

Teachers' Induction Program on Professional Competence

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Abstract: *The study determined the relationship between newly-hired teachers' professional competence and induction programs in selected high schools in the province of Bulacan, Nueva Ecija and Pampanga during the School Year 2016-2017. With 12 School Heads, 96 mentor-teachers and 183 newly-hired teachers as respondents of the study, findings showed that (1) The extent of involvement of mentors and principals in the induction program for newly-hired teachers in terms of orientation and mentoring was described to a "very great extent" (2) The level of professional competence of newly-hired teachers in terms of foundations, teaching act, social and educational context and professional identity was described as "above average". Based on the findings of the study, the following conclusions were drawn: There are significant differences among the perceptions of the respondents with regard to induction program in terms of orientation on curriculum support, parental communication and student needs. There is a significant relationship between the extent of mentors and principals' involvement in orientation programs in terms of staff support, curriculum support, parental communication and student needs, and newly-hired teachers' professional competence. There is a significant relationship between extent of mentors' and principals' involvement in induction programs in terms of relationship, teaching practice, student learning and mentors' role and attributes, and newly hired teachers' professional competence.*

Keyword: campus discipline, classroom behavior, induction program

Introduction

Many secondary schools experience ineffective discipline. This lack of discipline has affected the learner's academic performance and their progress in school. Wood, Nicholson and Findley (2010), state that good discipline helps to develop desirable student behaviour. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001) emphasize cooperative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. West (2002) suggests that criminal activities result because of dropouts caused by failure to cope with school discipline.

Good discipline at school plays a vital role in the achievement of expectations and goals. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (2004) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. Parents often have no choice but to enrol their children in a school with poor discipline which often leads to poor academic performances.

Campus discipline plays a very important part in making the campus a more conducive place for all students to study. Redemptive and restorative discipline is at times necessary. It seeks to awaken the moral and spiritual sensitivities of the student relative to the infractions committed.

Cawood and Gibbon (2007) regard discipline as the willingness to learn from someone and to be influenced by him. So discipline plays a vital role in the academic achievement of the learner especially in a secondary school. As the learner is in a very influencable stage when in secondary school, various stakeholders are essential in the achievement of a learner.

Sonn (2009) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners.

Mwamwenda (2006) emphasizes that the society, the school, the curriculum, the teachers and the local community contribute to the lack of discipline of learners. Vrey (2009) says the relationship with peers, parents, ideas, moral and religious values have a basic influence on discipline of the learner.

Reasons for the lack of discipline in many schools as others suggested by Durand (2010) are overcrowded classrooms, educator's disciplinary style (e.g. too lenient), substance abuse during school hours, over aged learners in class, learner's inability to cope with school work, poor classroom organization, non-challenging subject matters, learners lack of interest in school work, inadequate punishment rules for misdemeanours, and failure to implement the disciplinary rules in a code of conduct.

The principal as school manager needs to have an effective leadership style so as to acquaint himself with the challenges of disciplining learners. Everard and Morris (2006) explain leadership styles as autocratic, paternalistic, consultative as well as democratic. These styles can play a major role to the challenge of discipline. Sage (2008) states the importance of knowing the learners characteristics.

Paired with the desire to help the school administrators' goal of moulding discipline among students, the researcher wants to evaluate the current status of school campus discipline and students' classroom behavior that will help them improve their academic performance.

Statement of the Problem

This study aims to evaluate the current status of school campus discipline and the students' classroom behavior in secondary schools in San Ildefonso, Bulacan during the School Year 2013-2014.

Specifically, the study sought answers to the following questions:

1. How may the school campus discipline be described in terms of:
 - 1.1 school property;
 - 1.2 school requirements;
 - 1.3 social conventions/school rules;
 - 1.4 Peers/student leaders;
 - 1.5 personnel relationship;
 - 1.6 faculty relationship; and
 - 1.7 school administration relationship?
2. How may the classroom behavior of students be described in terms of:
 - 2.1 extroversion;
 - 2.2 creativity/curiosity;
 - 2.3 distractibility;
 - 2.4 independence;
 - 2.5 hostility;
 - 2.6 verbal intelligence;
 - 2.7 orientation;
 - 2.8 introversion;
 - 2.9 consideration and;
 - 2.10 dependence?
3. How may the academic performance of the students be described?
4. Do students' school campus discipline and classroom behavior significantly affect their academic performance?

Hypothesis

This study was guided by the following hypothesis:

The students' school campus discipline and classroom behavior have no significant effect on their academic performance.

Conceptual Framework

Education provides for the development of social and moral experiences (in addition to the scholastic and academic requirements) through give and take relationship, via the practice of social traits. The main aim of school education is to develop the learner towards adulthood. This is done with the help of effective discipline.

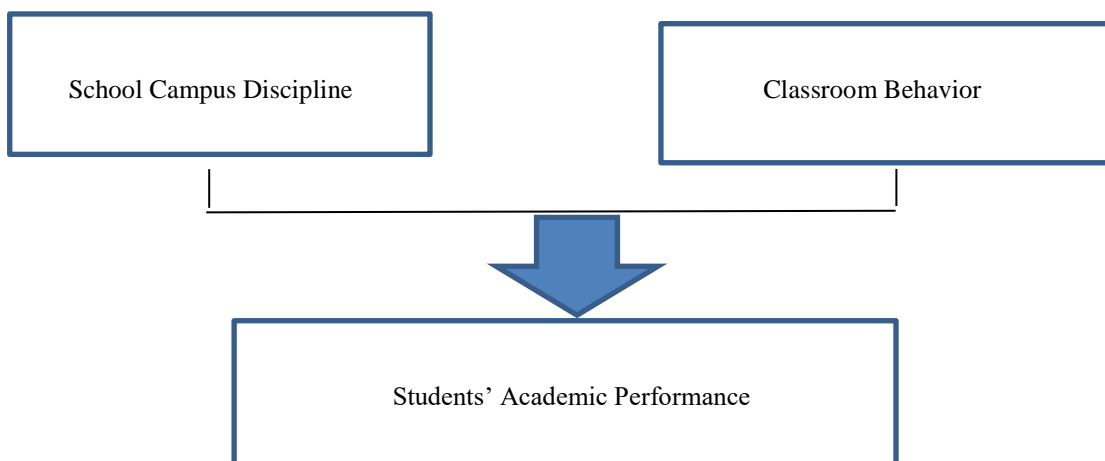


Figure 1. Paradigm of the Study

Figure 1 presents the paradigm of the study. As shown in the figure, the school campus discipline includes school properties, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship, and school

administration relationship. The arrowhead indicates the possible effect of school campus discipline on the students' academic performance.

The classroom behavior includes extroversion, curiosity, distractibility, independence, hostility, verbal intelligence, task orientation, introversion, consideration and dependence. The arrowhead implies the possible effect of students' classroom behavior to their academic performance. The academic performance of students served as the dependent variable of the study.

Van (2001) says that learners can now attend schools of their choice and states that parents and learners have created a new pattern largely of their own volition, because learners can now enroll in schools which are better resourced, orderly and obtain better academic results.

According to Lorenz (2006) orderliness, guidance and effective discipline plays a significant role in giving learners direction so as to reach or achieve the expected goals and objectives in their formal schooling. The targeted academic achievement is easily achieved if there is good discipline at school. Freedman and Benjamin (2003) emphasize that discipline keeps strategies and vision from becoming an unmet aspiration.

Responsibility becomes more effective if there is good discipline. A learner can be delegated if they are disciplined. By delegation, they acquire responsibility through good discipline. Joubert and Prinsloo (2001) state that a code of conduct in school plays a leading role in the creation and the implementation of good discipline.

Being prepared for the outside world can be achieved by effective discipline. Stankosky (2005) states that knowledge management has significance and it must be elevated to its own academic discipline with the accompanying theoretical constraints, guiding principles and professional society to serve as an evolutionary thrust.

Effective discipline results in good academic achievement because self-discipline is involved which promotes the focus on the achievement of a learner's goal but ill-discipline has negative results such as high failure rates and vandalism at schools.

Significance of the Study

The results of the study will be very significant to the following:

Teachers. Results of the study will help them understand the various factors that either contribute or raze the present school campus discipline of the students. They will also identify the classroom behavior of the students today, they will be able to determine their weaknesses, and hence they can find means to help students overcome such weaknesses. Likewise, they will determine students' strengths which they can harness and transform to global competencies to enable these students to contribute significantly to nation building and become global citizens of the world.

Students. It will help them redirect their efforts into more useful values formation activities that will instill them desired character traits which will make them morally upright.

School Administrators. It will guide them to design a workable plan for values transformation.

Parents. Results will enable them to determine the kind and extent of support that must be given to their children on campus discipline and classroom behavior.

Scope and Limitation of the Study

The study focuses on school campus discipline, classroom behavior and academic performance of the third and fourth year students in secondary schools in San Ildefonso, Bulacan during the School Year 2013-2014.

The school campus discipline is limited to school properties, school requirements, school rules, peers, personnel relationship, faculty relationship, and school administration relationship. On the other hand, classroom behavior covers extroversion, curiosity, distractibility, independence, hostility, verbal intelligence, task orientation, introversion, consideration and dependence.

Location of the Study

This study was conducted in San Ildefonso, Bulacan involving five secondary schools such as San Ildefonso National High School, Calawitan High School, Akle High School, Upig High School and Bulacan Agricultural State College Laboratory High School (see Figure 2).



Figure 2. Map of San Ildefonso, Bulacan

Definition of Terms

The following terms are operationally defined for purposes of clearer understanding of the study:

Academic Performance. It refers to the students' average grade from first to third rating periods.

Behavior. It refers to the manner in which a person behaves in reacting to social stimuli or inner need or to a combination thereof. It also refers to the treatment shown by a person toward another or others especially in its norms of good manners.

Campus. It refers to an area of land that contains the main buildings of a university college or school.

Campus Values. It refers to values that emanate from the behavioral values which are the collective concepts of a cultural group like an institution which possesses a distinct culture and moral values which refer to an individual's concern for welfare of others.

Classroom Behavior Inventory (CBI). It is used to measure student classroom behavior. The CBI contains 10 subscales of classroom behavior: extroversion, introversion, independence, dependence, curiosity, task orientation, verbal intelligence, hostility, distractibility, and considerateness.

Decency . It refers to the appropriate regard for or confidence in one's worth as a human being and a concern to preserve it.

Discipline. It refers to the development of self-control, character, orderliness and efficiency.

Environmental Concern. It refers to the appropriate regard for one's physical surroundings with the desire to protect and preserve it.

Good Health. It refers to being free from illness, injury or pain.

Honesty. It refers to the state of being free from deception or fraud.

Interpersonal Relationship. It refers to the way of relating with another or several others.

Moral. It refers to principles or considerations of right and wrong actions or good and bad character.

Proper Dressing. It refers to the proper wearing of uniform including the ID and the avoidance of unnecessary accessories.

Propriety of Behavior. It refers to appropriateness of one's conduct or ways.

Respect for Authority. It refers to the act of showing preference or consideration for persons higher in rank or who held powers, and the willingness to submit to their desire or will.

Respect for Human Life. It refers to genuine and profound concern for man's life regardless of its desirable and undesirable qualities, faults or virtues, misdeeds or good deeds and in a critical situation the one processing such reverence seriously resolves or works to preserve an endangered life within the limits of his own powers and capacities.

Values. It refers to what inspire feelings, judgment, or attitudes of esteem or commendation; those which are useful in view of certain ends.

METHODOLOGY

This chapter presents the research design, methods of collecting data and sampling procedures that were used in this study. The researcher also employed specific methods and procedures in collecting the needed data in order to arrive at definite and reliable information.

Research Design

The study used descriptive correlational design of research. This was utilized to describe the school campus discipline and classroom behavior of the third year and fourth year students of San Ildefonso Bulacan. Correlation was used to find out the relationships among variables under the study.

Data Gathering Techniques

The main concern of the study is to gather information from the selected third year and fourth year students around Bulacan.

Prior to the distribution of questionnaires, a letter of request was sent to the Office of Schools Division Superintendent for the approval of the gathering of data from the third and fourth years students of secondary schools in San Ildefonso, Bulacan. Upon the approval from the said office, the researcher coordinated to the principals of school respondents to personally distribute the questionnaires to the advisers of the target respondents. Further, grades of the student respondents were requested from the class advisers. After a week, retrieval of questionnaires was done.

The questionnaire composed of two parts. First part was adopted from the study of Manalo (2006) on Campus Discipline. This part of the questionnaire consists of school campus discipline in terms of school properties, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship, and school administration relationship. The second part of the questionnaire was adopted from the study of Flynt (2008) on Classroom Behavior Inventory (CBI). This consists of classroom behavior in terms of extroversion, curiosity, distractibility, independence, hostility, verbal intelligence, task orientation, introversion, consideration and dependence. The researcher used questionnaires which consist of statements that may be answered by the respondents using the following scale:

- 5 - Always
- 4 - Frequent
- 3 - Sometimes
- 2 - Seldom
- 1 - Never

Sampling Procedures

The researcher applied random sampling techniques to determine the respondents of the study. A total of 328 students were included in this study that came from the five secondary schools in San Ildefonso Bulacan. The Slovin’s formula was applied to get the total number of respondents. Computations were based on the number of students enrolled for the school year 2013-2014.

Table 1. The Distribution of Respondents

School	Population	Sample
1. San Ildefonso National High School	1021	100
2. Calawitan High School	265	60
3. Akle High School	230	60
4. Upig High School	91	48
5. Bulacan Agricultural State College (Laboratory High School)	228	60
Total	1835	328

Slovin’s Formula:
 n= number of samples
 N= total population
 E= margin of error
 $n = \frac{N}{1 + Ne^2}$
 n= 328

Data Analysis Scheme

The collected data were sorted, tallied, tabulated and statistically treated using statistical softwares for easy computations. To describe the school campus discipline and classroom behaviour of the students, the weighted mean was used. To describe the academic performance of the students, percentage, mean and standard deviation was employed.

$$1) P = \frac{f}{n} \times 100$$

P – Percentage

f – frequency

n – number of cases

$$2) \bar{X} = \frac{\sum X}{n}$$

\bar{X} = weighted mean

X = value of each item

n = number of item

$$3) s = \sqrt{\frac{f(X - \bar{X})^2}{N}}$$

s = standard deviation

f = frequency

X = value of each item

\bar{X} = mean

N = number of cases

To determine the possible effect of students' school campus discipline and classroom behavior on their academic performance, regression analysis was employed. PhStat was utilized in this analysis; hence, formula could not be given.

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RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the objective of evaluating the current status of school campus discipline and the students' classroom behavior in secondary schools in San Ildefonso, Bulacan during the School Year 2013-2014.

The School Campus Discipline

Table 2 to Table 8 present the school campus discipline in terms of school property, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship and school administration relationship.

On School Property

Table 2 shows the school campus discipline in terms of school property

As indicated in the table, item "littering" garnered the highest weighted mean of 1.86 with a verbal description of "seldom". Meanwhile, items "Destroying school property" and "Stealing school property" registered the lowest weighted mean of 1.43 with a verbal interpretation of "never".

Other items such as "Writings on chairs and walls" and "Leaving soft drink bottles lying around" obtained a verbal description of "seldom" with weighted mean scores of 1.82 and 1.81, respectively.

The remaining items such as "Tampering with written notices", "Going to restricted places", and "Breakages (windows, bottles, laboratory equipment)" registered a verbal description of "never" with weighted mean scores of 1.77, 1.58, and 1.47, respectively.

The overall mean was computed at 1.64 which is verbally described as "never".

Table 2. The School Campus Discipline in Terms of School Property

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Tampering with written notices.	165	89	61	10	3	1.77	N
2. Writings on chairs and walls.	157	94	63	8	6	1.82	S
3. Breakages (windows, bottles, laboratory equipment)	224	69	24	6	5	1.47	N
4. Leaving soft drink bottles lying around	153	105	55	9	6	1.81	S
5. Littering	147	105	60	8	8	1.86	S
6. Going to restricted places	196	82	43	5	2	1.58	N
7. Destroying school property	238	59	16	9	6	1.43	N
8. Stealing school property	250	38	23	11	6	1.43	N
Overall Mean						1.64	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)

Although before, the first seven items were really evident specially softdrinks bottles, littering, writing on walls, breakage, etc, now it could be noticed that high school students had already changed their bad practices because the school is on its course of implementing preventive measures like providing trash cans all over the school campus, freedom, where they could write freely and express their emotions, maintenance people or janitors who keeps the campus clean and in order.

On School Requirements

Table 3 exhibits the school campus discipline in terms of school requirements.

It can be seen from the table that all items, including the overall mean of 1.58 registered a verbal description of “never”.

Further analysis of the tabulated data reveals that item “Use of jewelry, bright –colored ribbons and other ornaments” garnered the highest weighted mean of 1.75. On the other hand, item “Absenteeism (5 unexcused absences in one month)” obtained the lowest weighted mean of 1.41.

Table 3. The School Campus Discipline in Terms of School Requirements

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Cheating during examination or quizzes.	176	98	36	15	3	1.69	N
2. Giving aid to another student during examination.	182	88	39	17	2	1.69	N
3. Absenteeism (5 unexcused absences in one month)	242	52	24	6	4	1.41	N
4. Habitual tardiness (5 instances in one month)	214	63	39	7	5	1.55	N
5. Truancy	213	70	34	6	5	1.54	N
6. Use of jewelry, bright –colored ribbons and other ornaments.	183	68	60	10	7	1.75	N
7. Habitual failure to comply with haircut requirements.	201	72	37	13	5	1.63	N
8. Failure to wear prescribed uniforms(socks, shoes, etc.)	195	89	29	6	19	1.61	N
9. Sporting outlandish hairstyle.	221	61	32	7	7	1.53	N
10. Refusal to display ID prominently.	231	57	27	8	5	1.47	N
Overall Mean						1.58	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

The remaining items such as “Cheating during examination or quizzes”, “Giving aid to another student during examination”, “Habitual failure to comply with haircut requirements”, “Failure to wear prescribed uniforms (socks, shoes, etc.)”, “Habitual tardiness (5 instances in one month)”, “Truancy”, “Sporting outlandish hairstyle” and “Refusal to display ID prominently” registered weighted mean scores of 1.69, 1.69, 1.63, 1.61, 1.55, 1.54, 1.53, and 1.74, respectively.

On Social Conventions / School Rules

Table 4 displays the school campus discipline in terms of social conventions/ school rules.

It can be gleaned from the table that all items, including the overall mean of 1.32 received a verbal description of “never”.

Examination of the tabulated data shows that item “Sitting in the tables; standing on benches as sitting with feet up, legs, apart” got the highest weighted mean of 1.73. Meanwhile, item “Bringing to school or possession of pornographic literatures” obtained the lowest weighted mean of 1.16.

The remaining items such as “Untruly behavior during assemblies, Fellowships, programs”, “Staying in the canteen during the class hours”, “Stealing from the canteen”, “Possession of cigarettes inside the campus”, “Coming to school after drinking alcoholic beverages in any amount”, “Smoking inside the campus”, “Committing a crime inside the school”, “Bringing alcoholic drinks in the campus”, “Selling stolen goods in school”, “Pushing-giving or selling narcotics/marijuana”, “Bringing into the campus or possession of prohibited drugs and or marijuana”, and “Carrying deadly weapon” garnered weighted mean scores of 1.69, 1.48, 1.33, 1.32, 1.28, 1.26, 1.26, 1.25, 1.22, 1.21, 1.20, and 1.19, respectively.

Table 4. The School Campus Discipline in Terms of Social Conventions / School Rules

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Staying in the canteen during the class hours.	224	65	26	12	1	1.48	N
2. Sitting in the tables; standing on benches as sitting with feet up, legs, apart	169	96	51	6	6	1.73	N
3. Untruly behavior during assemblies, Fellowships, programs	186	79	45	15	3	1.69	N
4. Stealing from the canteen.	269	24	25	6	4	1.33	N
5. Possession of cigarettes inside the campus.	270	27	19	8	4	1.32	N
6. Smoking inside the campus.	274	33	15	3	3	1.26	N
7. Coming to school after drinking alcoholic beverages in any amount.	274	28	18	4	4	1.28	N
8. Bringing alcoholic drinks in the campus.	286	15	14	12	1	1.25	N
9. Bringing into the campus or possession of prohibited drugs and or marijuana.	287	26	8	3	4	1.20	N
10. Pushing-giving or selling narcotics/marijuana.	289	19	11	8	1	1.21	N
11. Bringing to school or possession of pornographic literatures.	291	28	4	5	0	1.16	N
12. Carrying deadly weapon.	285	27	12	4	0	1.19	N
13. Selling stolen goods in school.	283	26	12	7	0	1.22	N
14. Committing a crime inside the school.	276	33	8	7	4	1.26	N
Overall Mean						1.32	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

On Peers/Student Leaders

Table 5 manifests the school campus discipline in terms of peers/student leaders.

Table 5. The School Campus Discipline in Terms of Peers/Student Leaders

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Using vulgar profane language to insult another student.	229	74	17	7	1	1.41	N
2. Pulling chair away when one is about to sit.	226	72	18	8	4	1.45	N
3. Using to guns, small slingshot or throwing small objects as a joke.	247	51	16	13	1	1.38	N
4. Hiding another’s property.	215	82	22	9	0	1.47	N
5. Blocking another’s path or causing another to trip	235	66	18	8	1	1.40	N

6. Secretly trying, taping or hanging objects / labels on another making him to object of ridicule.	252	44	21	10	1	1.37	N
7. Causing undue fright or anxiety on another.	238	62	22	5	1	1.38	N
8. Writing /drawing on a fellow student’s notebooks and books.	200	79	38	8	3	1.58	N
9. Stealing schools supplies from a fellow student’s notebooks and books.	278	32	12	5	1	1.23	N
10. Borrowing without returning.	248	52	23	3	2	1.35	N
11. Stealing collected money from a class club/class treasurer or officers.	286	26	11	5	0	1.19	N
12. Spending for personal use funds entrusted to one as an officers	277	35	14	2	0	1.21	N
13. Refusing to obey a student leader when the latter is discharging his duty or representing an authority.	227	68	28	3	2	1.43	N
14. Inflicting physical injury on fellow students.	237	60	24	2	5	1.41	N
15. Involvement in a first-fight.	245	62	16	5	0	1.33	N
16. Threatening a fellow student.	260	44	18	6	0	1.30	N
17. Starting a first –fight or brawl.	267	44	13	3	1	1.25	N
18. Extortion-irrespective of the amount	267	38	17	3	3	1.28	N
19. Instigating, leading, participating in concerted activities leading to stoppage of classes.	243	58	19	5	3	1.38	N
Overall Mean						1.35	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

It can be noted from the tabulated data that all items, including the overall mean of 1.35 registered a verbal interpretation of “never”.

Perusal of the tabulated data reveals that items “Writing /drawing on a fellow student’s notebooks and books” “Hiding another’s property”, “Pulling chair away when one is about to sit”, “Refusing to obey a student leader when the latter is discharging his duty or representing an authority”, “Using Vulgar profane language to insult another student”, and “Inflicting physical injury on fellow students” registered the highest weighted mean scores of 1.58, 1.47, 1.45, 1.43, 1.41, and 1.41, respectively.

Meanwhile, the lowest weighted mean of 1.19 was computed for item “. Stealing collected money from a class club/class treasurer or officers”.

These results disclose that violations on peers/students leaders were not at all a problem. These also indicated that student respondents showed good relationships with their peers and student leaders.

On Personnel

Table 6 presents the school campus discipline in terms of personnel.

As the table shows, item “Abusive or insulting language to personnel” got the highest weighted mean of 1.32 while item “Asking guard to do errands causing them to leave their assigned posts” obtained the lowest weighted mean of 1.25. All items, including the overall mean of 1.28 registered a verbal description of “never”.

Results imply that student respondents were not committing serious violations with the personnel of their respective schools. Results also show that there is a harmonious relationship between students and school personnel.

Table 6. The School Campus Discipline in Terms of Personnel

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Abusive or insulting language to personnel.	251	57	14	3	3	1.32	N

2. Asking guard to do errands causing them to leave their assigned posts.	269	44	8	6	1	1.25	N
3. Refusal to submit ID when late.	266	41	17	4	0	1.27	N
4. Rough and rude manner in dealing with school personnel.	261	46	16	2	3	1.29	N
5. Threatening	260	46	17	3	2	1.30	N
6. Assaulting a personnel	261	45	17	4	1	1.29	N
Overall Mean						1.28	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

On Faculty Members Relationship

On school campus discipline in terms of faculty members relationship, Table 7 reveals that item “Eating inside the classroom during class hours” received the highest weighted mean of 1.80. Meanwhile, item “Rude or arrogant manner of answering a teacher” registered the lowest weighted mean of 1.23. All items, including the overall mean of 1.34 garnered a verbal interpretation of “never”.

These disclosed that the relationship between students and faculty members are fine. There are some violations, like misbehaving during class hour, although not serious but still need to be corrected. Results also show that students now are matured enough and consider their teachers as parents or family members and even as a friend.

Table 7. The School Campus Discipline in Terms of Faculty Members Relationship

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Refusal to answer a teacher’s call	247	56	20	5	0	1.34	N
2. Eating inside the classroom during class hours.	157	95	63	12	1	1.80	N
3. In attention; disregard of a teacher’s presence in the room.	223	72	21	10	2	1.46	N
4. Making noise and distracting the class while the teacher explain the lesson.	198	88	33	6	3	1.56	N
5. Refusal to obey teacher’s command or instruction in the presence of other students.	256	42	23	5	2	1.34	N
6. Ridiculing a teacher in the presence of other students.	245	57	19	5	2	1.36	N
7. Rude or arrogant manner of answering a teacher.	270	46	6	6	0	1.23	N
8. Manifesting dislike to obey by foot stamping, making face or throwing of things.	264	44	15	5	0	1.27	N
9. Making false accusations against teacher; deserving a teacher’s a good name.	275	23	23	7	0	1.27	N
10. Destroying teacher’s property.	285	31	9	1	2	1.18	N
11. Use a vulgar or insulting language to a teacher.	272	33	17	4	2	1.27	N
12. Attempting to fool a teacher concerning requirements.	276	27	22	2	1	1.25	N
13. Threatening / assaulting a teacher.	270	35	18	5	0	1.26	N
14. Refusal to make public apology for public offense of disrespect.	269	40	16	1	2	1.25	N
Overall Mean						1.34	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)

3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

On School Administrator Relationship

Table 8 exhibits the school campus discipline in terms of school administrator relationship.

It can be seen from the table that item “Forging parents’ signature in excuse letters” obtained the highest weighted mean of 1.39 while item “Tampering with officials documents such as Report card, Form 137-A Recommendation letters, etc.” got the lowest weighted mean of 1.25. All items, including the overall mean of 1.31 registered a verbal description of “never”.

Table 8. The School Campus Discipline in Terms of School Administrator Relationship

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
1. Manifests all cases of disrespect.	255	44	21	6	2	1.34	N
2. Forging parents’ signature in excuse letters.	242	54	24	7	1	1.39	N
3. Tampering with officials documents such as Report card, Form 137-A Recommendation letters, etc.	269	49	8	7	0	1.25	N
4. Disobedience on trivial and serious matters	251	51	17	7	2	1.35	N
5. Refusal to accept and/or obey sanction given for violations.	261	45	16	4	2	1.30	N
6. Forging signature of Dean and other school officials.	258	50	13	7	0	1.30	N
7. Making false accusations against the administration.	269	41	7	10	1	1.27	N
8. Giving false testimony during a school investigation.	257	52	13	4	2	1.30	N
Overall Mean						1.31	N

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

The Classroom Behavior of Students

Table 9 to Table 11 reveal the classroom behavior of students in terms of extroversion, creativity/curiosity, distractibility, independence, hostility, verbal intelligence, orientation, introversion, consideration and dependence.

On Extroversion, Creativity/Curiosity and Distractibility

Table 9 shows the classroom behavior of the students in terms of extroversion, creativity/curiosity and distractibility.

On extroversion, the table reveals that item “Tries to be with another student or group of students” registered the highest weighted mean of 2.89 which is verbally interpreted as “sometimes”. Meanwhile, item “Does not wait for other students to approach him, but seeks them out” got the lowest weighted mean of 2.19 which is verbally described as “seldom”. The overall mean was computed at 2.62 with a verbal interpretation of “sometimes”.

With regard to classroom behavior of the students in terms of creativity/curiosity, the same table shows that items “Says interesting and original things” and “Wants to know more about things that are presented in class” obtained the highest weighted mean of 3.02. On the other hand, item “Uses materials in imaginative ways” got the lowest weighted mean of 2.89. All items, including the overall mean of 2.99 registered a verbal description of “sometimes”.

On classroom behavior of the students in terms of distractibility, items “Often cannot answer a question because his mind has wandered”, “Is quickly distracted by events in or outside the classroom” and “Sometimes pays attention; other times must be spoken to constantly” registered a verbal description of “seldom” with computed weighted mean scores of 2.16, 2.10 and 2.02, respectively.

Table 9. The Students’ Classroom Behavior in Terms of Extroversion Creativity/Curiosity and Distractibility

Item	Responses (N=328)					Mean	VD
	5	4	3	2	1		
Extroversion (Mean=2.62)							
1. Laughs and smiles easily and spontaneously in class.	99	76	92	24	37	2.46	S
2. Does not wait for other students to approach him, but seeks them out.	134	80	58	31	25	2.19	S
3. Likes to talk or socialize with classmates before or after class.	88	55	83	33	69	2.82	ST
4. Is almost always light hearted and cheerful.	88	67	64	53	56	2.76	ST
5. Tries to be with another student or group of students.	80	60	42	48	68	2.89	ST
Creativity/Curiosity (Mean=2.99)							
1. Says interesting and original things	69	53	83	50	73	3.02	ST
2. Thinks up interesting things to do.	56	70	82	57	63	3.00	ST
3. Asks questions that show an interest in things.	65	53	91	54	65	3.00	ST
4. Uses materials in imaginative ways.	65	68	93	43	59	2.89	ST
5. Wants to know more about things that are presented in class.	60	55	93	59	61	3.02	ST
Distractibility (Mean=2.09)							
1. Often cannot answer a question because his mind has wandered.	101	114	82	21	10	2.16	S
2. Is quickly distracted by events in or outside the classroom.	111	105	90	12	10	2.10	S
3. Sometimes pays attention; other times must be spoken to constantly.	128	113	56	16	15	2.02	S
Overall Mean						2.64	ST

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

On Independence, Hostility and Verbal Intelligence

Table 10 shows the classroom behavior of the students in terms of independence, hostility and verbal intelligence.

On students’ classroom behavior in terms of independence, item “Tries to do things for himself” got the highest weighted mean of 2.68 with a verbal interpretation of “sometimes”. Meanwhile, item “Can look out for himself; doesn’t usually ask for help” obtained the lowest weighted mean of 2.49 with a verbal description of “seldom”. The overall mean was computed at 2.58 which is verbally described as “seldom”.

On hostility, items “Tries to get even with a child with whom he is angry” and “Ridicules and mocks others without regard for their feelings” garnered a verbal description of “seldom” with computed weighted mean scores of 1.93 and 1.89, respectively. Meanwhile, the remaining item “Gets angry quickly when others do not agree with his opinion” obtained the lowest weighted mean of 1.77 which is verbally described as “never”. The overall mean was computed at 1.86 with a verbal interpretation of “seldom”.

As regards to verbal intelligence, the same table shows that item “Has a good fund of information for a student of his age” garnered the highest weighted mean of 2.70 with a verbal interpretation of “sometimes”. On the other hand, item “Uses a large and

varied vocabulary” received the lowest weighted mean of 2.52 with a verbal description of “seldom”. The overall mean was computed at 2.61 which is verbally described as “seldom”.

Table 10. The Students’ Classroom Behavior in Terms of Independence Hostility and Verbal Intelligence

Item	Responses (N=328)					Mean	VD
	5	4	3	2	1		
Independence (Mean=2.58)							
1. Tries to do things for himself.	81	83	69	51	44	2.68	ST
2. Works without asking me for help	67	100	94	44	23	2.56	S
3. Keeps busy for long periods of time without someone’s attention.	78	88	85	45	32	2.59	S
4. Tries to figure things out for himself before he asks questions.	77	89	91	40	31	2.57	S
5. Can look out for himself; doesn’t usually ask for help.	86	94	77	44	27	2.49	S
Hostility (Mean=1.86)							
1. Ridicules and mocks others without regard for their feelings.	143	119	40	10	16	1.89	S
2. Tries to get even with a child with whom he is angry.	147	102	50	14	15	1.93	S
3. Gets angry quickly when others do not agree with his opinion.	170	93	45	10	10	1.77	N
Verbal Intelligence (Mean=2.61)							
1. Understands difficult words.	60	100	98	39	31	2.64	ST
2. Has a good fund of information for a student of his age.	68	83	96	43	38	2.70	ST
3. Uses a large and varied vocabulary.	83	94	87	26	38	2.52	S
4. Grasps important ideas without having every detail spelled out.	64	114	85	28	37	2.57	S
5. Can draw reasonable conclusions from information given him.	72	96	87	27	46	2.63	ST
Overall Mean						2.42	S

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

On Orientation, Introversion, Consideration and Dependence

Table 11 displays the classroom behavior of the student respondents in terms of orientation, introversion, consideration and dependence.

On orientation, tabulated data show that items such as “Works carefully and does his best”, “Stays with a job until it is finished, even if it is difficult for him”, “Pays attention to what he is doing and is not easily distracted”, and “Works earnestly; doesn’t take it lightly” garnered a verbal description of “sometimes” with weighted mean scores of 2.95, 2.87, 2.74 and 2.64, respectively. The overall mean was computed at 2.80.

In terms of introversion, the table shows that items such as “Has a low, unsteady or uncertain voice when speaking to a group of students”, “Is usually sad, solemn, and serious looking” and “Tends to withdraw and isolate himself, even when he is supposed to be working in a group” registered a verbal interpretation of “seldom” with weighted mean scores of 2.38, 2.28 and 1.99, respectively.

As regards to classroom behavior in terms of consideration, item “Respects the rights of other students” obtained the highest weighted mean of 3.20 with a verbal description of “sometimes”. Meanwhile item “Awaits his turn willingly” received the lowest weighted mean of 2.59 with a verbal description of “seldom”. The overall mean was computed at 2.88 which is verbally interpreted as “sometimes”.

On classroom behavior in terms of dependence, the same table shows that items such as “Always asks for help even it’s not really needed”, “Wants someone’s help for problems he could solve alone” and “Asks someone to do even simple things for him” obtained a verbal description of “seldom” with computed weighted mean scores of 2.19, 2.19 and 2.09, respectively. The overall mean was registered at 2.16 with a verbal interpretation of “seldom”.

Table 11. The Students’ Classroom Behavior in Terms of Orientation Introversion, Consideration and Dependence

Item	Responses (N=328)					Mean	VD
	1	2	3	4	5		
Orientation (Mean=2.80)							
1. Works earnestly; doesn’t take it lightly.	70	92	94	29	43	2.64	ST
2. Stays with a job until it is finished, even if it is difficult for him.	76	49	98	52	53	2.87	ST
3. Works carefully and does his best.	61	74	76	53	64	2.95	ST
4. Pays attention to what he is doing and is not easily distracted.	78	53	110	49	38	2.74	ST
Introversion (Mean=2.22)							
1. Has a low, unsteady or uncertain voice when speaking to a group of students.	96	96	81	26	29	2.38	S
2. Tends to withdraw and isolate himself, even when he is supposed to be working in a group.	146	91	57	17	17	1.99	S
3. Is usually sad, solemn, and serious looking.	95	120	61	30	22	2.28	S
Consideration (Mean=2.88)							
1. Awaits his turn willingly	84	87	75	43	39	2.59	S
2. Tries not to do or say anything that would hurt another.	69	85	81	47	46	2.74	ST
3. Is agreeable and easy to get along with.	68	57	93	42	68	2.95	ST
4. Respects the rights of other students.	56	77	36	62	97	3.20	ST
5. Gives other students an opportunity to express their views.	94	56	60	42	76	2.85	ST
Dependence (Mean=2.16)							
1. Always asks for help even it’s not really needed.	126	97	49	29	27	2.19	S
2. Asks someone to do even simple things for him.	123	113	51	20	21	2.09	S
3. Wants someone’s help for problems he could solve alone.	118	106	59	15	30	2.19	S
Overall Mean						2.57	S

Legend:

Scale	Verbal Description
4.21 – 5.00	Always (A)
3.41 – 4.20	Frequent (F)
2.61 – 3.40	Sometimes (ST)
1.81 – 2.60	Seldom (S)
1.00 – 1.80	Never (N)

The Academic Performance of the Students

The academic performance of the student respondents is presented in Table 12.

It can be noted from the table that majority or 64.02 percent of the respondents obtained grades that lie within the bracket of 85 to 92 which is verbally interpreted as “very satisfactory”. A considerable portion, 30.79 percent registered grades from 77 to

84. Meanwhile, only 2.13 percent got grades that lie within the highest bracket of 93 to 100 which is verbally described as “outstanding”. The remaining 3.05 percent obtained grades from 70 to 76 which is verbally interpreted as “needs improvement”.

A closer look at the table reveals that the grades of the student respondents range from 75 to 95. The mean was computed at 85.58 which is verbally described as “very satisfactory”. On the other hand, the standard deviation which measures the variability of the grades from the mean, was registered at 3.33. This implies that approximately, 223 students got grades from 82 to 89.

Table 12. The Distribution of Grades of Student Respondents

Scores	Frequency (N=328)	Percentage	Verbal Interpretation
93 – 100	7	2.13	Outstanding
85 – 92	210	64.02	Very Satisfactory
77 – 84	101	30.79	Satisfactory
70 – 76	10	3.05	Needs Improvement
Range	75 – 95		
Mean	85.58		
Verbal Description	Very Satisfactory		
Standard Deviation	3.33		

Correlates of Students’ Performance on School Campus Discipline

One of the major objectives of the study is to identify the significant correlates of students’ performance on school campus discipline. Using the multiple regression analysis, the dependent variable (school campus discipline) was correlated to the independent variable (school campus discipline).

Table 13 presents the results of the regression run between school campus discipline in terms of school property, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship and school administration relationship, and students’ academic performance.

Tabulated results reveal that highly significant correlations were found between school campus discipline in terms of social conventions/school rules ($p=0.001446$) and personnel relationship ($p=0.000212$), and students’ academic performance. These highly significant correlations were brought about by the fact that the computed probability values for these variables are smaller than the 0.01 level of significance.

The negative sign of the computed beta coefficient indicates that inverse relationship existed between school campus discipline in terms of social conventions/school rules and personnel relationship, and students’ academic performance. Results disclose that an increase in the students’ academic performance could be expected for every unit of decrease in the violation of school campus discipline in terms of social conventions/school rules and personnel relationship.

Other research (Lane, & Smith, 2004) has demonstrated that students with severe problem behavior experienced large academic deficits as compared to typical peers. In most areas these deficits remained stable over time, however, in the case of mathematics the deficits actually broaden over time. Finally, externalizing behaviors were more strongly related to academic performance deficits as compared to internalizing behaviors. McKinney (2009) found that outcomes are the poorest for students with problems in both areas. Cortes (2004) found that students with higher reading scores in the middle of elementary school and those whose scores increased between third and sixth grade engaged in significantly less problem behavior in seventh grade. One study (Sugai 2009) demonstrated improvements in escape-maintained problem behavior when students received academic support that made them effective with the target math tasks.

Further perusal of the table shows that significant correlations existed between school campus discipline in terms of school requirements ($p=0.045321$) and faculty relationship ($p=0.022337$), and students’ academic performance. These significant correlations were brought about by the fact that the computed probability values for these variables are less than the pre-set level of significance of 0.05.

Further analysis of the tabulated results reveal that inverse correlation existed between the aforementioned variables as manifested by the negative signs of the computed beta coefficients. This indicates that as one variable increases, the other variable decreases.

Milano (2009) in his study found out that students in disorderly schools tend to have higher misbehavior and lower achievement. He cited that contextual effects are found for frequent disruptions and oppositional attitudes toward authority. For school discipline, the results indicate that effects are dependent on several factors including the particular outcome variable, the amount of disorder in the school, the perceived fairness and legitimacy of the system and the at-risk status of the student. The study provides evidence that stringent discipline can have some beneficial effects when it is perceived as moderate, meant to improve minor misbehavior, and directed towards mainstream students who generally believe in the legitimacy of the school system. Under

others circumstances, such as if discipline is perceived as overly strict or applied to oppositional and at-risk students, discipline may actually be harmful.

The table also shows that no significant correlations were found between school campus discipline in terms of school property ($p=0.963747$), peers/student leaders ($p=0.990767$) and school administration relationship ($p=0.948728$), and students' academic performance as manifested by the computed probability values which are greater than the 0.05 significance level.

Table 13. Regression Analysis of Students' Performance on Campus Discipline

Campus Discipline	Beta Coefficient	Probability	Interpretation
School Property	-0.00104	0.963747	Not Significant
School Requirements	-0.01618	0.045321	Significant
Social Conventions/School Rules	-0.09651	0.001446	Highly Significant
Peers/student Leaders	-0.00045	0.990767	Not Significant
Personnel Relationship	-0.12547	0.000212	Highly Significant
Faculty Relationship	-0.03647	0.022337	Significant
School Administration Relationship	-0.00220	0.948728	Not Significant
$R^2 = 0.18693751$		$F = 5.094018017^{**}$	Significant $F = 5.1649E-05$

Legend: * significant ($p \leq 0.05$)

not significant ($p > 0.05$)

Further examination of the tabulated results reveals that the computed F-value of 5.094018017 with a significance of 5.1649E-05 indicates that taken jointly the seven aspects of school campus discipline such as school property, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship and school administration relationship, did form a highly significant effect to students' academic performance.

The coefficient of determination (R^2) of 0.18693751 indicates that almost one-fifth of the variations in the academic performance of the student respondents can be explained by the variation in school campus discipline.

Alano (2008) studied the relationship between academic performance and degree or extent of violations on school campus discipline at the middle school and high school levels. He found that individual student academic failure in high school was correlated with three or more violations on school campus discipline. He also found correlations between grade point average (GPAs) and specific types of misbehaviors (fighting, harassing and threats of violence) for boys in sixth grade.

Correlates of Students' Performance on Classroom Behavior

Table 14 presents the results of the regression run between classroom behavior of students in terms of extroversion, creativity/curiosity, distractibility, independence, hostility, verbal intelligence, orientation, introversion, consideration and dependence, and their academic performance.

Tabulated results show that highly significant correlation existed between students' classroom behavior in terms of dependence ($p=0.000644$) and their academic performance. Furthermore, direct correlation was found between these variables as manifested by the positive sign of the computed beta coefficient. This indicates that for every unit of increase in the level of students' classroom behavior in terms of dependence, there would be a corresponding 0.05177 unit of increase in their academic performance.

While negative behaviors have been associated with negative academic outcomes, research has shown that positive and socially appropriate student behaviors such as dependence, appropriate classroom conduct, compliance with classroom rules, and socially appropriate interactions with peers, contribute to positive academic outcomes. These positive interactions can create a more pleasurable environment conducive to positive student and teacher communications. As a result, teachers become more involved in the students' learning process, which may in turn increase student motivation to learn and engagement in school activities (Akey, 2006). Positive behaviors have been associated with an increased ability and willingness to complete classroom projects through motivation from both students and teachers. It is suggested that these positive behaviors contribute to positive academic outcomes because they promote academically oriented behavior, such as intellectual curiosity, active listening and an interest in schoolwork (Wentzel, 2003).

A closer look at the table reveals that significant correlations existed between students' classroom behavior in terms of extroversion, distractibility, hostility and consideration, and their academic performance.

Several studies have found that students who exhibited inattentive, withdrawn or aggressive behaviors had low academic performance in the elementary grades (Finn, Panno, 2007). Literature suggests that students who exhibit these Predicting Academic Achievement maladaptive behaviors throughout the early years of school are more likely to gravitate to other students

engaging in negative behaviors, face academic failure, and have trouble interacting with their peers (Akey, 2006). Without intervention, these negative behaviors can persist and appear to be fairly stable over time.

However, no significant correlations were found between students’ classroom behavior in terms of creativity/curiosity, independence, verbal intelligence, orientation and introversion, and their academic performance.

Table 14. Regression Analysis of Students’ Performance on Classroom Behavior

Classroom Behavior	Beta Coefficient	Probability	Interpretation
extroversion	-0.04446	0.046397	Significant
creativity/curiosity	-0.00726	0.622349	Not Significant
distractibility	-0.03858	0.017369	Significant
independence	-0.00390	0.784031	Not Significant
hostility	-0.03038	0.045026	Significant
verbal intelligence	0.01343	0.363608	Not Significant
orientation	-0.01106	0.541084	Not Significant
Introversion	-0.02361	0.239092	Not Significant
consideration	0.02418	0.049401	Significant
dependence	0.05177	0.000644	Highly Significant
R ² = 0.122796662		F = 4.437573381**	Significant F = 7.34984E-06

Legend: **highly significant (p ≤ 0.01)
 significant (p ≤ 0.05)
 not significant (p > 0.05)

Further examination of the results reveals that the computed F-value of 4.437573381 with a significance of 7.34984E-06 indicates that taken jointly the ten aspects of classroom behavior such as extroversion, creativity/curiosity, distractibility, independence, hostility, verbal intelligence, orientation, introversion, consideration and dependence, did form a highly significant effect to students’ academic performance.

The coefficient of determination (R²) of 0.122796662 indicates that one out of eight in the variations in students’ academic performance can be explained by the variation in their classroom behavior.

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings based on the data gathered, conclusions and recommendations.

Findings

The study evaluated the current status of school campus discipline and the students’ classroom behavior in secondary schools in San Ildefonso, Bulacan during the School Year 2013-2014.

The descriptive method of research was employed in the study with 328 student respondents. Data were consolidated, organized, presented and analyzed using different statistical tools.

After all these, the researcher arrived at the following findings:

The school campus discipline in terms of school property, school requirements, social conventions/school rules, peers/student leaders, personnel relationship, faculty relationship and school administration relationship was verbally described as “never”.

The classroom behavior of students in terms of extroversion, creativity/curiosity, distractibility, independence, hostility, verbal intelligence, orientation, introversion, consideration and dependence was verbally described as “sometimes”. On the other hand, classroom behavior of students in terms of distractibility, independence, hostility, verbal intelligence, introversion, and dependence was verbally described as “seldom”.

The student respondents’ grades of the range from 75 to 95. The mean was computed at 85.58 which is verbally described as “very satisfactory” and the standard deviation which measures the variability of the grades from the mean, was registered at 3.33.

Highly significant correlations were found between school campus discipline in terms of social conventions/school rules and personnel relationship, and students’ academic performance. Furthermore, significant correlations existed between school campus discipline in terms of school requirements and faculty relationship, and students’ academic performance. However, no

significant correlations were found between school campus discipline in terms of school property, peers/student leaders and school administration relationship, and students' academic performance.

Highly significant correlation existed between students' classroom behavior in terms of dependence and their academic performance. Moreover, significant correlations existed between students' classroom behavior in terms of extroversion, distractibility, hostility and consideration, and their academic performance. However, no significant correlations were found between students' classroom behavior in terms of creativity/curiosity, independence, verbal intelligence, orientation and introversion, and their academic performance.

Conclusions

Based on the findings of the study, the following conclusion was drawn:

The students' school campus discipline and classroom behavior have significant effect on their academic performance.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Involve students, parents, and community members in developing student conduct policies and behavior standards. Provide students and parents with clear, easy to understand student conduct policies—avoid overly vague, complex, and unnecessary language.
2. Proper orientation program should be conducted on the opening of classes. Every details on school campus discipline should be explained to the students. An open forum could be done for some clarifications. Integration of values education in all subject areas should be fully implemented.
3. A closer relationship between the home and the school should be maintained and strengthened so that values in school can be reinforced at home, or vice-versa.
4. A further study along this line is also recommended such that other variables, other than ones stated in this study be used, to determine the parameters that might affect the academic performance of the students.

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