



## Behavior and Academic Performance of Grade 3 Learners of Cuyapo West District

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**Abstract** – Generally, the study aimed to determine the behavior and academic performance of Grade 3 Learners of Cuyapo West District during the last quarter of the Calendar Year 2018. Descriptive method of research was utilized in the study. Based on the findings of the study, the following conclusions are derived: (1) The Grade 3 pupils of elementary schools in the West District of Cuyapo, Nueva Ecija vary in their profile variables. (2) The pupils *often* adhere to their behavior in terms of academic learning, classroom condition and group interaction. (3) Pupils performed very satisfactorily in Filipino, Mother Tongue, and ESP. However, satisfactory performances only in Mathematics, English, Science, Araling Panlipunan and MAPEH. On the other hand, they all favored Nutrition Moth celebration. (4) Age, sex, monthly family income, parents' highest educational attainment deemed significant in the adherence to their behavior. However, birth order and number of siblings did not show any significance. (5) All disciplines are related along pupils' adherence of their behavior except Filipino subject. and (5) Intervention program is designed to improve the academic performance and behavior of the grade 3 pupils.

**Keywords** – Kindergarten Learners, Prevalence, Separation Anxiety

### INTRODUCTION

It is a harsh truth that growing numbers of children in the country exhibit disruptive, or externalizing behavior (also referred to as antisocial, challenging, defiant, noncompliant, aggressive, and acting-out behavior), beyond the occasional minor incidents typical of most children during the normal course of their development. Such behavior has become one of the most pressing issues in schools (Retrato, 2014). Over the past thirty years, disciplinary measures for K-12 students in schools across the country have dramatically shifted. Schools used to be punitive, consequence driven systems, where students were expected to behave in “socially acceptable” ways. When behavior was disruptive or challenging, pupils were simply given at least consequences. While such consequences still exist today in school systems, there are many research-based strategies that demonstrate that a proactive and positive approach to teaching behavior expectations can have a great impact on schools. There is a overabundance of research now

available to schools that serve as guide in the area of conduct of pupils. (Weber, 2013)

Indeed, there is increasing sentiment among teachers that pupils' conduct is just as important to teach as traditional content areas, for example, reading, and math. In the interest of reforming education and assisting every pupil to be successful, many schools employ strategies that attempt to serve them proactively. These strategies typically pinpoint antecedents, instead of focusing on the consequences of socially unacceptable behavior. However, the extent to which teachers manage, lead, and work with pupils' anti-social school behaviors—and the extent to which they collect and analyze building-level pupils' conduct data—remains unknown. It is important to understand the strategies school administrators use to make databased decisions, both for individual pupils and for overall building-level behavioral programs when they consider anti-social or unacceptable school behavior in their schools.

Behaviors of the pupils count a lot in their school performance. Wondering what to expect from children's behaviour in the early school years?



This is a time for your child to learn more about managing her own behaviour and feelings. School-age children need limits that guide them as they grow and explore. Limits and routines give your child security, and help him take on responsibilities when he's ready. Children learn to follow rules at home and at school. They might need reminders at first as school days can be long and tiring for children. At the end of the day, this can lead to some grumpy behaviour.

Sometimes, school-age children cheat on their schoolwork or sport. Occasional cheating is usually harmless, and isn't much of a concern in the early years. But if children cheat because they feel pressured to win or succeed, or if cheating becomes a pattern as they get older, stepping in matters. Talking about rules and fairness is often a good place to start with school-age children. Further, bullying can be teasing, name-calling or being left out of groups or games. It can also involve physical violence. Bullying is never okay. It's important that the school child knows that speaking out against bullies and getting help isn't 'dobbing' – it's an act of bravery (raisingchildren.net, 2015)

In some manner, elementary school children are a unique group. They are creative, fun and independent, but they can be challenging, especially in the classroom. Behavior problems in school with this age group are common as they learn to test their limits and assert their independence. Understanding the causes of misbehavior and how to deal with them can make a classroom flow more smoothly (McCurdy, 2013). Some students misbehave because they are bored or do not understand the rules and expectations. Others act out to get attention from other students, their parents or the teacher. Some students have learning disabilities that may show up as misbehavior, and others act out in response to or as a way to cope with a negative home environment. Still others may see their parents or siblings behave in certain ways and copy that behavior.

Common discipline issues for elementary school children include talking out of turn, disrupting class, being irresponsible or careless, disobeying rules and whining. Some behaviors, such

as bullying, fighting, defiance and lying can start out small but escalate into more serious problems if not dealt with properly. Scholastic found that 62 percent of educators said that behavior issues interfering with teaching, and 53 percent said they would like to spend less time on discipline issues and student supervision. They stated that behavior problems are a distraction to the learning environment and disruptions caused by misbehavior take away time that could otherwise be spent on classroom instruction (Instun, et.al. 2012)

It is believed that to avoid all of these, teachers and parents can take steps to reduce misbehaviors. According to the Institute of Education Sciences, pinpointing what causes students to act out can help the teacher intervene before it happens, possibly avoiding bad behavior altogether (Diaz, 2008). Positive reinforcement by praising students when they behave properly and minimizing downtime by keeping children engaged in activities are also good strategies (Fernandes, et. al. 2010). Establishing rapport and clear, consistent rules and expectations also can cut down on behavioral problems. In fact, various schools in Cuyapo West District is not an exemption as to the conduct of pupils. The District had an analysis that 30% of total population of pupils become recalcitrant inside the classroom.

It is within these reasons that the researcher intends to determine the behavior and academic performance of Grade 3 Learners of Cuyapo West District.

#### **OBJECTIVES OF THE STUDY**

Generally, the study aimed to determine the behavior and academic performance of Grade 3 Learners of Cuyapo West District during the last quarter of the Calendar Year 2018. Specifically, this study sought to determine the following: (1) Profile of the Grade 3 pupils in terms of their age, sex, number of siblings, birth order, monthly family income, parents' educational attainment, and hobbies/interest; (2) Frequency of adherence of the behavior of the pupils along academic learning, classroom condition, and group interaction; (2) their performance in academic and co-curricular



activities; (3) significant relationship between the frequency of adherence of pupils' behavior across their profile; (4) significant relationship between the frequency of adherence of pupils' behavior and their performance; and (5) an intervention program can be designed to improve the academic performance and behavior of the respondents.

**Hypothesis**

This study tested the hypotheses at 0.05 level of significance in its null form: (1) There is significant relationship between the frequency of adherence of pupils' behavior across their profile; and (2) There is a significant relationship between the frequency of adherence of pupils' behavior and their performance

**MATERIALS AND METHODS**

**Research Design**

Descriptive method of research was utilized in the study. Descriptive method is a statistical measure of a relationship between two or more variables. It gives an indication of how one variable may predict another. The behavior and academic performance of the Grade 3 Learners of Cuyapo West District was determined.

**Research Design**

The respondents of the study were the Grade 3 pupils of the various elementary schools namely D.M. Elementary School, Cuyapo West Central School, Piglisan Elementary School, Calancuasan Sur Elementary School, Salagusog Elementary School, Tutuloy Elementary School, Ongsiako Elementary School, Villaflores Elementary School, San Jose Elementary School, Luna Elementary School and D.R.Jose Elementary School. A total of one-hundred twenty-five (125) respondents were considered out of four hundred sixteen (416) Grade 3 pupils.

**Data Gathering Instrument**

Answer-guided questionnaire was utilized in the study as the data gathering instrument and were distributed to the selected Grade 3 pupils. The questionnaire were divided into three parts namely:

Part 1, covers the personal profile of the respondents; Part 2, elicited the frequency of adherence of the behavior of the pupils along academic learning, classroom condition and group interaction; and Part 3 covers questions that will reflect the performance of the pupils in the academic and co-curricular activities.

**Data Gathering Procedure**

The researcher asked permission through letters from the Public Schools District Supervisor (PSDS) and school heads for the administration of the questionnaires. Upon approval, the researcher showed the questionnaire-checklist first to his adviser and to the critic reader for the final drafting of the instrument. Then, the researcher personally floated the questionnaires to the respondents. After retrieval, the data were tallied, tabulated and subjected to statistical analysis.

**Statistical Treatment**

The researcher used the following statistical analysis / tools to interpret the results of the questionnaires. To answer research problem No. 1, the researcher used Frequency Counts and Percentage Distribution; to answer research problem No. 2, average weighted mean was utilized. While, DepEd's Grading System was used to answer research problem No.3; Spearman-rho for research problem No. 4 and chi-square test for research problem No, 5.

**RESULTS AND DISCUSSION**

Based on the data gathered and analyzed, the following are evident:

Profile	Category	Frequency	Percentage
Age	9 and Below	120	96.0
	10 and Above	5	4.0
Sex	Male	66	52.8
	Female	59	47.2
	1 – 3	44	35.2
	3 – 4	58	46.4



Number of Siblings	5 – Above	23	18.4
Birth Order	1st Born	72	57.6
	3rd Born	48	38.4
	5th and last born	5	4.0
Monthly Family Income	28000 and Below	110	88.0
	000 – 49000	29	14
	50000 and Above	1	0.8
<b>Parent’s Educational Attainment</b>			
Father	Elementary Graduate	41	32.9
	High School Graduate	64	51.5
	College Graduate	20	15.6
	Mother		
Mother	Elementary Graduate	37	29.9
	High School Graduate	63	50.6
	Doctoral/ Masters Graduate	3	2.6
	College Graduate	21	16.9
	Hobbies /Interest*	Drawing	17
Painting		2	1.6
Dancing		20	16.0
Cooking		5	4.0
Singing		16	12.8

Table 2 presents the profile of the Grade 3 Pupils of West District in Cuyapo, Nueva Ecija. Based on the table, majority of the respondents were aged 9 years old and below (96%) while the remaining students

were aged 10 years old and above (4%). The results showed that Grade 3 pupils of the cuyapo district meet the Philippine K to 12 Education standards in terms of age requirement for grade 3 pupils. Most of the grade 3 pupils were male with 52.8 percentage while only 47.2 were females, and most of them have 3 to 4 siblings (46.4%). Also, majority of the respondents were between first born and second born (57.6%). In terms of Monthly Income, majority of the respondents’ families were having a monthly income ranging from 28, 000 and below. The data imply that the families are still on the good bracket of having an average income. In terms of Parents’ Educational Attainment, majority of the pupils’ fathers and mothers were high school graduate with 51.5% and 50.6 % respectively. Lastly, most of the respondents; hobbies or interest fall into dancing and drawing with 16 % and 13.6 % respectively.

### **Frequency of Adherence of the behavior of the respondents along Academic Learning, Classroom condition and group interaction**

Along academic learning, results showed that most of grade 3 pupils were often curious to new things, activities or learning. Likewise, the pupils often adhere of employing humor in dealing with innovative trends (3.61) and displaying honesty in all of his/her deeds like does not cheat and the like (3.57), which implies that pupils are still children who love humors which manifests that they are still not yet mature enough but with the high sense of innovativeness. Lastly, the grade 3 pupils adhere of participating in disclosing new generated concepts as supported by the frequency of 3.52. This imply that the pupils are still sociable and gregarious to share their thoughts and be heard by their classmates.

Along classroom condition, results showed that the pupils often adhere of staying in their seats (3.98); taking position/place given by the teacher, i.e., to be seated with male or female classmates (3.77); accepting challenge given by their teacher or classmates (3.74) and remain withstanding abrupt





change in the temperature of the classroom (3.57). This implies that they behave in the classroom because they just stay in their seats and the tolerance though there is change in the temperature of the classroom. Moreover, the grade 3 pupils sometimes adhere of believing that everything is okay though sometimes needs are not met as evidenced by the weighted mean of 3.42, which implies that the pupils have high sense of emotional stability noting that though sometimes they face problems, they are still calm and composed.

Along group interaction, the results showed that the grade 3 pupils often adhere of their behavior in terms of classroom condition as indicated by the overall weighted mean of 2.90. As to some of the specific items which were rated as sometimes adhered are the following which are arranged in descending means: Sets themselves as example, (3.48); shows friendly gestures with his classmates, (3.24); handles bullying tactics expressed by other pupils, (3.04); employs necessary skills to help his/her other non-performing classmates, (2.82); acts as mediator and not the commencer of quarrel, (2.81) and leads his/her classmates with dexterity, (2.78). The data imply that the grade 3 pupils are friendly and make themselves as role model in a group doing things which are worthy of emulation like helpfulness, peace-makers and kind.

### Performance in Academic Subjects and Co-Curricular Activities

Results showed that in terms of academic performance, the grade 3 pupils had satisfactory performances in Mathematics (42.4%), English (35.2%), Science (33.6%), Araling Panlipunan (40%) and MAPEH (36%). While in terms of Filipino, Mother Tongue and ESP, the grade 3 pupils performed very satisfactorily with 37.6% , 42.4% and 45.6% respectively.

While in terms of Co-Curricular Activities, results showed that the grade 3 pupils were highly active as well. All of the pupils participated in the Nutrition Month in School Level. Some of the

respondents also joined contests in District level namely; English Olympics, where 71.4% of the respondents joined the activity, Tagisan ng Pagbasa sa Filipino with 85.7% participation, MTAP-Math Challenge with 68.2% participation and lastly Kab Scout/Star Scout with 92.3% participation.

### Significant Relationship between the Frequency of Adherence of Pupils' Behavior and their profile

Pearson-r results revealed that the age of the grade 3 pupils was related to the adherence of the pupils' behavior along the three indicators as indicated the table results of 0.002, 0.003, and 0.027, respectively, which are lower than the alpha value of 0.05 level of significance. Also, the sex of the pupils showed significant relationship with their academic learning, classroom condition and group interaction. Further, the results showed that the month income and parents' highest educational attainment were noted as significantly related to the adherence of their behavior. However, birth order was found not significantly related.

### Significant Relationship between the Frequency of Adherence of Pupils' Behavior and their performance

The results showed that a significant relationship exist between the frequency of adherence of the Pupils' Behavior and their performance on different academic subjects except on Filipino Subject.

### SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

#### Summary of Findings

1. In terms of Profile of the Grade 3 pupils of West District in Cuyapo, Nueva Ecija: **Age**, Majority of the Grade 3 pupils were 9 years old and below as evidenced by the frequency of 120 or 96 percent. However, there were only five or 4.0% were 10 years old and above; **Sex**. Most of the grade 3 pupils were males as evidenced by the frequency of 66 or 52.8 percent while 59 of them or 47.2 percent were females; **Number of siblings**.

Most of the grade 3 pupils had 3-4 siblings as supported by the frequency of 58 or 46.4%. There were 44 of them or 35.2 percent had 1-3 siblings. However, twenty-three or 18.4% had the siblings ranging from 5 and above; **Birth Order.** Majority of the grade 3 pupils were between first-born and second-born as reflected by the frequency of 72 or 57.6%. While there were 48 or 38.4% were third-born and fourth-born, only 5 of them or 4.0% were fifth-born and above; **Monthly Family Income.** Majority of the families or 110 (88.0%) of the grade 3 pupils were having a monthly income which range from 28, 000.00 and below. Fourteen or 11.2% were enjoying an income amounting to 29,000.00 – 49,000.00. However, only one of the families or 0.8% among the pupils had an income of 50,000.00 and above; **Parent's Educational Attainment.** Majority of the fathers of the pupils were high school graduate as evidenced by the frequency of 64 or 51.5%. Though 20 or 15.6% of the fathers were college graduates, it is so saddening to note that forty-one or 32.9 percent of them were elementary graduates; **Hobbies/Interest.** The pupils were fond of dancing and drawing as evidenced by the frequencies of 20 (16%) and 17 (13.6%), respectively. However, few or 5 (4.0%) and 2 (1.6) of them were interested in coking and painting.

2. In terms of Frequency of Adherence of the Behavior of the Grade 3 pupils, the respondents often adhere to their behavior as indicated by the overall weighted mean of 3.42
3. In terms of performance of the pupils in their academic subjects and co-curricular activities, the results showed that The grade 3 pupils had satisfactory performances in Mathematics (53 or 42.4%), English (44 or 35.2%), Science (42 or 33.6%), Araling Panlipunan (50 or 40%) and MAPEH (45 Or 36%). While, they performed very satisfactorily in Filipino (47 or 37.6%),

Mother Tongue (53 or 42.4%) and ESP (57 or 45.6%). While in term of co-curricular activities, All of the pupils participated in the Nutrition Month in the school level only as indicated by the frequency of 124 or 100%. They participated in the co-curricular activities in the District level where thirty or 71.4% of the pupils joined in the English Olympics, 42 or 85.7 of them involved in Tagisan sa Pagbasa sa Filipino, thirty or 68.2% joined in the MTAP-Math Challenge and forty-eight out of 52 or 92.3% participated in the Kab Scout/Star Scout.

4. In terms of significant relationship between the frequency of adherence of Pupils' behavior across their profiles, pearson-r results revealed that a significant relationship exist between frequency of adherence of pupils' behavior and the personal variables age, sex, monthly family income, and parents' highest educational attainment. However, no significant relationship exists as to birth order.
5. In terms of significant relationship between the frequency of adherence of Pupils' behavior and their performance, results revealed that a significant relationship exists between the frequency of adherence of pupils' behavior and all academic subjects except Filipino.

## Conclusion

Based on the findings of the study, the following conclusions are derived: (1) The Grade 3 pupils of elementary schools in the West District of Cuyapo, Nueva Ecija vary in their profile variables. (2) The pupils *often* adhere to their behavior in terms of academic learning, classroom condition and group interaction. (3) Pupils performed very satisfactorily in Filipino, Mother Tongue, and ESP. However, satisfactory performances only in Mathematics, English, Science, Araling Panlipunan and MAPEH. On the other hand, they all favored Nutrition Moth celebration. (4) Age, sex, monthly family income,



parents' highest educational attainment deemed significant in the adherence to their behavior. However, birth order and number of siblings did not show any significance. (5) All disciplines are related along pupils' adherence of their behavior except Filipino subject. and (5) Intervention program is designed to improve the academic performance and behavior of the grade 3 pupils.

## Recommendation

On the bases of the conclusions formulated, the following recommendations are drawn: (1) Though the grade 3 pupils profile vary, pupils should still be given enough attention as to how to adhere to their behavior. (2) Pupils **often** adhere to their behavior. However, there is still rooms for improvement to make it always. (3) Efforts should be the priority to make the academic performance of the pupils very satisfactory. (4) Other profile variables must be considered aside from the parameters included in the study to determine other variables which are significant in terms of the adherence of the behavior. (5) Since not all disciples are related to the pupils' adherence of the behavior especially Filipino subject, there should be a concrete evaluation that should be conducted to identity the compelling reasons. and (5) The intervention program is perceived to be effective. Therefore, it should be recommended among grade 3 teachers.

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