Analysis of Behavior Management Counsel for Students

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Abstract: This study was designed to assess the influence of teacher's behavioral management in relation to the common behavioral problem of the students. These variables were investigated to measure the effectiveness of behavior management to the students' behavior. The descriptive method of research was used in this research. A Survey questionnaire was formulated to gather the needed data from the respondents. Further, percentages, weighted mean, frequency were used to analyze the and interpret the data, and chi-square for the significant difference. The findings revealed that behavior management strategies have huge influence in dealing with students' common behavioral problem. Undesirable behaviors were addressed as well across the study. Moreover, reinforcements were the topmost utilize behavior management of the teachers and punishment was the least used. This entails that teachers develop students through their potential by giving and intangible rewards such as praises and good grades. Those particular behavior management help the teachers in dealing with disruptive/undesirable among students.

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1. Introduction

Classroom behavior is one amongst important problems educators face nowadays since lecture rooms as well additional convoluted than they were within the early years, additional learners return to a category with social problems than ever before and academics as primary movers face the check of addressing their conduct (Amarne et al., 2021; Morales & Gebre, 2021). It's true that regardless of however sensible an instructor or his/her students are also, there might invariably arise circumstances that decision for management either at the personal or room level (Oyeniran, 2018). Within the U.S, an increasing range of latest academics is being ready through various, or early entry, routes into teaching (Mcree et al., 2018). These new varieties of teacher preparation raise the necessary questions about however and in what ways that candidates are being ready, significantly in key areas like behavior management (Sun et. al

2012). Classroom turbulent behaviors while not a doubt square measure one in all the first difficulties for academics (Pena, 2019). Behavioral conduct is that the commonest reason for academics to consult with college directors and different college personnel and for teach er burnout. analysis systematically shows that students' wrongful conduct disrupts room to order and learning, negatively touching educational accomplishment (Wang, 2015). In a student a survey conducted in the Scandinavian country, it's evident that a lot of time is employed on different activities than learning. Ten percent of the scholars asked, rumored that they disturb alternative students that are working, one in every of 3 students additionally rumored that the teacher has got to wait, while the student's subsidence down and also the category will begin abundant learning time is lost due to disruptions, awaiting lecturers and facilitate (Danielsen, et. al 2007).

Interestingly, there looks to be a couple between students and teachers' perceived room time spent with misbehavior. associate degree OECD (2013) study regarding room order and student performance, conducted with 15-year-old students in sixty-five countries worldwide (Portugal included) show that 2 out of three students report that ne'er or nearly ne'er is their noise or disorder within the classroom. a fair newer study from the OECD (2015) conducted with students from thirty-nine countries show that discipline in room improved from 2003 to 2012.

Moreover, managing a child's behavior drawback presents one amongst a lot of challenging jobs for the room teacher (Aldrup et al., 2018). Lecturers' area unit judged not solely on their pupils' tutorial performance however conjointly on their ability to manage their students (Saini, 2021). Some students, though they misbehave, will simply be punished by adults around them. Sometimes oldsters are not aware that their kid's area unit experiencing to the issues that the teachers discovered in class. it's vital that lecturers and oldsters should go hand in hand in serving to a way to manage the behavior drawback of the child (Lopes and Oliveira 2017). Room discipline clearly may be a complicated issue that cannot be reduced to a technical and/or scientific drawback. Classroom discipline encompasses complicated interactions among teacher variables, student variables, college variables, as a result of room discipline (or misbehavior) is structured around the parceling of power in a very specific public house, the issues become necessary politically and educationally (Pane et. al (2014).

Time spent with actus, reus has been known as a major cause of room time loss and a supply of impoverished students' performance (Carlson & Michalowski, 2021). Conversely, associate orderly and positive room climate has been absolutely related to a student's performance and with the reduction of the impact of students' socioeconomic standing on tutorial performance. Not astonishingly, significant variations between lecturers, schools, college neighborhoods and even countries are reportable (OECD, 2013). per Kupchik et. al. (2010) their square measure various models, theories and explanations are developed concerning room indiscipline/misbehavior and therefore the issue extends beyond tutorial approaches by an associate array of scientific fields (e.g., psychology, sociology, education, politics, historical sciences, economics, social psychiatry). Classroom undiscipline and violence in faculties conjointly receive attention from the general public and from the media in an exceedingly bound sense, each national has his or her own model of room undiscipline as a result of each national once was or still could be a student in most countries (Neyra, 2020).

In expansion, Collins, Gresham, and Dash (2016) depict that student social abilities show in asking for encourage once required and interacting appropriately with others. or else, social aptitudes lacks unit of measurement manifested in students" behavior like dropout's

wrongdoing, animosity, and conduct problems. Such encounters ordinarily lead to a few negative results. Within the Philippines, the instructive framework is additionally confronted by several problems in managing with school children. Day by day perceptions and real encounters have appeared that common issues met inside the school environment relate to behavior and hence, moreover influences the help of the instructing - learning prepare (Walsh et al., 2020). Schools are not ordinarily prepared to bargain with direct to a serious behavioral issue, and numerous instructors feel ill-equipped to address the horde challenges learners bring to the lesson. Today's the classroom is much more complicated than in a long time passed since a few learners do not respect instructors, more learners come to school with a behavioral issue than ever sometime recently (Lumanug, 2015).

This study is anchored on B.F Skinners' theories of reinforcement and punishment within the operant conditioning, which is a major topic of classroom management strategies. Teachers and parents determine classroom/household rules and what are the punishments and reinforcements that go along with breaking or obeying those rules. Agreeing to B.F. Skinner (1998) positive support elucidated that specific behavior is fortified by the result of encountering a positive condition. It could be an introduction of a jolt that increments the probability of a reaction. This happens as often as possible within the classroom where an educator gives a smile at the student after giving the proper reply or giving commendations for passing their project on time. Time-out, on the other hand, could be a shape of behavioral adjustment that involves briefly isolating an individual from an environment whereas unacceptable behavior has happened. The objective is to remove that individual from the enriched, agreeable environment and so lead to termination of the offending behavior. Article X, sec. 22 beneath the Republic Act No. 7610, known as the "Special Protection of Children Against Child Manhandle, Misuse and Segregation Act", states that "Children are thusly pronounced as Zones of Peace. It might be the responsibility of the State and all other divisions concerned to resolve armed conflicts in arranging to advance the objective of children as zones of peace". In addition, negative fortification, agreeing to B. F. Skinner is a response or behavior is reinforced by ceasing, evacuating, or maintaining a strategic distance from a negative result or aversive boost. Aversive jolts tend to include some type of distress, either physical or mental. Negative reinforcement increases the likelihood of a reaction that evacuates or anticipates an antagonistic condition. Numerous classroom instructors erroneously accept that instructors and guardians ought to go hand in hand in making a difference how to oversee the behavior issue of the child. Behaviors are adversely fortified when they permit you to elude from aversive jolts that are as of now display or permit you to totally avoid the aversive boosts some time recently, they happen (Cherry, 2018).

2. Purpose of the Study

This research assessed the behavior counsel practices in relation to students' academic performance among students. Specifically, this study answered the following questions: The level of the faculties behavior counsel practices as perceived by the teachers' interventions and learners in terms of: reinforcements; time-outs; modeling; consequences; and punishments and Behavior management Strategies of the faculties.

3. Research Methodology

This research used descriptive research method to gather the information about the level of behavior counsel practices of the faculties as perceived by the respondents with sets of

questionnaires as data gathering instruments. The data gathered used processed and analyzed utilizing the appropriate statistical software with 0.05 level of significance. The results of the study served as basis for an action plan. The research started on the Orientation of The Respondents on Current Study. The Researcher Used the Input-Process-Output Approach. The main instrument in this study was adopted from the website a researcher made questionnaire. Based on the computation, with the Cronbach's Alpha is 0.772, this indicates a high level of consistency for our scale. Hence, the questionnaire is therefore reliable.

4. Results and Discussion

As shown in Table 1, the level of behavior management as perceived by the students, item 5 got the highest weighted mean of 3.1 which verbally described as often, while item 2 was the lowest weighted mean of 2.86 which also verbally described as often. Teacher group respondents, on the other hand, item 5 was the highest weighted mean of 3.63 which verbally described as always and item 1 got the lowest weighted mean of 2.78 which verbally described as often. Overall, the weighted mean of the learner group respondents got a final weighted mean of 2.96 which verbally described as often, while the teacher group got an overall weighted mean of 3.29 which verbally described as always. This implies that teachers perceived that reinforcement as behavior modification can replicate the unwanted behavior of the students as well as be a key in the treatment of those behaviors and lead to desirable behaviors. According to Scott (2018) Behavior adjustment may be a psychotherapeutic intercession basically used to kill or diminish the maladaptive behavior in children or grownups. Moreover, Cherry (2019) famous that Supportis anything that increments the likelihood that a reaction will happen.

Table 1. Reinforcement

Indicators	Students		Teachers	
	Mean	VD	Mean	VD
Compliment the learner on good behavior or performance.	3.00	Remark Often	2.78	Often
Give positive comments written on students work.	2.86	Often	3.18	Often
Use of Non-verbal cuing (such as facial expressions, clapping the hands, etc.)	3.00	Often	3.66	Always
Awarding tokens for appropriate behavior	2.44	Sometimes	2.91	Often
Give additional points on learners with good behavior/performance	3.01	Often	3.63	Always

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Table 2. Timeouts

Indicators	Students		Teachers	
	Mean	VD	Mean	VD
Having a private conversation with the learner and addresses the disruptive behavior immediately.	2.78	Often	2.82	Often
Do not allow the child/pupil to access the (Tv's, computer games, etc.)	2.59	Often	2.55	Often
Using a 'step' system involving an escalation of actions if behavior does not change.	2.66	Often	2.27	Somet imes
Let the learner write on the paper not to repeat the undesirable behavior,	2.56	Often	1.45	Never
Do not allow the child to participate in an activity	1.43	Never	1.93	Somet imes

As shown in Table 2, the data revealed that item 1 got the highest weighted mean of 2. 78 which verbally described as often while item 5 got the lowest weighted mean of 1.43 which verbally described as never for the students group respondents. While teacher group respondents, on the other hand, item 1 was the highest weighted mean of 2.82 which verbally described as often and item 5 got the lowest weighted mean of 1.93 which verbally described as sometimes. Overall, the weighted mean of the learner group respondents got a final weighted mean of 2.40 which verbally described as often, while the teacher group got an overall weighted mean of 2.20 which verbally described as sometimes. This implies that timeouts were rarely employed in the school. Markham (2019) concluded that timeouts are successful in getting learners to coordinate, but as it were incidentally. Moreover, concurring to Siegel and Bryson (2014), time-out offers a child separation. Indeed, when displayed in a persistent an adoring way.

Table 3. Modeling

Indicators	Students		Teachers	
	Mean	VD	Mean	VD
Use polite language when talking to the learner and to the people around you.	3.16	Often	3.36	Always
Do not shout when the learners did something wrong instead give comfort.	3.00	Often	3.09	Often
Pray with your learners during and after mealtime.	3.07	Often	2.64	Often
Comparing achievements with another students.	1.78	Sometimes	1.45	Never
Talk about the importance of cleanliness and engage them in school/home chores.	3.47	Always	3.64	Always

As shown in Table 3, the level of behavior management as perceived by the learners, on item 5 got the highestweighted mean of 3.47 which verbally described as always, while item 4 was the lowest weighted mean of 1.78 whichalso verbally described as sometimes. Teacher group respondents, on the other hand, item 5 got the highest weighted mean of 3.64 which

verbally described as always and item 4 got the lowest weighted mean of 1.45 which verbally described as never. Overall, the weighted mean of the students' group respondents got a final weighted mean of 2.90 which verbally described as often, while the teacher group got an overall weighted mean of 2.84 which also verbally described as often. This implies that students were guided by their teachers on how to act responsibly when dealing with other learners and modeled the importance of cleanliness beyond school settings, hence, modeling as behavior

Table 4. Consequences

Indicators	Students		Teachers	
	Mean	VD	Mean	VD
Requiring learners to do extra work at school/home.	2.75	Often	1.82	Sometimes
Giving verbal warning to loss of rewards.	2.16	Never	1.76	Sometimes
Reprimand the students on disruptive behavior.	2.40	Sometimes	1.18	Never
Removing privileges.	2.5	Sometimes	1.75	Never
Initiating a conference involving the students and teachers	2.36	Sometimes	1.78	Sometimes

As shown in Table 4, the level of behavior management as perceived by the students, on item 1 got the highest weighted mean of 2.75 which verbally described as often, while item 2 was the lowest weighted mean of 2.76 which verbally described as sometimes. Teacher group respondents, on the other hand, item 1 got the highest weighted mean of 1.82 which verbally described as always and item 3 got the lowest weighted mean of 1.18 which verbally described as never. Overall, the weighted mean of the learner group respondents got a final weighted mean of 2.43 which verbally described as often, while the teacher group got an overall weighted mean of 1.66 which also verbally described as never.

Table 5. Punishments

Indicators	Students		Teachers	
	Mean	VD	Mean	VD
Issuing a strong verbal reprimand to the learners.	1.71	Never	1.00	Never
Being put on detention at home / report to the guardians.	1.58	Never	1.00	Never
Forcing him to do an unpleasant task when he misbehaves.	1.43	Never	1.00	Never
Adding chores and responsibilities when he fails to follow the rules	1.58	Never	1.09	Never
Implementing more rules and restrictions when a learner continues to misbehave	1.96	Sometimes	1.55	Never

As shown in Table 5, the level of behavior management as perceived by the students, on item 5 got the highest weighted mean of 1.96 which verbally described as sometimes, while item 3 was the lowest weighted mean of 1.43 which verbally described as never. Teacher group respondents, on the other hand, item 5 got the highest weighted mean of 1.55 which verbally described as never and item the rests were a lowest weighted mean of 1. Which verbally described as never. Overall, the weighted mean of the learner group respondents got a final weighted mean of 1.65 which verbally described as never, while the teacher group got an overall weighted mean of 1.55 which also verbally described as never. This entails that, punishments as behavior modification were not likely employed by the teachers in the

classroom. This is that punishments were already obsolete and this won't work in dealing with the undesirable behavior of the learners. Tanya (2016) famous that discipline is ineffectual behavior administration. However, Webster (2018) expressed that understudies were 4.5 times more likely to lock in in criminal movement when they were suspended compared to when they were preparing and Discipline does not instruct an elective behavior or provide a student hone at utilizing more suitable behavior. In addition, Maag (2001) expressed that most approaches to managing with student disturbances include the utilize of different shapes of discipline such as removals from the classroom, fines, restitution exercises, in school and out-of- school suspensions, and removals. In spite of the fact that a few of these approaches may make schools more secure by evacuating the irritating understudies, they have a small impact on encouraging understudies to perform socially fitting behaviors. There are many reasons why teachers discover discipline a more worthy approach for managing understudies challenging behaviors than positive support. This article portrays these reasons and contends for teachers to arrange the occurrence of positive fortification to extend suitable behaviors instead of running the chance of it erratically advancing improper behaviors. Therefore, punishment is not advisable when dealing with undesirable behavior on the learners.

Summary of the teacher's behavior Counsel Practices

Behavior Management	Level of Behavior Management					
	Learners Group			Teacher Group		
	Chi-square	WM	Description	Chi-square	WM	Description
1. Reinforcements	40.10	2.96	Often	5.94	3.29	Always
2. Time-outs	8.70	2.48	Sometimes	3.11	1.93	Sometimes
3. Modeling	30.80	2.90	Often	1.55	2.15	Sometimes
4. Consequences	11.21	2.40	Sometimes	9.24	1.78	Sometimes
5. Punishments	97	1.65	Never	9	1.55	Never

As shown in Table 6, the data revealed that item 1 refers to reinforcement was the most employed behavior management strategies of the teachers the same with the students, to lessen the occurrence of undesirable behavior of the students. This is that reinforcement likely develop a positive behavior of the students when treated appropriately. Concurring to Ruler (2013) fortification is utilized to assist increment the likelihood that a specific behavior will happen within the future by conveying or expelling a boost quickly after a behavior and in the event that done correctly, results in a behavior happening more as often as possible within the future. Moreover, Item 5 was the least employed behavior management strategy of the teachers which garnered a weighted mean of 1.55 which verbally described as never the same with the students. This implies that perceived that punishment was not the most effective behavior management strategy when dealing with a students' behavior. Agreeing to Horwitz (2015) discipline may teach a kid that something is repulsive, but it does not educate the kid what is desirable. Instructing alluring behavior ought to center on strengthening what is desirable and not rebuffing what is undesirable. Whereas fortification can increase behaviors that we need to prepare, discipline can as it decreased behaviors that we need to halt.

5. Conclusion

The results of this current study have shown that the academic performance of the students was between above average and average and the level of manifestation of the teachers' behavior management practices revealed that reinforcement was the most used strategy. Agreeing to Cherry (2019) fortifications as one of the conduct administrations was exceptionally accommodating in managing with learner's undesirable behavior. This led to the conclusion that instructors effectively utilized the correct conduct administration procedure in avoiding and managing with learner's undesirable behavior. Hence, teachers should minimize giving a task to the students amid the end of the week to understand the learners their empty days. By and enormous, the knowledge uncovered that student's bookish execution of the students and therefore the conduct administration procedures used by the teachers seem to be vital to every alternative.

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