

Modification Strategies of Teacher in Behavioral Problem

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Abstract: Discipline plays a vital role in the teaching learning process. Pupils tend to understand the lesson best when they are well disciplined as the teacher impart the lesson. This, likewise, helps the pupils to develop their totality as individuals and as the future leaders of our country. Based on the records of the guidance counselor of the school in Southville 8C Elementary School for the past seven years (2011-2019). It implied that most of the cases of the pupils are concerning behavioral problems that become a headache of the teachers and school managers every now and then. However the teachers and school managers never tried to make possible solution to teach and impart knowledge while modifying the attitudes of the pupils. This study aimed to identify behavioral problems of Grade two three hundred fifteen pupils with modification strategies employed by Grade II public school teachers and school managers in Southville 8C Elementary Schools of Rodriguez, Rizal.

More specifically, it sought answers to the following questions:

1. What is the perception of the teachers and school manager respondents on behavioral problems of pupils in terms of the following variables?
 - A. Destructive Behavior
 - B. Disruptive Behavior
 - C. Aggressiveness
 - D. Emotional and Dependency Behavior
2. What are the behavior modification strategies employed by the teachers as perceived by the two groups of respondents relative to the following aspects?
 - A. Time Out
 - B. Ignoring
 - C. Modeling
 - D. Positive Reinforcement
 - E. Negative Reinforcement and Punishment
 - F. Prevention
 - G. Discussion
3. Are there significant differences in the perceptions of the two groups of respondents in terms of behavioral problems of pupils and behavior modification strategies employed by the teachers?
4. Is there a significant relationship between the behavioral problems of pupils and the behavior modification strategies employed by the teachers?

This study is of great importance to all the stakeholders of curriculum particularly the teachers, school administrators, parents and pupils. Identifying behavioral problems of the pupils will mean effective behavior modification strategies for both teachers and administrators. Pupils will also be trained to behave accordingly in school that will redound to proper behavior at home. This study focused on the behavioral problems of grade two pupils as perceived by the grade two teachers and school administrators in Southville 8C Elementary School during the first grading period of the school year 2019-2020. The respondents to be considered are those pupils with behavioral problems as observed by teachers and school administrators during the period. The researcher used the Behavior Rating Scale patterned after that of Capate (Cited Nanos, Boneo, and Morauda, 2009) and Behavioral Modification Strategies Questionnaires from Essa & Webb (Cited by Nanos, Boneo, and Morauda, 2009). Weighted means were utilized following Likert's scale also using the following scales and verbal interpretations.

To determine if there are significant differences in the perception of the teachers and school managers in the terms of behavioral problems of pupils and behavior modification strategies employed by the teachers and school managers, t-Test was utilized.

To determine if there is significant relationship in the behavioral problems of pupils and behavior modification strategies employed by the teachers and school managers, Pearson r was utilized. The hypotheses were tested at 0.05 level of significance.

Results and findings of the study are as follows:

1. Two (2) out of 4 items were rated similarly by the teachers and school managers in terms of behavioral problems with verbal interpretations of moderate extent. These items were destructive behavior and disruptive behavior with general weighted means of 3.42 and 3.36 for teachers and 3.33 and 3.10 for school managers, respectively. However, the remaining two items particularly the aggressiveness and emotional and dependency behavior were rated by the two groups of respondents as low extent with general weighted means of 2.63 and 2.89 for teachers while 2.53 and 2.72 for school managers. This implied that the behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal were at moderate extent only as shown in the grand weighted means of 3.1 and 2.92. It further implied that there were still items in each category that need to be resolved in order to reduce behavioral problems of pupils.
2. Three (3) out of 7 items were perceived significantly the same at moderate extent by the two groups of respondents in terms of behavior modification strategies of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal. The items were time out, ignoring and negative reinforcement and punishment with general weighted means of 2.80, 2.70 and 2.54 for teachers while 2.72, 2.63, and 2.58 for school managers. Meantime, the other four (4) items such as modeling, positive reinforcement, prevention and discussion were rated at high extents with general weighted means of 4.40, 4.42, 4.38 and 4.28, respectively for teachers while 3.98, 4.39, 4.36 and 4.10 for school managers. It further showed that there was a minimal problem in administering behavior modification strategies which was supported by the grand weighted means of 3.65 and

3.54, respectively. Although the problem is just minimal still the administration of the tasks can be improved to high extent in order to lessen behavioral problems of pupils.

3. There are no significant differences in the perceptions of teachers and school managers in the aspect of behavioral problems encountered by the pupils particularly destructive behavior, disruptive behavior, aggressiveness and emotional and dependency behavior. The claim was revealed when all the computed t values of 0.820, 2.000, 1.250 and 2.050 were found to be less than the tabular t value of 2.776. It led to the acceptance of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there are no significant differences in the perceptions of the two groups of respondents in terms of behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020. It means that whatever the perceptions of one group in a particular variable is the same perception of other group. It further shows that one group agrees with the other group.

4. Six (6) out of 7 variables in the aspects of behavior modification strategies of teachers were found to have no significant differences in the perceptions of the two groups of respondents. The variables are time out, ignoring, modeling, negative reinforcement and punishment, prevention and discussion. The claim was supported by Table 4 wherein the computed t values of 0.480, 2.070, 1.460, 1.310, 0.540 and 0.100 were all greater than the tabular t value of 2.776 which led to the acceptances of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there is no significant difference in the perception of the two groups of respondents. However, one (1) variable particularly the aspect of positive reinforcement was found to have significant difference in the perception of the two groups of respondents which was seen in the computed t value of 4.860 which is less than the tabular t value of 2.776. It implied that the behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 were the same. The conclusion was proven based on the majority of no significant differences on the results.

5. There is significant relationship between the behavioral problems by the pupils and the behavior modification strategies of teachers. The claim was justified when the computed t value of 2.140 is found to be greater than the tabular t value of 1.995 which led to the rejection of null hypothesis. Therefore, at 0.05 level of significance and 76 degrees of freedom, it can be concluded that there is significant relationship between the behavioral problems of pupils and the behavior modification strategies of teachers when dealing with the problem-pupils. It implied that the extent of behavioral problems of the pupils affects the extent of behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 and vice-versa.

Conclusions

Based on the findings of the study, the following conclusions are arrived at:

1. Although the ratings given by the teachers and school managers were moderate extent in the aspect of behavioral problems encountered by pupil-respondents there were still items in each category that need to be resolved in order to reduce behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020.

2. The items such as time out, ignoring and negative reinforcement and punishment were rated only at moderate extent while items such as modeling, positive reinforcement, prevention and discussion were rated at high extents which further showed that there was a minimal problem in administering behavior modification strategies of pupils

Keywords— academic achievement, curriculum, diversity, environment, learners, pedagogy

1. INTRODUCTION

Discipline plays a vital role in the teaching learning process. Pupils tend to understand the lesson best when they are well disciplined as the teacher impart the lesson. This, likewise, helps the pupils to develop their totality as individuals and as the future leaders of our country.

Bona (2011) stated that in every class there is at least one pupil who misbehave who's become the teacher's problem. Misbehavior tends to hinder the transfer of learning.

Behavioral problem often happen within the classroom. The researchers believed that behavioral problem that children might show while they are inside the classroom must be handled immediately to keep it from continuing and spreading.

This study was conducted to determine the strategies used in managing behavioral problems among grade two pupils, behavior modification strategies used by the teachers and school managers in managing behavioral problems and use this for basis for handbook development.

Background

Based on the records of the guidance counselor of the school in Southville 8C Elementary School for the past seven years (2011-2019). It implied that most of the cases of the pupils are concerning behavioral problems that become a headache of the teachers and school managers every now and then. However the teachers and school managers never tired to make possible solution to teach and impart knowledge while modifying the attitudes of the pupils.

II. LITERATURE REVIEW

Tillery et.al (2010) studied on general education teachers' perceptions of behavior management and intervention strategies. It stated that problem with young children with untreated behavior problems often experience significant adjustment problems and psychopathology later in life. Teachers of children in primary grades are ideally positioned to serve as the front line defense for intervening with behavioral difficulties if provided the proper training and resources. Finding indicated that the teachers tended to concentrate more on individual student behavior when describing behavior management strategies than on a group or school wide behavior. Teachers perceived themselves as a strong influence on student behavior to develop positive

strategies. The study reviewed study is similar to the present study because both dealt with behavior management. The difference is that the present study dealt only with behavior modification technique.

Jacinto (2011) studied about Common Behavioral Problems of Pupils Coping Strategies of Teacher Pupils today could be of great challenge in the teaching profession because children of today are experiencing global challenges like poverty, malnutrition, dysfunctional families, information technology, mentally challenge learners and environmental degradation that badly affect their mind and behavior. These were all reflected in the day today activities of the children especially inside the classroom. One of the findings states that most of the pupil respondents who had behavioral problems belonged to monthly family income of Php.5, 000 and below, had parents who were college graduates, had fathers who are factory workers/laborers or vendors.

Jiro et.al (2012) studied about Behavioral Modification Techniques Used in Managing Inappropriate Behavior of Preschool Pupils from Selected Private Schools in Rodriguez, Rizal. The study that destructive and dependency behaviors are occasionally manifested by preschool pupils. Aggressiveness and destructive behavior are not much a problem. In this case, positive reinforcement and behavior contract were often used by the preschool teachers, while time- out, ignoring, modeling and punishment were used sometimes. This only shows that the preschool teachers adopt or adjust the behavior modification technique depending on the behavior manifested by the pupils. The study was related to the present study because both of them dealt with behavior problems. The difference is that the latter focused on private schools while the present study deals with public schools.

III. RESEARCH QUESTIONS

The researchers aim is to determine the effects of modification strategies of teacher in behavioral problems. Specifically, this study finds the answer to the following questions:

1. What is the perception of the teachers and school Manager respondents on behavioral problems of pupils in terms of the following variables?

- A. Destructive Behavior B. Disruptive Behavior
C. Aggressiveness D. Emotional Dependency Behavior

2. What are the behavior modification strategies employed by the teachers as perceived by the two groups of respondents relative to the following aspects?

- A. Time Out B. Ignoring C. Modeling D.
Positive Reinforcement
E. Negative Reinforcement and Punishment F.
Prevention G. Discussion

3. Are there significant differences in the perceptions of the two groups of respondents in terms of behavioral problems of

pupils and behavior modification strategies employed by the teachers?

4. Is there a significant relationship between the behavioral problems of pupils and the behavior modification strategies employed by the teachers?

Significance of the Study

In this line of thought, the researcher believed that the findings of this study would benefit the following:

Teachers. These teachers can take some actions on the recommendations as reflected in this study which can help them design better strategies in dealing with behavioral problems.

Guidance Counselors. They can counsel the children to overcome their difficulties and improve their adjustments to the group where they belong.

School Administrators. The administrators can plan programs needed the minimizing the behavioral problems of the pupils.

Parents. The parents can farther guide their children in the right direction so that they will be able to adjust themselves physically, socially, mentally and morally.

Pupils. The pupils can perform better if their behavioral problems are identified and addressed through possible strategies in handling. There will be a better focus on the quality of education if this behavioral problems is at least minimized if not totally removed.

Community. The behavioral problems of the pupils if addressed properly will result to their becoming better individuals. As the saying goes "The Youth is the Hope of the Fatherland".

Future Researcher. The result will give information which would be relevant to the future researchers who would pursue a study similar to this.

Scope and Limitation

This study focused on the behavioral problems of grade two three hundred fifteen (315) pupils as perceived by the grade two teachers in Southville 8C Elementary School during the first grading period of the school year 2019-2020. The respondents to be considered are those pupils with behavioral problems as observed by teachers and school administrators during the period.

Table 2 presents the scores of JHS teachers on the Content Knowledge and Pedagogy Key Result Area (KRA), Result revealed that among the four objectives under this KRA, respondents obtained the lowest mean which is 4.23 on the Applied range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills. This implies that respondents need to have more knowledge

when it comes to the application of critical and creative as well as higher-order thinking skills to be more competent.

According to Singh (2017), teachers' incompetence in planning and executing suitable techniques, strategies, and approaches for teaching higher-order thinking impede the implementation of higher-order thinking skills in the classroom context. Even with a very satisfactory rating still, there is a need for teachers to be trained and oriented when it comes to different teaching strategies to develop Higher order thinking skills, thus according to Abdul Aziz (2017), promoting higher-order thinking skills among students requires a lot of planning, preparation, resources, and training of the teacher.

Methodology

The researcher used the descriptive method of research. Cruz (2009), in contrast to the historical method which seeks to find “what was” the descriptive method is used to assess “what is”. It is designed to produce information about prevailing situations, or what is or happening, or nature of thing, and convenience sampling to choose what sections where is going to conduct the study.

According to Fraenkel, Wallen and Hyun (2012) that many times it is extremely difficult, and sometimes even impossible to select either a random or a systematic non random sample. At such times, a researcher may use convenience sampling. Even if there are many disadvantage in using convenience sampling, the researcher still used it because the subjects are conveniently available for study.

In this study, the researcher tried to find out the behavior modification strategies employed by teachers and school managers to identify grade two pupils with behavioral problems.

Data Collection

To be able to gather data on the extent of behavior modification techniques by the teachers in managing inappropriate behavior, the modification techniques questionnaire was used. The researcher adopted items on the behavior modification techniques from Essa & Webb (cited by Nanos, Boneo, and Morauda, 2009)

Ethical Issues

All the data gathered will be kept highly confidential. The survey questionnaire to be used in this study is design to help ensure trust and respect among respondents, individual questionnaire will be given to each respondents and writing their names is optional.

Statistical Treatment of Data

In this study data were analyzed using the following statistical tools:

To determine the perception of the teachers and school managers of respondents in terms of the behavioral problems of pupils in terms of destructive behavior, disruptive behavior, aggressiveness, and emotional and dependency behavior, and to determine the behavior modification strategies employed by

the teachers and school managers of the respondents in terms of time out, ignoring, modeling, positive reinforcement, negative reinforcement and punishment, and prevention, weighted mean was utilized.

To determine if there are significant differences in the perception of the teachers and school manager in terms of behavioral problems of pupils and behavior modification strategies employed by the teachers and school managers, *t*-Test was utilized.

To determine if there is significant relationship in the behavioral problems of pupils and behavior modification strategies employed by the teachers and school managers, Pearson *r*- was utilized.

Presentation, Analysis and Interpretation of Data

Table Summary of the Perceptions of Two Groups of Respondents on the Behavioral Problems Of Grade II Pupils

| Behavioral Problem | School Respondents | Teacher-Manager | School Respondents | Manager-Teacher |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | General Weighted Mean | Verbal Interpretation | General Weighted Mean | Verbal Interpretation |
| 1. Destructive Behavior | 3.42 | Moderate Extent | 3.33 | Moderate Extent |
| 2. Disruptive Behavior | 3.36 | Moderate Extent | 3.10 | Moderate Extent |
| 3. Aggressiveness | 2.63 | Low Extent | 2.53 | Low Extent |
| 4. Emotional and Dependency Behavior | 2.89 | Low Extent | 2.72 | Moderate Extent |
| Grand Weighted Mean | 3.1 | Moderate Extent | 2.92 | Moderate Extent |

Note: 1.00-1.49(VLE); 1.50-2.49(LE); 2.50-3.49(ME); 3.50-4.49(HE); 4.50-5.00 (VHE)

The table revealed that 2 out of 4 items were rated similarly by the two groups of respondents verbally interpreted as moderate extent. These items were destructive behavior and disruptive behavior with general weighted means of 3.42 and 3.36 for teachers and 3.33 and 3.10 for school managers, respectively. This finding implied that the behavioral problems of Grade II pupils from District II Elementary Schools of Rodriguez Rizal were at moderate extent only. It further

implied that there were still items in each category that need to be resolved in order to reduce the behavioral problems of pupils.

Table 2 Summary of the Perceptions of Two Groups of Respondents

Behavior Modification Strategies of Grade II Teachers

| Behavior Modification Strategies | School Teacher-Respondents | | School Manager-Respondents | |
|---|----------------------------|-----------------------|----------------------------|-----------------------|
| | General Weighted Mean | Verbal Interpretation | General Weighted Mean | Verbal Interpretation |
| 1.Time Out | 2.80 | Moderate Extent | 2.72 | Moderate Extent |
| 2.Ignoring | 2.70 | Moderate Extent | 2.63 | Moderate Extent |
| 3.Modeling | 4.40 | High Extent | 3.98 | High Extent |
| 4.Positive Reinforcement | 4.42 | High Extent | 4.39 | High Extent |
| 5.Negative Reinforcement and Punishment | 2.54 | Moderate Extent | 2.58 | Moderate Extent |
| 6.Prevention | 4.38 | High Extent | 4.36 | High Extent |
| 7.Discussion | 4.28 | High Extent | 4.10 | High Extent |
| Grand Mean | 3.65 | High Extent | 3.54 | High Extent |

Note: 1.00-1.49(VLE);1.50-2.49(LE);2.50-3.49(ME);3.50-4.49(HE);4.50-5.00(VHE)

It can be seen in Table 2 that 3 out of 7 items were perceived significantly the same at moderate extent by the two groups of respondents in terms of behavior modification strategies of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal. It further showed that there was minimal problem in administering behavior modification strategies which was supported by the grand weighted means of 3.65 and 3.54, respectively. Although the problem is just minimal still the administration of the tasks can be improved to high extent in order to lessen behavioral problems of pupils.

Perception of the Two Groups of Respondents in Terms of the Behavior Modification of Grade II Teachers.

Table 3 Summary of the Significant Differences in the Perception of Two

Groups of Respondents On the Behavioral Problems

| Variables | Groups | Computed | Tabular t Value | Decision | Interpre- |
|-----------|--------|----------|-----------------|----------|-----------|
|-----------|--------|----------|-----------------|----------|-----------|

| | | t Value | 0.05, 4 df | | Conclusion |
|--------------------------------------|-----------------|---------|------------|-------|--------------|
| 1. Destructive Behavior | Teachers | 20 | 0.8 | 2.776 | Accept H_0 |
| | School Managers | | | | |
| 2. Disruptive Behavior | Teachers | 00 | 2.0 | 2.776 | Accept H_0 |
| | School Managers | | | | |
| 3. Aggressiveness | Teachers | 50 | 1.2 | 2.776 | Accept H_0 |
| | School Managers | | | | |
| 4. Emotional and Dependency Behavior | Teachers | 50 | 2.0 | 2.776 | Accept H_0 |
| | School Managers | | | | |

Note: Computed t value > Tabular t value (Reject Ho); Computed t value < Tabular t value (Accept Ho)

The data Table 3 revealed that all the computed t values of 0.820, 2.000, 1.250 and 2.050 are less than the tabular t value of 2.776 which led to the acceptance of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there are no significant differences in the perceptions of the two groups of respondents in terms of behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020. It means that whatever the perceptions of one group in a particular variable is the same perception of the other group. It further shows that one group agrees with the other group.

Summary of the Significant Differences in the Perception of Two Groups of Respondents On Behavior Modification Strategies

Table 4 presents the summary of the computed *t* values and tabular *t* values on the perceptions of the school teachers and school managers in Southville 8C Elementary Schools of Rodriguez, Rizal during the School Year 2019-2020 on the behavior modification strategies of Grade II teachers.

Table 4
Summary of the Significant Differences in the Perception of Two Groups of Respondents On Behavior Modification Strategies

| Variables | Groups | Computed <i>t</i> Value | Tabular <i>t</i> Value 0.05, 4 df | Decision | Interpretation | |
|--|-----------------|-------------------------|--------------------------------------|----------|----------------|-----------------|
| 1. Time Out | Teachers | 80 | 0.4 | 2.776 | Accepted H_0 | Not Significant |
| | School Managers | | | | | |
| 2. Ignoring | Teachers | 70 | 2.0 | 2.776 | Accepted H_0 | Not Significant |
| | School Managers | | | | | |
| 3. Modeling | Teachers | 60 | 1.4 | 2.776 | Accepted H_0 | Not Significant |
| | School Managers | | | | | |
| 4. Positive Reinforcement | Teachers | 60 | 4.8 | 2.776 | Rejected H_0 | Significant |
| | School Managers | | | | | |
| 5. Negative Reinforcement and Punishment | Teachers | 10 | 1.3 | 2.776 | Accepted H_0 | Not Significant |
| | School Managers | | | | | |
| 6. Prevention | Teachers | | | | Accepted | Not |

| | | | | | | |
|---------------|-----------------|----|-----|-------|----------------|-----------------|
| | School Managers | 40 | 0.5 | 2.776 | Accepted H_0 | Significant |
| 7. Discussion | Teachers | 00 | 0.1 | 2.776 | Accepted H_0 | Not Significant |
| | School Managers | | | | | |

Note: Computed *t* value > Tabular *t* value (Reject H_0)
 Computed *t* value < Tabular *t* value (Accept H_0)

Table 4 revealed that 6 out of 7 variables in the aspects of behavior modification strategies of teachers were found to have no significant differences in the perceptions of the two groups of respondents. The claim was supported by Table 4 wherein the computed *t* values of 0.480, 2.070, 1.460, 1.310, 0.540 and 0.100 were all less than the tabular *t* value of 2.776 which led to the acceptances of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there is no significant difference in the perception of the two groups of respondents. However, one variable particularly the aspect of positive reinforcement was found to have significant difference in the perception of the two groups of respondents which was seen in the computed *t* value of 4.860 which is greater than the tabular *t* value of 2.776. It implied that the behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 were the same. The conclusion was proven based on the majority of the items with no significant differences results in Table 4

Table 5 Significant Relationship between the Behavioral Problems of Grade II Pupils and Behavior Modification Strategies of Teachers

| Variables | Computed <i>t</i> Value | Degrees of freedom | Computed <i>t</i> Value | Tabular <i>t</i> Value (0.05) | Decision | Interpretation |
|----------------------------------|-------------------------|--------------------|-------------------------|-------------------------------|----------------|----------------|
| Behavioral Problems | 0.24 | 76 | 2.140 | 1.995 | Rejected H_0 | Significant |
| Behavior Modification Strategies | | | | | | |

Note: Computed *t* value > Tabular *t* value (Reject H_0);
 Computed *t* value < Tabular *t* value (Accept H_0)

It can be gleaned in Table 5 that the computed t value of 2.140 is greater than the tabular t value of 1.995 which led to the rejection of null hypothesis. Therefore, at 0.05 level of significance and 76 degrees of freedom, it can be concluded that there is significant relationship between the behavioral problems of pupils and the behavior modification strategies of teachers when dealing with the problem-pupils. It implied that the extent of behavioral problems of the pupils affects the extent of behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 and vice-versa.

Results and Findings of the study are as follows:

1. Two (2) out of 4 items were rated similarly by the teachers and school managers in terms of behavioral problems with verbal interpretations of moderate extent. These items were destructive behavior and disruptive behavior with general weighted means of 3.42 and 3.36 for teachers and 3.33 and 3.10 for school managers, respectively. However, the remaining two items particularly the aggressiveness and emotional and dependency behavior were rated by the two groups of respondents as low extent with general weighted means of 2.63 and 2.89 for teachers while 2.53 and 2.72 for school managers. This implied that the behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal were at moderate extent only as shown in the grand weighted means of 3.1 and 2.92. It further implied that there were still items in each category that need to be resolved in order to reduce behavioral problems of pupils.

2. Three (3) out of 7 items were perceived significantly the same at moderate extent by the two groups of respondents in terms of behavior modification strategies of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal. The items were time out, ignoring and negative reinforcement and punishment with general weighted means of 2.80, 2.70 and 2.54 for teachers while 2.72, 2.63, and 2.58 for school managers. Meantime, the other four (4) items such as modeling, positive reinforcement, prevention and discussion were rated at high extents with general weighted means of 4.40, 4.42, 4.38 and 4.28, respectively for teachers while 3.98, 4.39, 4.36 and 4.10 for school managers. It further showed that there was a minimal problem in administering behavior modification strategies which was supported by the grand weighted means of 3.65 and 3.54, respectively. Although the problem is just minimal still the administration of the tasks can be improved to high extent in order to lessen behavioral problems of pupils.

3. There are no significant differences in the perceptions of teachers and school managers in the aspect of behavioral problems encountered by the pupils particularly destructive behavior, disruptive behavior, aggressiveness and emotional and dependency behavior. The claim was revealed when all the computed t values of 0.820, 2.000, 1.250 and 2.050 were found to be less than the tabular t value of 2.776. It led to the acceptance of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there are no significant differences in the perceptions of the two groups of respondents in terms of behavioral problems of Grade II pupils in Southville 8C Elementary Schools of

Rodriguez Rizal during the School Year 2019-2020. It means that whatever the perceptions of one group in a particular variable is the same perception of other group. It further shows that one group agrees with the other group.

4. Six (6) out of 7 variables in the aspects of behavior modification strategies of teachers were found to have no significant differences in the perceptions of the two groups of respondents. The variables are time out, ignoring, modeling, negative reinforcement and punishment, prevention and discussion. The claim was supported by Table 26 wherein the computed t values of 0.480, 2.070, 1.460, 1.310, 0.540 and 0.100 were all greater than the tabular t value of 2.776 which led to the acceptances of null hypotheses. Hence, at 0.05 level of significance and 4 degrees of freedom, it can be concluded that there is no significant difference in the perception of the two groups of respondents. However, one (1) variable particularly the aspect of positive reinforcement was found to have significant difference in the perception of the two groups of respondents which was seen in the computed t value of 4.860 which is less than the tabular t value of 2.776. It implied that the behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 were the same. The conclusion was proven based on the majority of no significant differences on the results.

5. There is significant relationship between the behavioral problems by the pupils and the behavior modification strategies of teachers. The claim was justified when the computed t value of 2.140 is found to be greater than the tabular t value of 1.995 which led to the rejection of null hypothesis. Therefore, at 0.05 level of significance and 76 degrees of freedom, it can be concluded that there is significant relationship between the behavioral problems of pupils and the behavior modification strategies of teachers when dealing with the problem-pupils. It implied that the extent of behavioral problems of the pupils affects the extent of behavior modification strategies of Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020 and vice-versa.

Conclusions

Based on the findings of the study, the following conclusions are arrived at:

1. Although the ratings given by the teachers and school managers were at low and moderate extent in the aspect of behavioral problems encountered by pupil-respondents there were still items in each category that need to be resolved in order to reduce behavioral problems of Grade II pupils in Southville 8C Elementary Schools of Rodriguez Rizal during the School Year 2019-2020.

2. The items such as time out, ignoring and negative reinforcement and punishment were rated only at moderate extent while items such as modeling, positive reinforcement, prevention and discussion were rated at high extents which further showed that there was a minimal problem in administering behavior modification strategies of pupils.

Recommendations

In view of the conclusion formulated in this study, the following are hereby recommended:

1. The Grade II teachers in Southville 8C Elementary Schools of Rodriguez Rizal may continue to be vigilant in dealing with pupils with behavioral problems especially in the aspects of destructive and disruptive behaviors where the teachers and school managers perceived the problems of the pupils at moderate extent.

2. Grade II teachers and administrators in Southville 8C Elementary Schools of Rodriguez Rizal may preserve the behavior modification strategies implemented in the school especially in the aspect of modeling, positive reinforcement, prevention and discussion since the ratings earned were at high extent. However, some items such as time out, ignoring and negative reinforcement and punishment may be discussed for further improvement on the implementation since the ratings given by the two groups of respondents were only at moderate extent.

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C. Electronic Resources

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