					
- let him stand at the corner, in front or at the back of the classroom	43	32	10	15	Seldom
- piercing the skin	79	17	0	4	Seldom
- pinching ears	82	16	1	1	Seldom
- striking with a stick	85	11	2	2	Seldom
- spanking	86	11	2	1	Seldom
- beating the hands	87	8	3	2	Seldom
- hitting with a chalk	87	11	1	1	Seldom
- pulling the hair	88	4	2	0	Seldom
- hitting with an eraser	89	7	1	3	Seldom
- lashing the head	89	8	3	0	Seldom
- hitting with a notebook or book	91	6	0	3	Seldom
- shaking	92	7	0	1	Seldom
- dragging	95	3	2	0	Seldom
- slapping	97	2	0	1	Seldom
B. Psychological					
- calling the name to recite	16	32	14	38	Seldom
- shouting	38	37	5	20	Seldom
- transferring to another seat	44	37	6	13	Seldom
- deducting score	45	37	10	8	Seldom
- scolding in front of the classmates	48	31	9	12	Seldom
- let him write promissory note	53	33	7	7	Seldom
- labelling	64	18	15	3	Seldom
- threatening (drop-out, suspension, low grades)	66	21	3	10	Seldom
- give additional works	67	21	8	4	Seldom
- public humiliation	69	9	13	9	Seldom
- sending outside the classroom	69	21	7	3	Seldom
- detaining after the class	74	17	4	5	Seldom
- ignoring	75	19	4	2	Seldom
- stare sharply	79	13	2	6	Seldom
- temporarily transfer him to another classroom	80	9	6	5	Seldom
- confiscating personal things	80	13	3	4	Seldom
- tearing the paper	82	15	2	1	Seldom
- cursing/uttering painful words	85	8	5	2	Seldom
- throw personal things	86	8	4	2	Seldom

Teachers' Responses on Children's Misbehaviors (Grade VI)

Teacher's Responses on Children's Classroom Misbehaviors	Never	Once	Twice	Three Times or More	Remarks
I. Non-Violent/Positive Discipline					
- give advice on the right thing to do/responsibilities	20	28	7	45	Seldom
- talk with him calmly	21	41	1	37	Seldom
- explain the fault being done	29	49	4	18	Seldom
- give praise if does not misbehave	34	44	4	18	Seldom
- make him a runner	43	38	7	12	Seldom
- calling the parents	56	31	7	6	Seldom
- give additional points if does not misbehave	60	24	3	13	Seldom
- assign him as a leader	62	28	2	8	Seldom
- give reward if does not misbehave	66	18	2	14	Seldom
- one-on-one conversation	72	18	4	6	Seldom
- refer him to the guidance counsellor	77	19	3	1	Seldom
- respond in the form of joke	82	11	1	6	Seldom
II. Violent Discipline/Punishment					
A. Physical					
- let him stand at the corner, in front or at the back of the classroom	84	13	2	1	Seldom
- piercing the skin	92	7	1	0	Seldom
- striking with a stick	93	5	1	1	Seldom
- spanking	93	5	2	0	Seldom
- pinching ears	93	6	1	0	Seldom
- hitting with a chalk	94	4	1	1	Seldom
- pulling the hair	95	4	0	1	Seldom
- beating the hands	95	5	0	0	Seldom
- shaking	96	4	0	0	Seldom
- hitting with an eraser	97	2	0	1	Seldom
- hitting with a notebook or book	97	2	0	1	Seldom
- dragging	99	0	0	0	Never
- slapping	100	0	0	0	Never
- lashing the head	100	0	0	0	Never
B. Psychological					
- calling the name to recite	27	44	6	23	Seldom
- let him write promissory note	49	40	5	6	Seldom
- transferring to another seat	52	35	9	4	Seldom
- shouting	59	27	4	10	Seldom
- give additional works	60	24	3	13	Seldom
- sending outside the classroom	65	32	2	1	Seldom
- threatening (drop-out, suspension, low grades)	73	21	2	4	Seldom
- scolding in front of the classmates	73	22	5	0	Seldom
- deducting score	75	20	2	3	Seldom
- public humiliation	81	13	2	4	Seldom
- confiscating personal things	84	13	1	2	Seldom
- labeling	88	11	1	0	Seldom
- detaining after the class	89	7	0	4	Seldom
- ignoring	89	8	1	2	Seldom
- cursing/uttering painful words	90	9	1	0	Seldom
- stare sharply	91	6	0	3	Seldom
- tearing the paper	91	9	0	0	Seldom
- temporarily transfer him to another classroom	92	7	0	1	Seldom
- throw personal things	100	0	0	0	Never

Appendix R

Summary of Teachers' Responses on Children's Misbehaviours

Teacher's Responses on Children's Classroom Misbehaviours	Never	Once	Twice	Three Times or More	Remarks
I. Non-Violent/Positive Discipline					
- talk with him calmly	65	100	26	109	Seldom
- give advice on the right thing to do/responsibilities	76	91	27	106	Seldom
- explain the fault being done	78	133	22	67	Seldom
- give praise if does not misbehave	118	102	20	60	Seldom
- make him a runner	120	97	27	56	Seldom
- calling the parents	166	80	22	32	Seldom
- give reward if does not misbehave	175	74	11	40	Seldom
- give additional points if does not misbehave	177	68	17	41	Seldom
- one-on-one conversation	178	79	15	28	Seldom
- assign him as a leader	180	68	16	36	Seldom
- respond in the form of joke	221	46	15	18	Seldom
- refer him to the guidance counsellor	227	54	12	7	Seldom
II. Violent Discipline/Punishment					
A. Physical					
- let him stand at the corner, in front or at the back of the classroom	188	68	18	56	Seldom
- piercing the skin	252	39	3	6	Seldom
- pinching ears	260	30	2	8	Seldom
- striking with a stick	262	26	6	6	Seldom
- hitting with a chalk	263	27	4	6	Seldom
- spanking	267	23	8	2	Seldom
- pulling the hair	269	16	2	7	Seldom
- beating the hands	269	24	3	4	Seldom
- hitting with an eraser	274	14	4	8	Seldom
- shaking	276	19	3	2	Seldom
- hitting with a notebook or book	277	16	0	7	Seldom
- lashing the head	277	16	3	4	Seldom
- dragging	288	7	3	1	Seldom
- slapping	293	5	1	1	Seldom
B. Psychological					
- writing the name on the board	65	100	26	109	Seldom
- calling the name to recite	72	107	31	90	Seldom
- transferring to another seat	151	101	24	24	Seldom
- shouting	155	86	12	47	Seldom
- let him write promissory note	164	93	15	28	Seldom
- leaving the bag after class	180	68	16	36	Seldom
- deducting score	181	82	16	21	Seldom
- scolding in front of the classmates	192	70	18	20	Seldom
- give additional works	196	61	15	28	Seldom
- sending outside the classroom	202	76	12	10	Seldom
- threatening (drop-out, suspension, low grades)	225	49	8	18	Seldom
- public humiliation	230	38	17	15	Seldom
- labelling	232	38	21	9	Seldom
- confiscating personal things	235	42	12	11	Seldom
- detaining after the class	239	35	11	15	Seldom
- stare sharply	243	38	4	15	Seldom
- ignoring	243	39	5	13	Seldom
- tearing the paper	248	42	7	3	Seldom
- temporarily transfer him to another classroom	250	31	10	9	Seldom
- cursing/uttering painful words	260	29	8	3	Seldom
- throw personal things	279	13	5	3	Seldom

Name: Cherrie Ann A. Custodio
Date of Birth: April 04, 1987
Place of Birth: Basista, Pangasinan
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Sex: Female
Citizenship: Filipino
Religion: Roman Catholic
Address: 703 J Malvar, Manggahan, Pasig City
Husband: Rollie A. Calo

EDUCATIONAL BACKGROUND

Graduate Studies: Philippine Normal University
Taft, Manila

Course: Master of Arts in Education
with Specialization in Child Study

College: Pangasinan State University – Bayambang Campus
Bayambang, Pangasinan

Concentration: Science and Health

Year Graduated: 2008

High School: Urbiztondo National High School
Urbiztondo, Pangasinan

Year Graduated: 2003

Elementary: Pasibi- Bituag Elementary School

Urbiztondo, Pangasinan
Year Graduated: 1999

CIVIL SERVICE ELIGIBILITY

Licensure Examination for Teachers (LET)
Place of Examination: Baguio Central University – Baguio City
Date of Examination: September 28, 2008

TEACHING EXPERIENCE

Teaching Position: Teacher II
School: Parang Elementary School
Address: # 84 P. Paterno St., Parang, Marikina City
Pupils Handled: Grade Three
Subjects: English, Science, Mother Tongue Language- Based (MTLB),
Araling Panlipunan, Edukasyon sa Pagpapakatao (ESP)