Research Article

Phenomenological Behavioural Problems Manifested by High School Students Enrolled in Subic National High School

Miriam De Ocampo Lonzon[1], Raymond D. Espiritu[2]*

[1]Subic National High School, Subic, Zambales, 2209, Philippines
[2]College of Teacher Education, President Ramon Magsaysay State University, Castillejos, Zambales, 2208, Philippines

ABSTRACT

This study determines the phenomenological behavioural problems manifested by high school students enrolled in Subic National High School and draws implications to address the behavioural issues. The study used qualitative research adhering to phenomenological methods, and data were thematically analyzed. Results of the study showed that most of the participants are between the ages of 28 and 32, most of the teacher's responders are female, the majority of the teacher's responses are teaching English, and the majority of participants are Teacher I. The common misbehaviour issues of the students inside the classroom are disruptive behaviours, truancy, and behaviouralengagement. The factors that led to students' misbehaviour inside the school are biological, social factors, and internal factors. Participants encourage students to behave well inside the classroom by giving rewards and punishments, classroom activities,and creating a positive classroom environment. Suggested activities to make the students behave well inside the school are fostering a culture of reading, writing, listening, and speaking, interactive teaching and learning, and rewards and motivation. A program was proposed. The study recommends that teachers be trained to handle classroom management concerns and problems. Administrators, teachers, parents, and students must all collaborate to achieve a common aim of peace and harmony in well-managed schools. Students should be included as participants in future studies, and their impressions and comments about school punishment techniques should be recorded.Further study may be conducted to validate the findings of this research.

***Keyword*s**: *Activities, Encourage, Factors, Misbehaviour issues, Phenomenological Behavior*

Introduction

The attainment of wholesome and well-balanced personalities, the ability to live, work, and play with others, desirable self-direction, self-control, choice-making, good study techniques, and work habits are common goals of guidance at various school levels. These are not-so-easy but workable plans that we can set so that we can be of great help to our learners. The researcher had enough experience and had encountered a lot of blows when it came to disciplining students or learners. For this reason, the researcher decided to come up with this research work. With the limited time staying in the department, the researcher grabbed this rare opportunity to solve a common problem that can ruin a single life when not identified.

The most challenging obstacle that the teachers faced in the classroom was the students' behavioral issues. A common complaint made by public school teachers is that one of the most significant issues facing schools nowadays is student attitudes, such as disdain and apathy (Chen, 2015).

This study focused on factors the students misbehaved in the background of personal, emotional, social, spiritual, economic, and psychological influences and the seriousness of aggressive, delinquent, withdrawing, and non-compliant behavior.

Pelagio, F., Teacher III at the Department of Education, stated that it is a sad reality that many of the students possess behavioral issues. These behavioral problems distract other students from learning. The learning process for other students is affected when one or more misbehaves in the classroom. So, it is necessary to think of ways to address and manage it. It is essential to determine the real cause of the students' unruly behavior, identify the problem, and figure out how to change it. In this background, the researcher considers it necessary to investigate the phenomenological behavioral problems manifested by high school students enrolled in Subic National High School.

Methods

A qualitative research approach was employed in this particular study, with the survey questionnaire as the principal research instrument. This was substantiated by the in-depth interviews and document analysis as supporting techniques to validate the results of this study.

The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem as unambiguously as possible. In social sciences research, obtaining evidence relevant to the research problem generally entails specifying the evidence needed to test a theory, evaluate a program, or accurately describe a phenomenon.

A structured interview guide served as the main instrument for gathering the data. A structured interview standardizes the order in which questions are asked of survey respondents, so the questions are always answered within the same context. An interview is a face-to-face conversation between two people with a specific goal. It is a method for obtaining necessary information from people (Kumar, 2011). Researchers can access perception or comprehend the meaning a respondent has created or developed through an interview, including the respondent's explanation of a scenario and their interpretation of reality. An interview is a technique for gathering data in which research participants are asked questions to elicit desired responses.

The researchers used five standardized, open-ended questions that enable participants to answer as much as they like in their own words. Data from the participants were kept confidential. Construct and content validity was assessed for the survey questionnaire. Three experts reviewed the items in each variable for consistency.

Result and Discussion
Common Misbehaviour Issues Inside the Classroom

It is crucial to comprehend the definition and implications of student misconduct as it challenges the authority of the class (Charles, 2008; Kulinna, 2006). The seamless operation of teaching and learning in both traditional and online courses is frequently disrupted by misbehavior. Table 1 shows the common misbehavior issues encountered by the participants inside the classroom. The table indicates that

disruptive behavior, truancy, and behavioral engagement are the common misbehavior issues encountered by the participants inside the school.

Disruptive behavior

According to Befring & Duesund (2012), delineating and characterizing disruptive behaviour lack a straightforward method. It spans a broad spectrum of expressions, terminology, and conceptual frameworks. Manifesting in diverse forms, disruptive behavior can stem from various underlying causes.

Table 1. Common Misbehaviour Issues Inside the Classroom

Question	Relevant Statements	Emerging Themes
What are the common misbehavior issues you encountered inside your classroom?	Bullying among students Students' stubbornness Lack of discipline Disrespectful. Frequent talking Untimely talking/laughing Unnecessary Noise from students	Disruptive behavior
	Late and incomplete submission of outputs and written works Students' laziness and tardiness. Usual absences and tardiness Lack of focus	Truancy
	Withdrawal from group participation Not joining in group activities	Behavioral engagement

Inappropriate classroom behavior obstructing student learning and teacher instructions is commonly called disruptive behavior (Gómez Mármol et al., 2018; Närhi et al., 2017). According to Esturgó-Deu and Sala-Roca (2010), some of the most frequent disruptive behaviors among students are making improper gestures, interacting with classmates, acting aggressively physically and verbally, moving around the classroom, yelling, and disregarding the rules. Undeniably, teachers of all generations deal with disruptive behavior in school (Abeygunawardena & Vithanapathirana, 2019). Numerous research studies have been conducted to investigate the causes of this disruptive behavior and develop potential intervention strategies (Rafi et al., 2020). According to Morin & Battalio (2004), disruptive behaviors are essentially problems that divert students from what they are meant to study in class; they negatively impact learning at school and the interaction between the instructor and students. Supaporn, Dodds, and Griffin (2003) state that these behaviors reduce

learning opportunities, which can occasionally be significant.

Truancy

As per Carter (2010), truancy is characterized as a student's deliberate nonattendance from school, lacking a justifiable or appropriate explanation, and without the parents' knowledge or approval. The diminished attendance and frequent absence of students negatively impact their learning outcomes, posing challenges in studying and catching up on missed academic content. In the terminology put forth by Collins (2010), truancy is explicated as a student's enrolment in a school on paper, while their actuality involves non-compliance with compulsory attendance regulations. Truant individuals commonly embark on prolonged periods of absence, extending beyond their home and school environments, often clandestinely concealing their nonattendance from parents. Although there are variations in what constitutes truancy, it is the term used to describe students who fail to show up

for class when they are expected to (see, for example, Gentle-Genitty, 2009; Maynard et al., 2012; Gentle-Genitty et al., 2015). According to Gentle-Genitty et al. (2015), attendance is the culmination of student actions, regulations, procedures, and protocols utilized by an official school officer or system to record a student's formal presence or absence from a registered school system. According to Gottfried (2017), students who experience tardies and absences during the school year are more likely to continue to do so. Likewise, there is a relationship between the absences and grades of students who don't attend and their nonattending classmates (Marbouti et al., 2018).

Additionally, timing has been demonstrated to affect attendance—or not (Marbouti et al., 2018). Countless psychologists and academics have studied both truancy and absenteeism. Forster, Sundell, Morris, Karlberg, and Melin (2010) and McIntyre-Bhatty (2008) state that all forms of absence from compulsory schooling, whether excused or prolonged, are synonyms for the same pervasive social issue: low attendance rates. Absenteeism is defined as absences from elementary or secondary (middle/high) school, whether justified or not (Kearney 2008a). While unexcused and excessive absenteeism is a significant topic that impacts many educational systems worldwide, excused absences (such as those resulting from illness or injury) may be seen as unproblematic.

Behavioral engagement

According to Hughes, Wu, & West (2011) and Skinner & Pitzer (2012), behavioral engagement in academic contexts is defined by purposeful, flexible, persistent, constructive, and active interactions with the educational environment. These scholars identify specific indicators of behavioral engagement, encompassing aspects such as preparation, effort, concentration, industriousness, resilience, time allocation, attendance, voluntary participation, task engagement, and adherence to classroom rules and norms. Such engagement is frequently concomitant with affective states characterized by vigor, pride, enjoyment, excitement, and fulfillment. Some students are introverted, which keeps them from participating in class. Simply put, they find it awkward to speak in public and to be the center of attention. Speaking in front of the class causes a lot of anxiety for introverts. They lack confidence in their comprehension of the issue. An additional explanation is that they lack the knowledge to engage in class debates. The physical setting discourages involvement, as does being dispersed widely or grouped in unfriendly groupings that might not promote debate. Finally, many find the class unpleasant (Bernales, 2016). Students also miss class discussions because they have not completed their assignments or paid attention to the pertinent parts of the reading. Participation may have been hampered by the unique ways or personalities of the students and by the cultural norms or values. It's possible that students lack a general participation background and have never engaged in a conversation before. Students arrive late for class. The instructor has not clearly stated the discussion's objectives, framework, and efficient procedure management inside the established structure. The intellectual environment does not support participation (Frambach et al., 2014).

Factors that Led to Students' Misbehavior Inside the Classroom

Examining the causes of misbehavior is critical to handling secondary kids' behavioral difficulties in the classroom. Some scholars think student misconduct has less to do with student attributes and more with instructor behavior. The factors that lead to students' misbehavior inside the classroom are presented in Table 2.

Table 2. Factors that Led to Student's Misbehavior inside the Classroom

Question	Relevant Statements	Emerging Themes
	Misguided by the family	
	Family problem	
	Mostly the way they were raised	Biological Factor

Question	Relevant Statements	Emerging Themes
What factors led to your students' misbehavior inside your classroom?	Lack of discipline, communication, and negligence at home. Lack of family bonding.	
	Peer influences Environment	Social Factors
	Short attention span Poor study habits Maybe they're not interested in the lesson/topic.	Internal Factors

Biological Factors

Misbehavior may be caused by family influences. According to research, adolescents with behavioral disorders typically originate from impoverished families, may come from a low socioeconomic class or a single-parent family, or may come from a poorly managed household, lack of parental monitoring, poor interactions in the family, and low family incomes (Elias et al., 2009). According to Zabala, Jr. et al. (2018), students' behavioral issues are exacerbated by excessive feelings of inferiority and lack of confidence. Students who are not paying attention foster violent tendencies.

Social Factors

Zabala's (2018) studies revealed that psychiatrists link peer pressure's potency to a child's growing need to fit into a group, especially if the group has a social position within the school. School-age youngsters spend the majority of their time with their peers. Classmates, teammates, and fellow club members greatly outweigh adults in students' lives. Peer pressure can significantly impact the lives of students in grades two through twelve. Socialization is the desire for approval that leads kids to emulate their peers and form groups ranging from clubs to cliques to gangs. Students want to feel like they belong somewhere.

Internal Factors

Purwanto, as cited in Ansori (2015), defines misbehavior as "undesirable actions or behaviors demonstrated by individuals that can potentially harm and diminish one's enthusiasm." The expression of misbehavior may be linked to negative external stimuli, as individuals do not consistently behave according to their preferences; somewhat, their actions are perpetually influenced by encountered stimuli.

Encourage Students to Behave Well Inside the Classroom

Teachers are often confronted with misbehaving students. Students today have a wide range of personal experiences and expectations. When compared to twenty years ago, they are more exposed to various values and information learned from peers, which have become many sources of disciplinary problems in school (Azlin Norhaini Mansor, Jayanthi Sanasi, Mohamed Yusoff Mohd Nor, Nurfaradilla Mohamad Nasir & Jamalullail Ab. Wahab, 2017). Table 3 shows how the participants encourage students to behave well inside the classroom.

Giving Rewards and Punishments

Teacher educators employ rewards and punishments to establish a positive classroom environment to keep students' attention throughout learning (Wahyuni, 2021). Teachers believe in using rewards and punishments to encourage student learning. Use incentives and punishments based on student behavior, and there must be active contact between the teacher and students so that the rewards and punishments given may truly enhance student motivation and accomplish greater results (Wahyuni, 2021; Sidin, 2020). The use of rewards and punishments in the learning process can help to control student behavior. Students are happier and more conscientious, their enthusiasm for studying grows, and they are more motivated in the classroom. Punishment reduces bad behavior, and students rarely repeat it (Wahyuni, 2021).

Table 3. Encouragement for Students to Behave inside the Classroom

Question	Relevant Statements	Emerging Themes
How do you encourage your students to behave inside your classroom?	I give credit where credit is due. Use positive language, Use rewards I enforce positive and negative reinforcement depending on the student (s) ' misbehavior. Punishment and Reward	Giving Rewards and Punishments
	Through engaging activities By giving them interesting activities	Classroom Activities
	Call their attention talk to them straight and heart to heart, all the things that you wanted them to do during class. all the time every day. keep on reminding me. I make sure that I enforce rules and regulations inside and outside the school to my students, I keep on reminding them about those rules and regulations every time one/s forget about it. Imposed consistent rules. Show mutual respects among fellow students and to teachers Impose positive discipline	Creating a Positive Classroom Environment

Classroom Activities

Santrock (2018) thought that "a well-managed classroom keeps students busy with activity, appropriately challenging tasks, have activities in which students become absorbed and motivated to learn and establish clear rules and regulations students must abide" (p. 482). As a result, Reciting "doa" or prayer was one of the actions that good instructor did before beginning the class lecture. According to exceptional teachers, "doa" can be a powerful method to distract pupils from other errands as well as an indication to students that the lesson is about to begin. According to Obot (2010), instructional supervision entails moving around the classroom to closely observe students, engaging students in academic activities, asking questions, and using verbal and nonverbal teaching methods to ensure that students pay undivided attention and gain more from the lesson than simple facts. Activities can be used to teach in all subjects. Learning by doing in class aids comprehension. Typically, activity-based ethics emerge. It improves a child's self-esteem. It enables solo and collaborative work (Arioder et al., 2020). Students are inspired when they use their creativity, skills, and minds to solve problems. The activity-based method is a method based on what is taught. Activities-based learning improves social skills by encouraging students to collaborate and work together. It encourages people's inventiveness (Metin, 2020). It encourages work-life balance and uses kid-friendly instructional materials (Camargo et al., 2020; Chauca et al., 2021).

Creating a Positive Classroom Environment

Teachers must explain why expectations are vital to create a pleasant school atmosphere. Students must also contribute to the creation of a positive environment. This participation allows people to become stakeholders in the learning process and fosters an environment of shared views (Andrew, 2008). Miller and Pedro (2006) investigate the characteristics of a respectful classroom environment, which they define as a setting where students feel comfortable, protected, and appreciated.

Suggested Activities to Make the Students Behave Well Inside the Classroom

Dealing with students who exhibit problematic behavior is one of the most difficult challenges you may face in the classroom. Not only does the student interfere with your ability to give a lesson while maintaining control, but they also interrupt the overall class productivity. Students who exhibit challenging behavior do not usually do so 'simply because they want to.' There is typically a cause for their behavior, or it may be their sole means of communicating with you that something is wrong. Every action is a type of communication. As a result, you must understand the causes of challenging behavior and be aware of the tactics that will assist you in dealing with it. Table 4 shows the suggested activities to make the students behave well inside the classroom.

Fostering a Culture of Reading, Writing, Listening and Speaking

Reading skills are required to get work or attend college. Reading skills are crucial in enhancing one's life and ability in school and supporting a country's development (Rintaningrum, 2015a). Critical reading demands pupils to think more actively and thoroughly to comprehend and analyze a book, i.e., to read between and beyond the words rather than just reading the lines. Group work is a valuable approach for giving pupils active roles when reading cultivating critical reading abilities. Students who study in groups gain specific collaborative skills, such as being more sensitive and able to make more effective decisions and enhancing reading comprehension. Hue and Li (2008) proposed two ways of coping with disruptive student behavior: nonverbal and verbal intervention tactics. When an issue worsens or more disruptive conduct occurs, the teacher must consider using nonverbal coping skills. However, verbal coping skills become necessary when nonverbal solutions fail to divert pupils to appropriate tasks.

Table 4. Suggested Activities to Make the Students Behave Well Inside the Classroom

Question	Relevant Statements	Emerging Themes
What are the activities that you gave your students the chance to behave inside the classroom?	Self-Reflection Reading and writing Listening, Speaking, Reading, Writing Activities Paper and pen test	Fostering a Culture of Reading, Writing, Listening and Speaking
	Classroom-based quiz bees, games Differentiated activities based on their abilities Engaging in fun games related to the subject matter interactive activities Integration of various puzzles Include games in motivation to catch their attention	Interactive Teaching and Learning
	I gave additional points to those students with complete attendance.	Rewards and Motivation

Interactive Teaching and Learning

Teachers can boost student engagement and motivation by designing classes and activities based on students' bits of intelligence (Winarti et al., 2019). To boost engagement and motivation in her classroom, the researcher focused on differentiated instruction by developing differentiated learning activities, which resulted in differentiated products suited to students' learning intelligences. Considering everyone learns at various rates and in different ways, including multiple intelligences or learning styles is critical when developing curriculum, teaching, and customizing instruction. Teachers can boost student engagement and motivation by designing courses and activities depending on their students' intelligence or learning styles (Winarti et al., 2019).

Rewards and Motivation

According to Saraswati, Ratminingsih, and Utami (2020), reward is one of the most essential variables influencing students' learning outcomes and behavior development. They revealed both the teachers' and students' perceptions of rewards given for exceptional performance. According to Otero (2015), punctually delivered rewards to students are associated with increased study abilities, essential behavior, and academic production. In this setting, it is concluded that students will be driven to maintain their positive behavior similarly through teacher reinforcement. According to Downing and Bennett (2005), positive and constructive reinforcement strategies are more effective than punishing or demanding strategies for shaping positive behavior in the school setting. According to Covington and Mueller (2001), grades influence students' conduct, growth, and competency since grades are very powerful because a teacher may analyze a student's overall success and failure in the classroom.

Furthermore, most people feel that grades can be positive reinforcers that raise the likelihood of future progressive and positive behavior. According to Chen and Wu (2010), rewards may function as reinforcement, increasing the probability of the desired behavior. Positive behavior implies that students are actively participating in class. According to several studies, praise or appreciation is a compelling strategy for changing students' behavior in the desired direction.

Conclusion

Based on the preceding findings, the common misbehavior issues of the students inside the classroom are disruptive behaviors, truancy, and behavioral engagement. The factors that led to students' misbehavior inside the school are biological, social aspects, and internal factors. Participants encourage students to behave well inside the school by giving rewards and punishments, doing classroom activities, and creating a positive classroom environment. Suggested activities that make the students behave well inside the school are fostering a culture of reading, writing, listening, and speaking, as well as interactive teaching, learning, rewards, and motivation.

Teachers may be given suitable training for classroom management concerns and problems. It is critical to create and maintain a strong student-teacher relationship. As a result, teachers should use preventive discipline and positive tactics. Effective discipline necessitates the implementation of transparent classroom and school regulations that promote learning while minimizing disturbances. Administrators, teachers, parents, and students must all collaborate to achieve a common aim of peace and harmony in well-managed schools.

Students should be included as participants in future studies, and their impressions and comments about school punishment techniques should be recorded. More studies should be conducted to analyze classroom techniques and their relationship to reducing classroom disruptions and their impact on student behavior. Further analysis may be performed to validate the findings of this research.

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