

Factors that affects the behavior of students

Profession, Student



CHAPTER I THE PROBLEM AND ITS SETTING INTRODUCTION This research paper is all about the factors that affect the behavior of high school students in dealing with other people. The researcher chose this kind of problem to be aware of the distinctive behavior of her fellow schoolmates, classmates, batch mates, etc. The researcher conducted this study to know the effective implications for the behaviors.

Behaviorism, a movement in psychology that advocates the use of strict experimental procedures to study observable behavior in relation to the environment.

The behavioristic view of psychology has its roots in the writings of the British associationist philosophers as well as in the American functionalist school of psychology and the Darwinian theory of evolution, both of which emphasize the way that individuals adapt and adjust to the environment. These problems disrupt relations with peers and adults and interfere with schooling. Children and adolescents who have behavior disorders typically experience problems that are markedly different from the behavior of students of similar age and cultural background.

Students with behavior disorders may exhibit any of a wide variety of problems. Behavior disorders result from many causes, including biological, familial, and environmental factors. Treatment of emotional or behavioral disorders has provoked controversy. Statement of the Problem This study probed on investigate the factors that affect the behavior of high school students in dealing with other people in Maryhill College as perceived by the selected third year students during the school year 2012-2013.

Specifically, the study attempted to answer the following questions: 1. Which factor affects the behavior of teenagers most? 2. What are the ways of interacting with other people by the students with behavioral disorders? 3. What are the implications that may prevent this behavior to become worst? 4. What are the effects of being bullied on the teenager's behavior?

Significance of the Study The study about factors that affect the behavior of high school students in dealing with other people is considered important for the students, teachers, parents, and administrators.

In this study, we will be able to discover distinct reasons or causes of the unusual behavior of a student. If we will be able to discover the causes of this behavior or some possible treatments and implications, we can prevent it from being worse. This study will benefit the parents by knowing the proper way of parenting and raising their children with this kind of problem behavior and the teachers by being aware on how to properly educate their students who have been dealing with this kind of problem behavior. This study will also benefit the researcher and the subjectteacher in the fund of knowledge.

Scope and Delimitation This investigation is conducted to determine the factors that affect the behavior of high school students in dealing with other people. The respondents will be from the selected high school students of Maryhill Collge. It may also be from other fields if needed. This study will be conducted for the school year 2012-2013. **Definition of Terms** Behaviorism-a movement in psychology that advocates the use of strict experiment procedures to study observable behavior in relation to the environment.

Behavior-the way in which a person, organism, or group responds to a specific set of conditions Radical Behaviorism -basic behaviorism Peers-somebody who is the equal of somebody else in age or social class Nurture-people are influenced by genes Genes-the basic unit capable of transmitting characteristics from one generation to the next Chapter II REVIEW OF RELATED LITERATURE AND STUDIES This Chapter will present studies and literature that will give light to the researcher's problem and will help her arrive in the analysis and interpretation of the findings. Related Literature

The social behavior and attitudes of a child, even as he grows older and comes in contact with more and more people outside the home, are reflections of patterns prevalent in the child's home. Habit is a lasting readiness and facility, born of frequently repeated acts for acting in a certain manner. Habits are acquiring inclinations towards something to be done. The word "habit-forming" that we use to refer to certain experiences shows how easy to overcome or alter. It acquires a strong willed person to correct a habit successfully within a limited period of time.

Habits are acquired. Once acquired, they become very difficult to alter. They are therefore relatively permanent. Acquiring a habit is like starting a pathway across a lawn. Habits are not formed in an instant. They result from constantly repeated actions. After they are formed, they do not vanish instantly. It would acquire a tremendous effort to change a habit. Once family background characteristics were controlled, classroom effects such as children's overall behavior were analyzed, as were cross-level interactions between classroom and family effects.

The results revealed that good behavior in the classroom and adequacy of classroom supplies were the most consistent predictors of improvement in children's self-control and behavior. Furthermore, cross-level interactions suggested that good behavior in the classroom and supplies can boost resiliency by allowing children to overcome certain deficits at home. Implications for further research and educational policy are discussed. These two forms of behavior are related to quarreling. This may consist of calling others nicknames that arouse their anger or putting emphasis on their physical or mental weaknesses.

Inbullying, the attacker attempts to inflict physical pain on others because of the pleasure he derives from watching their discomfort and their attempts to retaliate. Older children usually engage in these two forms of behavior. Peer pressure is associated in adolescents of all ethnic and racial backgrounds with at-risk behaviors such as cigarettesmoking, truancy, drug use, sexual activity, fighting, shoplifting, and daredevil stunts. Again, peer group values and attitudes influence more strongly than do family values the level of teenage alcohol use.

The more accepting peers are of risky behavior, and the more they participate in that behavior, the more likely a person is to do the same thing. Culture and lifestyle strongly affect behavior for the outstandingly obvious reason that they are behavior. One's lifestyle is a collection of behaviors and habits that one perpetuates. One's culture is the setting in which one enacts those behaviors and habits which make up one's lifestyle and, due to the nature of setting, culture will, of necessity, affect one's lifestyle and, by connection, behavior.

All children engage in bad behavior every now and then but some children exhibit highly challenging behavior that are consistently inappropriate for their age. Often those children do not simply exhibit a behavioral problem, but have an underlying behavior disorder. While there are many behavioral disorders that may be diagnosed in children, three of the most common include Oppositional Defiant Disorder (ODD), Conduct Disorder (CD) & Attention Deficit Hyperactivity Disorder (ADHD). Social Development means the attaining of maturity in the social relationships.

It is the process of learning to conform to group standards, mores and traditions and becoming imbued with a sense of oneness, intercommunications, and cooperation. It was applied to a grouping within the social sciences generally understood to encompass anthropology, sociology, and psychology, except for certain nonbehavioral or nonscientific aspects of other social and biological sciences, such as biology, economics, history, geography, law, psychiatry and political science. The aim of behavioral science is to establish generalizations about human behavior that can be supported by empirical evidence.

The study of group behavior has a long tradition among social scientists in various disciplines; it does not confine itself to any one of the recognized social sciences alone. The management field has been among those very interested in studying group behavior, particularly in the Philippines where people even in the work setting have displayed strong group tendencies as shown in their practices of “tayo-tayo”(we syndrome), smooth interpersonal relationships and “pagsasamahan”(togetherness). Distinction is made

between human acts and acts of man. The human acts are those actions which man performs knowingly, freely and voluntarily.

These actions are the result of conscious knowledge and are subject to the control of the will. We will refer to those action as deliberate, intentional, or voluntarily. The acts of man are those actions which happen in man. They are instinctive and are not within the control of the will. Such actions are the biological and physiological movements in man such as, metabolism, respiration, fear, anger, love & jealousy. Human behavior consists of any act of an individual person that reflects his thoughts feeling, emotions, and sentiments and in general, his state or condition.

These may be conscious or unconscious activities that are predicted on his needs, values, motivations and aspirations. The art of human behavior is an old as the relationship between and among individuals and groups. Behavior modification is based on the premise that behavior is controlled by the nature of its consequences. The likelihood that behaviors will be repeated increases when it is accompanied by favorable consequences. Absence of any significant consequences leads to extinction of behavior.

Thus, in order to obtain the desired behaviors over the long term, these must be accompanied. Related Studies According to Watson's theory, all complex forms of behavior – emotions, habits, and such – are seen as composed of simple muscular and glandular elements that can be observed and measured. He claimed that emotional reactions are learned in much the same way as other skills. Based on Skinner's theory, known as radical behaviorism, is similar to Watson's view that psychology is the study of observable behavior of individuals interacting with their environment.

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Skinner, however, disagrees with Watson's position that inner processes, such as feelings, should be excluded from the study. He maintains that these inner processes should be studied by the usual scientific methods, with particular emphasis on controlled experiments using individual animals and humans. His research with animals focusing on the kind of learning – known as operant conditioning – that occurs as a consequence of stimuli, demonstrates that complex behavior such as language and problem solving can be studied scientifically.

He postulated a type of psychological conditioning known as reinforcement. According to Dr. Leticia Penano-Ho, “ The Bullies have a strong need to dominate; impulsive and easily angered; defiant and aggressive toward adults; prefer TV shows, music, music and reading materials with violent themes; may be involved in gangs or anti-social group on the fringe of peer acceptance; have had negative parenting and have failed to bond with their caregivers leading to feeling of alienation; have little or no supervision and often victims of abuse in home.

The Bullied are cautious, sensitive, quiet, withdrawn, and shy, anxious, insecure, unhappy and have low self esteem; are depressed and engage in suicidal ideation; do not have a single good friend and can relate better to adults than to peers; and very often have real or perceived disabilities.

Chapter III METHODOLOGY Research Design The research study used the descriptive method of research. This was said to be descriptive because it described the factors that affects the behavior of the teenagers. Through the kind of method, the researcher would be able to describe the factors that affect the behavior of teenager. Sources of Data

The respondents of this research were the 10 selected high school students of Maryhill College Lucena City. The said respondents were chosen because they were the one who experienced the changes that were happening around them that usually affect their behavior. Instrumentation The researcher used the questionnaire as the source of information for the study. Through the questionnaire, the researcher would be able to determine the factor that affects the behavior of teenagers at the recent time. The questionnaires were distributed to after it was explained to them that the said questionnaire would be retrieved after two days.

Data Gathering Procedure The researcher gathered data through the use of the questionnaire. These questionnaires were distributed to the 40 selected high school students of Maryhill College. And aside from the questionnaire, book and internet website were also used by the researcher as a supplementary for this research study. Through this questionnaire and the reference used, the researcher was able to determine the problem which is the factors that affects the behavior of the teenagers. This research study would also serve as a reference for those people who are curious about the factors that affect the behavior of an individual.

Data Analysis Plan To ensure systematic and objective presentation, analysis, and interpretation of research data, the following statistical tools and techniques will be applied: frequency count, percentage and weighted mean. Frequency Count and Percentage. These descriptive measures will be used in presenting the profile of the respondents. Percentage will be computed by the following formula: $P = \frac{F}{N} \times 100$ Where: P= percentage F= frequency N= total number of cases Weighted Mean. This descriptive

measure will be employed in determining the responses of the respondents.

The formula to be applied is: $WM = \frac{\sum WF}{N}$

Where: WM= weighted mean W= weight of a response F= frequency of a response N= total number of cases Chapter 4 ANALYSIS, PRESENTATION, AND INTERPRETATION OF DATA Gender of the respondents Age of the respondents Figure 1 Parent's Status of the Respondents Figure 1 shows that 28 or 70% have answered together as their parent's status, 6 or 15% have answered that their parents is an Overseas Filipino Worker, 3 or 7. 5% answered that their parents were separated. Figure 2 Figure 2 shows that 33 or 82. 5% of the respondents answered that they are not a bully while 7 or 17. 5% of the respondents answered that they are a bully.

Figure 3 Figure 3 shows that 22 or 55% of the respondents are experiencing being bullied while 18 or 45% answered that they haven't experienced being bullied. Figure 4 Problem Behavior occur in when needed to perform a task Figure 4 shows that 33 or 82. 5% of them answered that the problem behavior only occur sometimes when needed to perform a task, 4 or 10% of the 40 respondents answered never, and 3 or 7. 5% answered always. Figure 5 Do their friends leave them alone? Figure 5 shows that 23 or 57. 5% of the respondents answered never in the question of " Do their friends leave them alone? 12 or 30% answered sometimes while 5 or 12. 5% answered always. Figure 6 Do their classmates verbally respond or laugh at them? Figure 6 shows that 21 or 52. 5% of the 40 respondents answered sometimes in a given question: " do their classmates verbally respond or laugh at them? ", 14 or 35% answered never, and 5 or 12. 5% answered always. Figure 7 Problem behavior more likely occur following a conflict outside the

classroom. Figure 7 shows that 27 or 67.5% answered that the problem behavior occur in a conflict outside the classroom only sometimes, 8 or 20% answered never, 5 or 12.5% answered always. Figure 8 Problem behavior occur to get others attention? Figure 8 shows that 20 or 50% answered sometimes, 18 or 45% answered never, and 2 or 5% answered always in the question that their problem behavior occur to get others attention. Figure 9 Problem behavior occurs in the presence of specific peers. Figure 9 shows how often the problem behavior occurs in the presence of specific peers. 26 or 65% answered sometimes, 10 or 25% answered never, and 4 or 10% answered always. Figure 10 Problem behavior stops when peers stop interacting with the student.

Figure 10 shows how often the problem behavior stops when peers stop interacting with the student. 27 or 67.5% answered sometimes, 11 or 27.5% answered never, and 2 or 5% answered always. Figure 11 Problem behavior occurs during specific academic activities. Figure 11 shows how often the problem behavior occurs during specific academic activities. Of the 40 respondents, 22 or 55.5% answered sometimes, 13 or 32.5% answered never, and 5% answered always. Figure 12 Factors that affects the behavior| 1| 2| 3| 4| 5| Over-all Ranking| | F %| F %| F %| F %| F %| | School Influences| 5 12.5| 7 17.5| 10 25| 14 35| 4 10| 4| Community| 2 5| 6 15 | 4 10| 12 30| 16 40| 5| Peers| 16 40| 10 25| 5 12.5| 5 12.5| 4 10| 1| Family| 9 22.5| 14 35| 7 17.5| 4 10| 6 15| 2| Attitude| 7 17.5| 7 17.5| 14 30| 5 12.5| 7 17.5| 3| Figure 12 shows that 16 or 40% of the respondents answered peers as the number 1 in the factors the affects the behavior most, second is

the family, third is the attitude, fourth is the school influences, and lastly, community influences. Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS This chapter deals with the summary, findings, conclusions and recommendations of the study. The data gathered were summarized and presented in this chapter. Summary This study was conducted for the purpose of determining the factors that affects the behavior of the high school students in Maryhill College. The descriptive method of research was utilized and the normative survey technique was used for gathering data. The questionnaire served as the instrument for collecting data. Selected high school students were the respondents. The inquiry was conducted during the school year 2012-2013.

1.

Which factor affects the behavior of teenagers most? 2. How do the students with behavioral disorders interact with other people? 3. What are the implications that may prevent this behavior to become worst? 4. Does being bullied affects the behavior of the teenager? Findings After gathering the data and applying the necessary methods and statistical treatment, the following findings were revealed: 1. Based on the findings, among the five factors, peers ranks number 1, second is the family, third is the attitude, fourth is the school influences, and lastly, community influences. 2. They interact with other people in their own distinct ways.

Some interacts just like anybody and some interacts just to get somebody's attention. 3. Based on the findings, most of the teenagers are very much affected with their peers. Thus, the disciplinarian, the parents, or the student itself must help themselves by preventing this problem behavior and to be

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motivated to become a better person. 4. Yes. Being bullied affects the behavior teenager. Being tolerated, facing in different criticisms, negative vibes, and being bullied affect the behavior of the teenagers a lot because most of them are losing their self-esteem and confidence. Thus, the teenager is affected by this.

Conclusions The researcher concluded that: 1. Peers affect the behavior of teenagers most. 2. The teenager who has this problem behavior interacts with other people defiantly. 3. Proper parenthood is the best implementations to prevent this behavior to become worst. 4. Being bullied by a bully affects the behavior of the teenager a lot. Recommendations The researcher would like to recommend the following: To the parents 1. Proper parenthood is advised. 2. Parent-children communication is a must. To the teachers, 1. Have the proper way of educating students by trying to understand its deficiency.

To the students, 1. Be aware of your peers. They may affect your behavior. 2. Don't let anybody to let you down. 3. Build your own confidence.

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Your anonymity and the information you will give will be treated with confidentiality. Thank you very much for kind response to my request.

Sincerely yours, Christian KING Z. Dimaculangan Researcher APPENDIX B

Questionnaire GENERAL DIRECTIONS: Please accomplish this questionnaire very carefully and honestly. Please rest assured that any information that you supply will be treated with the greatest confidentiality. AGE ___ GENDER ___

DIRECTIONS: Please check the best answer. 1) Parent's Status ___ Together ___ Separated ___ OFW father or mother ___ Both OFW ___ Others please specify) Do you have friends? ___ Yes ___ None 3) Are you a Bully? ___ Yes ___ No 4) Have you experienced being bullied? ___ Yes ___ No

DIRECTIONS: Keep in mind a typical episode of the problem behavior, check the best answer. 1) Does your problem in behavior occur and persist when it

is needed to perform a task? ___ Always ___ Sometimes ___ Never 2) During a conflict with peers or if you are engaged in the problem behavior do your friends leave you alone? ___ Always ___ Sometimes ___ Never 3)

When the problem in behavior occurs, do your classmates verbally respond or laugh at you? ___ Always ___ Sometimes ___ Never 4) Is your problem in behavior more likely to occur following a conflict outside the classroom? ___

Always ___ Sometimes ___ Never 5) Does your problem in behavior occur to get others attention? ___ Always ___ Sometimes ___ Never 6) Does your problem in behavior occur in the presence of specific peers? ___ Always ___

Sometimes ___ Never 7) Does the problem in behavior stop when peers stop interacting with the student? ___ Always ___ Sometimes ___ Never 8) Does your problem in behavior occur during specific academic activities? ___

Always ___ Sometimes ___ Never Rate the following factors from 1-5 that

Always ___ Sometimes ___ Never Rate the following factors from 1-5 that

Always ___ Sometimes ___ Never Rate the following factors from 1-5 that

Community| II| IIII-I| IIII| IIII- IIII-II| IIII- IIII- IIII-I| 5| | 2| 6| 4| 12| 16| | Peers|
IIII- IIII- IIII-I| IIII- IIII-| IIII-| IIII-| IIII| 1| | 16| 10| 5| 5| 4| | Family| IIII- IIII| IIII-
IIII- IIII| IIII-II| IIII| IIII-I| 2| | 9| 14| 7| 4| 6| |

Attitude| IIII-II| IIII-II| IIII- IIII- IIII| IIII-| IIII-II| 3| | 7| 7| 14| 5| 7| | CURICULUM
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