

# High School Students Disciplinary Behavior in a Catholic Private School

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## ABSTRACT

Discipline is a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school the student's moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a copartner of the parents in the moral, mental, social, emotional and physical development of the students. This study dealt with disciplinary problems and the causes of high school students in St. Nicholas Catholic School of Anda, Bohol, Philippines. There were reported cases from the school authority of truancy, absenteeism, and other related misconduct committed by some high school students. It is with great moral concern of the study in assisting the teachers and parents in handling cases of undisciplined students. It is hoped that this study would be an effective instrument that guides the school in the formation of the learners.

## KEYWORDS

Evaluation, Disciplinary Behavior, Descriptive Design, Philippines.

## INTRODUCTION

One of the most important tasks facing a teenager is establishing a strong sense of self to cope with the many changes that surround his growing years. Young as they are, they have to strive to belong and to become a productive member of the community.

Observation tells that some students failed to recognize the importance of good character as an essential aspect for a righteous judgment and ethical behavior pattern worthy of student. Lack of discipline as claimed by Bremer (1996), “retards the moral growth to a healthy outlook of life. What parents and some failed to do toward the students is manifested in their unruly, troublesome behavior, like absenteeism, tardiness, inattention and many more similar unpleasant behaviors.

Further, it is observed in some students, the total disregard for discipline. Various measures had been applied to aid and to guide the students in the practice of discipline, yet a great number do not respond accordingly to such measures.

Disciplining students is a complex task to be unfolded. Disciplining starts in the home. Fortunate are the students whose homes are assets for character building. It is from the parents at home – the students acquire the basic rudiments of socially acceptable attitudes and behavioral patterns. Parents are the prime movers to form and to create a conducive atmosphere that will encourage proper and well-mannered character in their children. Students of good moral conduct have greater opportunities to right and good citizenship.

Moreover, disciplining connotes a character formation of collaboration and commitment to discipline. This cannot be dispensed with by parents, students and teachers. Even the communities are summoned to unite in the endeavor of providing an appropriate and suitable environment that will eventually enhance the students’ worthiness as good students and upright citizens of the country.

Indeed, discipline is considered by many educators as a big challenge to the educational system. The school as a moral laboratory shares with the parents the responsibility of tackling the demands of unveiling the underneath causes of the disciplinary problems that impede the smooth character formation of the students. In the school, the students’ moral upbringing is gradually polished of the rough edges that were left unattended during the growth period. The school serves as a co-partner of the parents in the moral, mental, social, emotional, and physical development of the students.

This being the case, and with great moral concern of the researcher in assisting the teachers and parents in handling cases of undisciplined students, the researcher embarked on this study. As school administrator and educator, she hopes to contribute in the designing of intervention program that will address unresolved problems of discipline in the Saint Nicholas Catholic School of Anda and other educational institution with the same noble cause.

## **FRAMEWORK**

### **Social Learning Theory**

Bandura (2000) stressed that, behavior is influenced by consequences. A display of good behavior that is rewarded will be repeated, while behavior that is suppressed produced negative consequences. Through observational learning one can learn a behavior and acquire the motivation to reform the behavior or resist performing the behavior depending on what is learned about the consequences of the behavior. In watching others, one learns about the consequences of the actions, over the time, one begins to form a mental representation of the situation, the required behavior, and the expected outcome. The role of behavior in a given situation are abstracted from what has been observed in watching others, of what has happened following one's behavior in the past, and what one understands about the demands of the immediate situation.

Adolescence is a stage of development that all individuals undergo. It is during this period that adolescences experience changes. This development that last for about eight years is a typical to all individual usually high school students irrespective to the gender, age, domicile, educational level, and socio-economic status.

This stage as do each stage of their life has its own problem. These problems usually disciplinary in nature may arise from their no-compliance to school policies, rules and regulations, relationship with teachers, relationship with schoolmates, relationship with teachers and relationship with the community. Since adolescences is the last period before adulthood, opportunity must seriously taken advantaged of to train a responsible and mature adult in them.

## **OBJECTIVES OF THE STUDY**

This study attempted to determine the extent of manifestations of disciplinary problems and their underlying causes of high school students of at Saint Nicholas Catholic School of Anda (SNCSA), Bohol, Philippines.

## **METHODOLOGY**

The researcher used the descriptive method in identifying the socio-demographic profile and the measurements of the extent of the participants' behavioral problems. The data were gathered through interview and questionnaires prepared by the researcher. The data obtained were used to propose the intervention program for high school students with disciplinary behavior.

## RESULTS AND DISCUSSION

Majority of the student-participants were male with 31 or 79 percent of the total subjects. Female participants comprised the 21 percent of the total of 8 to be exact. 51 percent of the subjects belong to the 16-18 age bracket while 49 percent were under the 13-15 age group. The 39 students-participants were barangay residents with 59 percent while 41 percent or 16 were from Poblacion. The educational attainment of their parents reflected that 8 percent, 38 percent, and 54 percent were college graduates, elementary graduate, and high school graduate respectively. Relative to their year levels for 10 percent, first year ; 13 or 33 percent, second year; 9 or 23 percent, third year; and 13 or 33 percent fourth year. The occupations of the participants' parents were noted 98 percent low level or non-professional and 1 or 2 percent as professional. Their average family size was found to be between 6 to 9. Most of them were middle born at 69 percent, 7 or 18 percent were first born, and 5 or 13 percent were last born.

Majority of the parents' monthly income were from 3,000 to 3,999 range. This was noted to be at 26 percent while 23 percent was commensurate to 2000 to 2,999, 18 percent 4,000 to 4,999 and 2 percent 5,000. Majority of the students-participants were male whose average was 16 to 18 years old. They belong to the second and fourth level. Most of them were from the barangay. Majority of their parents were high school graduates and non-professionals. Majority of the student participants' size of family were composed of 6 to 9 members. Most of them were middle born. Their families' average monthly income range from 3,000 to 3,999. Male participants frequently manifested disciplinary behaviors in relation to school policies rules and regulations, while those of the female participants occasionally manifested.

Male and female participants frequently manifested disciplinary behaviors in relation with teachers, female participants always manifested disciplinary behaviors in relation with teachers. With regards to the extent of relationship with schoolmate and socio-demographic variables, it was found out that the socio-demographic variables were significantly related to the extent of manifestation of disciplinary behaviors in relationship with their school mates. Meanwhile the extent of relationship with peers were noted to be significantly related. Female participants frequently manifested disciplinary behavior in relation with schoolmates, likewise male participants frequently manifested disciplinary behaviors with school mates. Male participants rarely manifested disciplinary behavior in relation with peers while female participants also rarely manifested disciplinary behaviors in relation with peers. Both genders rarely manifested disciplinary behaviors in relation with neighbors. Poverty, peer group, lack of student's knowledge, broken homes, and parents with vices were identified causes of disciplinary behaviors. Other causes are lack of love and attention, different religious belief, media, and sibling rivalry.

## CONCLUSION

Since adolescence is the last period before adulthood, opportunity to train a responsible and mature adult is necessary. An exposure to a certain way of models and a certain pattern of rewards and punishments result in the encouragement to imitate some behaviors and to avoid performance of others. A change of behavior is likely possible because of the reward of by taking something the individual does not like. Reinforcement is an effective way to encourage change in the behavior when it is done at the proper timing.

Discipline needs to be constructive and not punitive. It should deal more on the conformity to the good rules of order to create a self-directed individual.

## RECOMMENDATIONS

It is hoped that this study would be an effective instrument that will guide the school in the formation of the teachers. On the basis of the result of the study a proposed intervention program should be used to address the disciplinary behavior of the students since these are designed according to their identified needs and weaknesses. In this way, they will become worthwhile models and mature adolescence aware of themselves as an individual especially created by God for a definite purpose in the world.

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