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Discipline and Behavior Assessment of Elementary Pupils in San Elementary School Carlos

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Abstract:

This study aimed to assess the discipline and behaviors of Grade Three pupils in San Isidro Elementary School, Division of Antipolo City, and their relationship to selected profile variables. It also sought to identify the most common disruptive behaviors exhibited by pupils, determine their relation to demographic factors, and examine the strategies employed by teachers in addressing such behaviors. Using descriptive research design, data were gathered through teacher assessments and analyzed to determine the seriousness of behavioral manifestations and the effectiveness of intervention techniques. Findings revealed that most disruptive behaviors were moderately to seriously manifested in the areas of conduct, personality, and academics. All academic motivation items were rated serious, indicating declining student engagement. Teachers employed various strategies, with most being moderately effective, suggesting a need for improvement in classroom management approaches. Results further indicated that disruptive behaviors may stem from emotional, familial, or environmental factors, highlighting the importance of early identification and functional assessment. The study emphasized the crucial role of teacher evaluation in understanding and addressing disruptive behaviors. Strengthened collaboration among teachers, parents, school administrators, and community stakeholders was recommended to develop intervention programs promoting positive behavior and academic performance. Furthermore, continuous professional development and leadership training for teachers, parental involvement, and community-based support initiatives were encouraged. The study concluded that proactive behavioral management and holistic support systems are essential in shaping responsible, motivated, and productive learners.

Keywords: Disruptive behavior, classroom discipline, pupil behavior assessment

Introduction:

Nature of the Problem

Inside the classroom, disruptive behavior has become an overwhelming concern among teachers, particularly in managing such behaviors among groups of children. The growing incidence of these behaviors in primary schools poses serious challenges to educators who must address multiple behavioral concerns simultaneously. This situation has sparked interest in identifying the factors influencing children's behavior and understanding the extent of assistance needed to help them develop discipline and self-control. Among the many influences shaping a child's character—the home, school, and community—the school plays a vital role as the strongest foundation for discipline and moral development, instilling values that guide behavior throughout life.

Schools, therefore, bear the responsibility of offering not only academic instruction but also moral and values education essential for developing responsible, well-adjusted individuals. Teachers, administrators, and parents share

this responsibility by providing tools, strategies, and consistent guidance to promote positive behavior. Teachers must act not only as instructors but also as mentors and role models, capable of nurturing moral reasoning and emotional growth. As emphasized by educational frameworks and scholars such as Renosa (2008), value formation remains crucial in a world increasingly fraught with moral confusion, making the school a powerful institution for shaping a child's attitude and integrity alongside academic learning.

The Philippine educational system has continually sought reforms that highlight the integration of values and character education with competency-based learning. The Values Education Framework (1997) and the Philippine Constitution both emphasize the development of the Filipino learner as a holistic individual—morally, intellectually, and socially. Education must therefore nurture both personal and communal dimensions of human growth, enabling learners to contribute to a just and humane society. Teachers, as catalysts of change, must remain sensitive to behavioral issues and employ positive management strategies that promote self-discipline, cooperation, and emotional regulation in children.

Understanding problem behavior in children, especially in their formative years, requires collaboration between home and school through assessment, guidance, and counseling. Late childhood is a crucial period when children's attitudes and behaviors are most influenced by peers and external factors, making timely interventions vital. The current study was thus motivated by the need to identify and assess disruptive behaviors among Grade Three pupils and their relationship to various personal and environmental variables. Through functional behavioral assessment, the study aims to uncover the underlying causes of such behaviors and develop intervention programs that teachers can implement to support learners in overcoming challenges and growing into productive, responsible members of society.

Current State of Knowledge

Deviant behavior, as defined by Panopio and Rolda (2006), refers to actions that violate societal norms, often leading to sanctions and the formation of subcultures among those labeled "deviant." Understanding such behaviors is crucial since they usually signal deeper issues that require guidance rather than punishment. Gregorio (1976) emphasized that the diversity of learners' personalities makes classroom management both challenging and rewarding, as teachers must deal with aggressive, shy, inattentive, or emotionally disturbed students through empathy, structure, and encouragement. Addressing disruptive behaviors requires positive reinforcement, consistent yet compassionate discipline, and meaningful engagement to build confidence and social responsibility among learners.

Building on this perspective, several scholars underscored the essential role of discipline and values formation in fostering positive behavior. Kuzma (2002) viewed discipline as a preventive and educational process aimed at self-improvement, while Miscaller (1997) highlighted the teacher's role in developing good study habits and critical thinking skills. Tabuloc (2002) identified types of student misbehavior—aggressive, delinquent, and withdrawn—requiring differentiated teacher responses. Cagaanan (1991) and Alibuzo (1992) both stressed understanding the root causes of misbehavior and creating supportive learning environments, while Rhodes (1970) suggested that perceptions often shape what is deemed "disturbing" behavior. Cruz (2003) and Bacungan et al. (1996) further emphasized integrating moral and values education, which the Department of Education (2006b, 2006d) institutionalized through curriculum reforms and school-based management, reinforcing shared responsibility in promoting discipline, values, and holistic student growth.

Expanding on classroom management, Lasley (1989) argued that teachers must develop systematic and belief-aligned strategies to encourage positive behavior, while Lemov (2010) described teaching as an art grounded in mastery of routines and discipline. Freiberg, Huzinec, and Templeton (2009) noted that structured procedures enhance instructional time, and Capizza (2009) highlighted the teacher's multifaceted psychological roles requiring flexibility and sound judgment. Unal and Unal (2009) outlined three main approaches—non-interventionist, interventionist, and interactionist—each reflecting varying balances between empathy and control. Their findings, supported by Johnson (2001), Allen (2010), and Clement (2010), affirm that effective classroom management is indispensable to teaching success, as even strong lesson plans fail without it. Moreover, Martin (2006), Rosas and West (2009), and Walker (2009) found that positive classroom climates reduce bullying, improve engagement, and prevent dropout, while poor management contributes to teacher burnout (Allen, 2010). Ultimately, effective classroom management integrates discipline, empathy, and structure, serving as the foundation for academic achievement, emotional development, and teacher well-being.

Theoretical Underpinnings

This study is anchored on William Glasser's Choice Theory (1998), which posits that all human behavior is driven by five basic needs—survival, love and belonging, freedom, fun, and power. Glasser emphasized that most classroom behavior problems arise from students' unmet need for power and belonging. He proposed the Seven Caring Habits (supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences) as essential teacher behaviors, while warning against the Seven Deadly Habits (criticizing, blaming, complaining, nagging, threatening,

punishing, and bribing). His Ten Axioms of Choice Theory highlight that individuals can only control their own behavior, that psychological problems stem from relationship issues, and that behavior consists of acting, thinking, feeling, and physiology—all of which are chosen. Glasser advocated for Reality Therapy and Class Meetings where students reflect on their actions and collaboratively find solutions, emphasizing positive engagement rather than punishment. He distinguished lead teachers, who align lessons with students' intrinsic needs, from boss teachers, who rely on external control, suggesting that cooperative, need-satisfying classrooms foster intrinsic motivation and responsible behavior.

In addition to Glasser's humanistic approach, this study is also guided by behaviorist theories that explain how behavior can be observed, measured, and modified. John B. Watson (1958) asserted that psychology should focus on observable behavior rather than mental processes, while Edward Thorndike (1911) introduced the concept of behavior modification, emphasizing reinforcement to increase desirable behaviors. Ivan Pavlov (1936) contributed the principle of classical conditioning, demonstrating how behavior can be learned through stimulus-response associations. Building on these foundations, B.F. Skinner (1961) developed operant conditioning, stressing that behavior can be shaped through systematic reinforcement and controlled environments. Together, these theories underscore that understanding and guiding student behavior require both insight into internal motivations and structured behavioral interventions—an integration central to this study's framework for addressing disruptive classroom behaviors.

Objectives

The aim of the study is to determine the disturbing behaviors of Grade III pupils in San Isidro Elementary School in the Division of Antipolo City in relation to specific variables. Specifically, it sought to answer the following questions: 1) What are the disturbing behaviors of Elementary pupils in Division of San Carlos Elementary School as perceived by the teacher-advisers; 2) How do the disturbing behaviors of the pupil-respondents relate to their profile variables; 3) What strategies and techniques are offered by the teacher- advisers to handle effectively urgent disturbing behaviors of the pupils; and 5) What implications can the results of the study offer to the improvement of the academic-achievement of the pupils?

Methodology:

This section presents the method of research used, the description of the respondents, the research instruments, the data gathering procedures, and statistical treatment applied in the interpretation of data.

Research Design

The descriptive method of research was used to assess the disruptive behaviors of Grade III pupils in San Isidro Elementary School. The researcher believes that this method will be appropriate in gathering data and information in answering the basic questions of the study. The descriptive method is used in many areas of investigation because it applies to varied kinds of problems. It is more expansive and encompassing. Vizcarra 94(2003) stated that the descriptive research includes all studies that support to present facts concerning the nature and status of anything – a group of person, number of objects, a set of conditions, a class of events, a system of thoughts or any kind of phenomena which one may wish to study.

Study Respondents

The study involved a total of 145 Grade III pupils from San Carlos Elementary School, who were identified and evaluated by 13 teacher-advisers. The researcher, with the assistance of the teachers, selected only those pupils who exhibited disruptive behaviors to serve as respondents. The distribution of participants across classes varied, with sample sizes ranging from 5 to 15 pupils per class, representing approximately 20.62% of the total Grade III population of 697 pupils. This sampling approach ensured that the study focused specifically on learners demonstrating behavioral concerns, allowing for a more accurate assessment of disruptive behaviors and their implications for classroom management and academic performance.

Instruments

The main instrument used for data collection was a researcher-made questionnaire-checklist, formulated with guidance from the thesis adviser and based on validated instruments from unpublished materials, online sources, and educational journals. Although previously utilized by past researchers, some items were modified to fit the present study's focus on disruptive behaviors of Grade III pupils. The instrument underwent thorough review by the adviser and was finally validated by a statistician for accuracy and reliability. The questionnaire consisted of three parts: Part I gathered pupils' personal and family profiles; Part II focused on teachers' assessment of pupils' disruptive behaviors in terms of conduct, personality, and academic motivation; and Part III sought teachers' suggested strategies and techniques for handling such behaviors. Responses were evaluated using a five-point Likert

scale ranging from 1.00–1.49 (Not Serious/Not Effective) to 4.50–5.00 (Very Serious/Very Effective), providing a systematic measure of the seriousness of disruptive behaviors and the effectiveness of intervention strategies.

Data Analysis and Statistical Treatment

The proper selection of statistical techniques is essential in educational research to ensure valid conclusions and generalizations. In this study, several statistical methods were employed for data analysis. Frequency and percentage distribution were used to describe the profile of pupil respondents, while the weighted mean determined the degree of common disruptive behaviors related to conduct, personality, and academic motivation, as well as the effectiveness of teachers' strategies and techniques in addressing them. To examine the relationship between pupils' disruptive behaviors and their profile variables, the Pearson Product-Moment Correlation Coefficient was applied. These statistical tools allowed for a systematic and accurate interpretation of the gathered data, providing meaningful insights into the behavioral patterns of Grade III pupils and the effectiveness of corresponding interventions.

Ethical Consideration

When doing research, it is critical to adhere to strict ethical standards to protect participants' welfare and maintain the study's integrity. Researchers must obtain informed permission from all participants to ensure a thorough grasp of the study's objectives, procedures, potential dangers, and benefits. Confidentiality and anonymity must be strictly enforced to safeguard participants' privacy and data confidentiality. Researchers should refrain from using deceit unless absolutely required and morally warranted after receiving approval from an institutional review board. Crucially, study activities should not cause harm to participants, and their involvement must be voluntary, with the option to withdraw at any time without consequences. Adherence to these ethical guidelines ensures the integrity and dependability of research findings. In every research study, protecting human subjects by applying suitable ethical norms is crucial. Due to the comprehensive nature of the study process, ethical considerations are especially relevant in qualitative research (Arifin, 2018).

Results and Discussion:

This chapter discusses the findings of the study based on the result gathered using appropriate statistical tools, subjected to scientific analysis and interpreted based on the criteria assigned.

Disruptive Behaviors of Grade III Pupils

Table 1 presents the summary of the mean scores and their corresponding interpretations regarding the conduct of Grade III pupils. The results were interpreted using a five-point scale to determine the degree of seriousness of each observed behavior. A mean range of **4.51 to 5.00** indicates that the behavior is **very serious**, while a mean range of **3.51 to 4.50** is interpreted as **serious**. Behaviors with mean scores ranging from **2.51 to 3.50** are considered **moderately serious**, those within **1.51 to 2.50** are classified as **less serious**, and those with mean scores between **1.00 and 1.50** are regarded as **not serious**. This interpretation guide provides a clear framework for assessing the extent and gravity of disruptive behaviors manifested by the pupils in terms of conduct.

Table 1

MEAN SCORE AND INTERPRETATION OF THE ITEMS IN RELATION TO CONDUCT

In Relation to Conduct	Mean	Interpretation
Showing private parts to other pupils	1.72	Less Serious
Stealing	1.87	Less Serious
Leaving the room before dismissal	2.24	Less Serious
Cutting/Escaping from classes	2.25	Less Serious
Telling lies to teachers & classmates	2.35	Less Serious
Gambling inside the school campus	2.67	Moderately Serious
Restless and boisterous during programs	2.78	Moderately Serious
Being regular absent	2.82	Moderately Serious
Eating while the class is going on	2.96	Moderately Serious
Disruptiveness; tendency to annoy and bother others.	3.00	Moderately Serious
Speaking vulgar and indecent words	3.21	Moderately Serious
Writing on top of desks, armchairs & walls	3.24	Moderately Serious
Answering questions w/o being called	3.38	Moderately Serious
Showing disrespect to another pupil's opinion	3.45	Moderately Serious
Loitering and roaming around during class	3.45	Moderately Serious
Gossiping among pupils	3.54	Serious
Throwing waste papers and garbage anywhere	3.61	Serious

Calling pupils with other names	3.67	Serious
Transferring from one seat to another	3.82	Serious
Talking while class is going on	4.06	Serious

Of the 20 indicators considered for the area of conduct, 5 were rated by the respondents as less serious for them, 10 are moderately serious, and another 5 as serious.

The problem with conduct is often associated with knowing what is right from wrong. The students seem to have difficulty identifying the right from wrong. And this could be traced back to their training at home. The observance of proper behavior at the right time is not yet fully understood by these children so that they do not carry themselves appropriately in a given situation.

TABLE 2

MEAN SCORE AND INTERPRETATION OF THE ITEMS IN RELATION TO PERSONALITY

In Relation to Personality	Mean	Interpretation
Coming to school untidy	2.37	Less Serious
Sleeping in class	2.50	Less Serious
Showing discourteous to teachers	2.52	Moderately Serious
Repetitive speech	2.60	Moderately Serious
Preoccupation; "in a world of his own."	3.22	Moderately Serious
Aloofness, social reserve	3.26	Moderately Serious
Lacking confidence	3.31	Moderately Serious
Speaking in low voice in classroom, loud in halls and playground	3.31	Moderately Serious
Attention seeking	3.36	Moderately Serious
Irritability, hot tempered, easily arouse to anger	3.56	Serious
Self-conscious/easily embarrassed	3.74	Serious
Laziness in school and performance of other tasks	3.76	Serious
Feelings of inferiority	3.79	Serious
Showing inattentiveness in class	3.81	Serious
Easily distracted by different objects	3.90	Serious

Table 12 reflects the mean score and interpretation of the items in relation to personality.

Of the 15 indicators considered for the area of personality, 2 were rated by the respondents as less serious for them, 7 are moderately serious, and another 6 as serious.

Personality can be defined as the combination of attitude and behaviors. This indicator has been regarded as such because of their lack of proper training to identify what is right from wrong. This should have learned from home and then carried over to the other societal circles that they are into. the indicators regarded as serious might have negative impact if unaddressed while they are still at their current developmental stage.

TABLE 3

MEAN SCORE AND INTERPRETATION OF THE ITEMS IN RELATION TO ACADEMIC MOTIVATION

In Relation to Academic Motivation	Mean	Interpretation
Has short attention span	3.64	Serious
Cheating during tests/examinations	3.7	Serious
Not doing work willingly and cheerfully	3.81	Serious
Refusing to copy assignments	3.83	Serious
Failing to follow instructions	3.86	Serious
Not doing assigned task w/o someone watching	3.87	Serious
Uncooperativeness in group activities	3.88	Serious
Refusing to take notes	3.91	Serious
Showing poor study habits	3.92	Serious

Have the "bahala na" attitude which can be seen in their work.	3.94	Serious
Failing to accomplish homework	3.97	Serious
Copying homework from others	3.99	Serious
Uncooperative in any group undertakings	4.02	Serious
Failing to submit project on time	4.09	Serious

Of the 3 indicators considered for the area of academic motivation, all the 15 were rated as serious.

The less serious problems are Has short attention span; Cheating during tests/examinations; Not doing work willingly and cheerfully; Refusing to copy assignments; Failing to follow instructions; Not doing assigned task w/o someone watching; Uncooperativeness in group activities; Refusing to take notes;

Showing poor study habits; Have the "bahala na" attitude which can be seen in their work; Cannot work alone without asking help; Failing to accomplish homework; Copying homework from others; Uncooperative in any group undertakings; and Failing to submit project on time.

It can now have implied that all of these are seriously committed by the students. It can then be mentioned that the students are no not very concerned about their academic endeavors, they tend to forget that this is their reason for coming to school. at the same time, they do not seem to care about the repercussions of not being academically prepared for the future.

These are disciplinary in nature. And if these behaviors persist until they grow older, it has some considerable implications to the community and to the country in general.

TABLE 4

MEAN SCORE AND INTERPRETATION OF THE ITEMS IN RELATION TO TECHNIQUES AND STRATEGIES

TECHNIQUES AND STRATEGIES	**Mean**	**Interpretation**
Ignoring or avoiding the misbehavior	2.29	Least Effective
Ridiculing or putting pupils to shame	2.75	Moderately effective
Suspending from classes.	3.18	Moderately effective
Removing privileges in such as having supplementary materials, going to the canteen, etc.	3.19	Moderately effective
Sending pupils to the principal or guidance office.	3.31	Moderately effective
Reprimand pupil	3.32	Moderately effective
Assigning pupils to join co-curricular and extra – curricular activities such as quiz bees, sports fest, art contest, etc	3.38	Moderately effective
Accepting whatever reason pupils give for misbehaving	3.4	Moderately effective
Holding interview and dialogues with pupils to develop rapport and good behaviors.	3.61	Effective
Assigning pupils as leaders in group activities in school	3.71	Effective
Reducing grades in conduct	3.73	Effective
Signing a promise or agreement to reform and not misbehave again	3.76	Effective
Assigning pupils additional work, responsibilities in class such as erasing blackboards, cleaning, etc	3.81	Effective
Conducting a symposium for parents and pupils on school rules and regulations	3.83	Effective
Holding conference with parents	4.1	Effective
Conducting case studies to determine the best and most appropriate solutions to as specific disturbing behavior	4.15	Effective
Allowing pupils to at least three (3) chances before any disciplinary action	4.16	Effective

Out of the 20 indicators as far as the techniques and strategies implemented, 1 was rated as least effective, 7 as moderately effective and 12 as effective. None of the items was rated as very effective.

The least effective techniques and strategies is Ignoring or avoiding the misbehavior. The moderately effective are: Ridiculing or putting pupils to shame; Suspending from classes; Removing privileges in such as having supplementary materials; going to the canteen, etc.; Sending pupils to the principal or guidance office; Reprimand pupil; Assigning pupils to join co- curricular and extra – curricular activities such as quiz bees, sports fest, art contest, etc.; Accepting whatever reason pupils give for misbehaving.

The effective techniques are: Holding interview and dialogues with pupils to develop rapport and good behaviors; Providing pupils additional loads of assignments; Assigning pupils as leaders in group activities in school; Reducing grades in conduct; Signing a promise or agreement to reform and not misbehave again; Assigning pupils additional work, responsibilities in class such as erasing blackboards, cleaning, etc; Conducting a symposium for parents and pupils on school rules and regulations; Holding conference with parents; Conducting case studies to determine the best and most appropriate solutions to as specific disturbing behavior; Allowing pupils to at least three (3) chances before any disciplinary action; Creating discipline committee among pupils and report misbehaviors; Conducting home visits to determine actual situation at home for better understanding.

It could then infer from the table above that the students might also want to feel that they belong. This is because the least effective is ignoring and the effective is home visitation.

They seem to be looking for attention in school that they are not getting from their parents.

Relationship Between Pupil-Respondents' Disruptive Behaviors and their Profile Variables

TABLE 5
CORRELATION MATRIX BETWEEN THE PROFILE OF THE RESPONDENTS AND THEIR DISRUPTIVE BEHAVIORS

		Conduct	**Personality**	**Academic**	**Teacher strategies**
Sex	Pearson Correlation	0.002	-0.02	-0.068	-0.038
	Significant Level	0.981	0.815	0.418	0.654
Ordinal Position	Pearson Correlation	0.153	-0.002	0.016	0.072
	Significant Level	0.071	0.981	0.853	0.395
Family Size	Pearson Correlation	0.008	0.002	0.061	0.033
	Significant Level	0.923	0.985	0.481	0.7
Father's Educational Attainment	Pearson Correlation	-.170(*)	-0.119	-.166(*)	-.189(*)
	Significant Level	0.042	0.156	0.048	0.024
Mother's Educational Attainment	Pearson Correlation	-.173(*)	-.210(*)	-.228(**)	-.248(**)
	Significant Level	0.038	0.012	0.006	0.003
Father's Occupation	Pearson Correlation	-0.038	-0.042	0.038	-0.011
	Significant Level	0.657	0.617	0.657	0.894
Mother's Occupation	Pearson Correlation	0.09	0.04	-0.074	0.016
	Significant Level	0.289	0.634	0.383	0.849
Family Income	Pearson Correlation	-0.057	-0.157	-0.089	-0.116
	Significant Level	0.502	0.062	0.292	0.169
Distance From School	Pearson Correlation	0.075	0.146	0.101	0.126
	Significant Level	0.374	0.083	0.231	0.136
Residence Place	Pearson Correlation	0.06	0.09	0.063	0.084
	Significant Level	0.472	0.285	0.451	0.316
Whom the Child Resides	Pearson Correlation	-.202(*)	-0.07	0.01	-0.104
	Significant Level	0.015	0.406	0.903	0.215
Helping their Parents Earn a Living	Pearson Correlation	-0.127	0.024	-0.043	-0.072
	Significant Level	0.179	0.804	0.648	0.448

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

From the table above, the father's educational attainment is significantly negative related to the areas of conduct, academic motivation and strategies. The lower the educational attainment of the father the more serious is the problem. It also implies that the lower the academic attainment of the father, the more effective is the strategies used by the teachers.

Meanwhile, the mother's educational attainment is significantly negatively related to all the areas, conduct, personality, academic motivation, and the strategies and methods

Similarly, the lower the educational attainment of the mother the more serious is the problem. It also implies that the lower the academic attainment of the mother, the more effective is the strategies used by the teachers.

Further, the people who the child lives with also have a significant negative relationship with the conduct of the child. There is reservation as far as this result is concerned because there is large discrepancy as far as the distribution of the respondents.

Conclusions:

The study revealed that most disruptive behaviors of Grade III pupils in terms of conduct were moderately serious, while personality-related behaviors ranged from moderately serious to serious, and those related to academic motivation were all serious, indicating declining student motivation. Among the strategies used by teachers, 12 were effective and 7 moderately effective, though none were found to be very effective. These findings imply that disruptive behaviors are early indicators of adjustment problems often rooted in emotional, familial, and developmental issues. Teachers play a crucial role in identifying and managing these behaviors, which, if left unaddressed, can affect academic performance and classroom dynamics. Strengthened collaboration between home and school is essential to support children's behavioral and emotional development. The study concludes that while teachers effectively manage disruptive behaviors, there remains a need to enhance strategies to achieve very effective outcomes and reignite students' academic motivation. Recommendations include stronger support from the Department of Education and local government for technology-based teaching aids, teacher training, and parent empowerment programs. Schools and communities should also collaborate to provide livelihood, parenting, and behavioral management seminars, while guidance counselors conduct individualized sessions to trace the roots of disruptive behaviors. Teachers should adopt more effective instructional strategies and buddy systems to foster engagement and self-discipline. Finally, further research is encouraged to validate and strengthen the findings, ensuring that interventions effectively address the behavioral and academic needs of pupils.

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