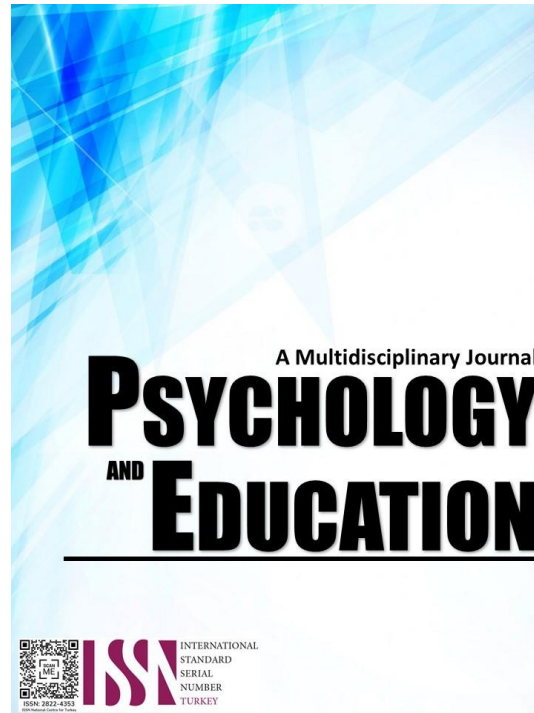


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Impact Analysis of Students Misbehavior to Academic Performance

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Abstract

Morong National High School has many reported cases of violations of school rules and regulations among Grade 10 students, also known as junior high school completers. There are many more classroom misbehaviors goes unreported because it can be immediately addressed and resolved by the classroom advisers without further need to be reported. This study aims to find out the most common misbehavior in the classroom, the impact of students' misbehavior on their academic performance, and the intervention programs implemented by Grade 10 advisers to address these behaviors. A descriptive qualitative and quantitative research methodology was used in the study. Each adviser from all the Grade 10 sections mentioned at least three (3) students showing misbehavior. Targeted sampling was used to obtain the best information to achieve the study's objectives. Findings revealed that among Grade 10 students, various misbehaviors were observed, with absenteeism and tardiness being the most prevalent, followed by cell phone use and classroom noisiness. Students with poor behavior often obtained average grades in between 80 and 84 and below 75, although some achieved higher grades despite their misbehavior. The highest general average for students with absenteeism fell between 75 and 79, while the lowest overall average was below 75. The findings of the study also revealed that teachers commonly addressed misbehaviors by calling the attention of parents. From the findings, the study recommends implementing appropriate sanctions for different types of misbehavior, reinforcing attendance policies, and managing cell phone use during school hours. Orientation programs should be conducted to help Grade 10 students understand the significance of misbehavior and its impact on academic performance. Providing teachers with a handbook to effectively address misbehaviors is important. Students are advised to avoid misbehavior and practice self-discipline for improved academic performance.

Keywords: *grade 10, students misbehavior, academic performance, sanctions, intervention program*

Introduction

Misbehavior can take many forms, such as disruptive behavior, cheating, aggression, physical violence, lesson disruption, rudeness, disrespecting teachers, bullying, daydreaming, talking in class, and disobeying school rules, often disrupt the teaching-learning process which can lead to unsettlement of teachers and students in class (University of Washington, 2022). This does not only worsen over time, but it can also have a negative influence on students' academic performance. Student misbehavior may be defined as the acts and inactions of students that interfere with the classroom's learning process (Yussif, 2019). Multicultural attitudes and emotional intelligence are the two investigated factors that can explain a teacher's intervention strategies to the student's misbehavior. On average, the most intervention strategy that teachers engaged in was discussing misbehavior with their student while the least intervention strategy was doing nothing (Abacioglu et al., 2019).

In the Philippines, the "House Bill No. 5735", or Student Discipline and Teacher Protection Act, mandates the Department of Education (DepEd) to

issue principles and policies on student discipline and classroom management. As stated in section 3; student conduct that would interfere with school operations or put the safety of other students and school staff at risk must adhere to the school's rules and regulations; the rights and obligations of students in relation to school policies and procedures must be respected; permissible, suitable, and efficient actions and interventions must be used to address breaking school rules and regulations, including counseling, reprimand, and detention; and a clear designation of the authorities qualified to investigate, suggest, and implement the responses and interventions must also be provided. In accordance with the standards thus established, the department shall create a student manual for use in all schools falling under its authority.

Various types of misbehavior are rampant including violations of minor and major school rules. In Morong National High School, there were only a few reported cases as of August 2022 to February 2023, there were a total of 34 reported cases of misbehaviors or school policy violations, four from Grade 7, six from Grade 8, and 12 reported cases from Grade 9 and Grade 10 students. These were the only reported cases but there were still misbehaviors in the classroom that were

resolved immediately and went unreported.

In both traditional and online courses, misbehavior frequently causes disruptions to the efficient operation of teaching and learning. This might annoy instructors or other students while they are teaching or studying. Sevrika and Merina (2019) claimed that student misbehaviors might make it harder for teachers to create and sustain successful learning environments. Additionally, when attempting to correct the problem, public school teachers can run into difficulties, one of the many teachers that can identify what, when, why, and how these students act is the public- school teacher since they are exposed to the behavioral issues of the students (Amado and Guerra, 2018).

A study In the District of Ghana found out that the indiscipline of students begins at home, impacting the students' academic performance, causing the student to lose focus in class, loss of contents taught owing to absence and an increase in the incidence of school drop-outs (Ofori, 2018). There was also a previous study showed that students who belong to special classes, reported to be non-smokers, and adults manifested good academic performance (Tadese et al., 2022). Another finding is that the percentage of misbehavior committed by "problematic" students is comparable to that of students who are viewed as unproblematic or acceptable by academics. In line with the study of Bakana (2022), personality factors were highly associated with academic achievement. As a result, students with poor behavior received the lowest grade, while others with good behavior received the highest. Adding to that, the troublesome students engage in more explicit misbehavior such aggression or insults (Erdem & Koçyigit, 2019). Furthermore the majority of Grade 10 junior high students agree that absenteeism has a negative impact on their academic achievement because they fail to attend lessons and complete their assignments on time. They also struggle to understand the lessons when they are not present during the teacher's discussion (Moldes et al., 2019).

Guo et al., (2020) stated that academically successful students are more creative than less successful students. Nevertheless, because several low-achieving students have creative abilities that receive little acknowledgment and appreciation, instructors' achievement bias can be detrimental to the development of kids' creativity. Another study has found that school misbehavior increases in severity over time, reduces academic performance, and fosters more disruptive behavior (Shamnadh & Anzari, 2019). Additionally, quite disruptive students are often easily sidetracked, which causes them to stray from their

work or struggle to finish an academic project, which in turn causes dissatisfaction in The Role of Negative Behavior on Children's Academic Performance in Early Childhood Education, 2017 study. Kassarnig et al. (2018) have also stated that Academic performance has been connected to a variety of behavioral patterns, including time management, social engagement, sleep quantity and quality, and involvement in physical activity. However, most of the studies now in existence have biases and limitations that are frequently found in surveys and self-reports, especially when evaluating social networks.

By carrying out this study, it exposed the most common misbehavior in the classroom. Teachers and school officials used this information to assist them in creating plans to deal with and stop future instances of similar behaviors. This study also found patterns and created solutions to assist students in remaining on track academically by examining the link between bad conduct and performance in the classroom, which led to the formulation of programs and policies targeted at enhancing student conduct and academic success.

Moreover, the study's findings can be used to provide professional development to teachers and staff on effective strategies for preventing and addressing misbehavior. This orientation can help teachers better understand the underlying causes of misbehavior and develop strategies to address it effectively. The results of the study can be applied to improve student behavior-related policies and practices and were used to improve classroom management strategies to prevent and address misbehavior.

Furthermore, this study aimed to analyze the impact of student misbehavior on their academic performance. Specifically, it aimed to understand the student misbehaviors as perceived by the teachers, to understand the academic performance of the students based on their average grades during the first and second quarter, to analyze how student misbehaviors influenced the academic performance of the students, and it aims to frame an intervention program that could be recommended to improve student behavior and academic performance. It is said that, when the right tactics are used to enhance conduct in the classroom, teachers may achieve astonishing accomplishments. Response to Intervention (RTI) can be used by the teachers to underperforming children as early as possible and provide them with the assistance they need to succeed in school. In the general education classroom, the RTI process starts with excellent instruction and widespread screening of all students (Gorski, 2019). Additionally, Prescott, (2022)

claimed that Multi- Tiered Systems of Support (MTSS) can also be used by the teachers to provide all students with levels of assistance and teaching.

Research Questions

The study aimed to determine the students' misbehavior and its impact on their academic performance in Morong National High School. Specifically, it aimed to answer the following questions:

1. What are the student misbehaviors observed by the teachers?
2. What is the academic performance of the students based on their average grades during the first and second quarter?
3. How does misbehavior influence the academic performance of the students?
4. What intervention program may be recommended to improve student behavior and academic performance?

Methodology

Research Design

The employment of a quantitative research design allowed the collection of descriptive statistics like frequency and percentage for research question number 1, and the purpose of the design was to collect numerical data through interviews to determine how often particular variables or categories occurred within a targeted population. A quantitative representation of the data through this approach allowed an objective analysis of patterns and trends by researchers while also providing them with a clear understanding of how variables were distributed.

The second research question was addressed using a quantitative research design that collected descriptive statistics including frequency count and percentage. The frequency of specific variables was determined by collecting numerical data through surveys or other quantitative data collection methods and expressing the results as percentages. A comprehensive overview of the data allowing for comparisons and derived trends along with summary statistics was made possible through this design.

To answer the third research question, the researchers utilized similar methods of investigation including

both documentary analysis and thematic analysis in addition to employing a quantitative research design. Examination of documents was needed to gather numerical data for the design. Thematic analysis was a method that could be used to identify and categorize recurring themes as well as patterns in the given data. When quantifying how often and where these themes appeared with respect to the current research query, the investigator was able to make meaningful deductions.

Content analysis was used for the qualitative research design to respond to research question number 4, and systematic analysis of qualitative data was involved in this particular design. Identifying themes and meanings in the data from documents or media sources was what the researcher did by interpreting their content. Through content analysis that examined both contextual and nuanced factors in addition to subjective elements relating to the research question, insight was provided into a richer comprehension surrounding the phenomenon being explored.

Population and Sampling

This study was conducted in Morong National High School and focused on the impact of Grade 10 students' misbehavior on their academic performance. The data was collected from at least three (3) mentioned students of each adviser from all the Grade 10 sections, School Year 2022-2023. During the data gathering process, there were some respondents who did not meet the qualifications set for participation in this study. These individuals who did not meet the qualifications were excluded from the analysis. This research did not examine any other issues that were not related to misbehavior and academic performance. Furthermore, it is worth mentioning that other students from different grade levels were not included in this study to ensure a focused analysis on Grade 10 students specifically. The research was conducted by administering interviews to teachers. The researchers' technique allowed them to determine the impact of grade 10 students' misbehavior on their academic performance.

Instrument

First, to identify the student misbehaviors observed by the teachers and the academic performance based on the average grades during the first and second quarter, interviews were used. Then, to determine how the students' misbehavior influences academic performance of the students, documentary, and thematic analysis was used. Lastly, to identify what

intervention program may be recommended to improve student behavior and academic performances, content analysis was used.

Data Collection

The participants of the study were the advisers from each section, each adviser from all the Grade 10 sections mentioned at least three (3) students showing misbehavior. The data from the teachers was gathered confidentially through an open-ended interview. Where, the adviser mentioned at least three (3) students who they think misbehave within their classroom setting. By that, the teacher gave out the general average of those students in the first and second quarter. The data was gathered within the School Year of 2022-2023. The researchers preferred content and documentary analysis in analyzing data.

Data Analysis

In order to identify the student misbehaviors observed by the teachers and the academic performance based on the average grades during the first and second quarter, interviews were used. Then, to determine how the students' misbehavior influences academic performance of the students, documentary, and thematic analysis was used. Lastly, to identify what intervention program may be recommended to improve student behavior and academic performances, content analysis was used.

Results and Discussion

Table 1: *Common Students' Misbehaviors Observed by the Teachers in each Section from Grade 10*

<i>Common Misbehaviors</i>	<i>Frequency</i>	<i>Percentage</i>
Tardiness	10	23.26
Absenteeism	10	23.26
Using Cell Phone	6	13.95
Noisy	5	11.63
Naughty	2	4.65
Not Listening	2	4.65
Spacing Out	2	4.65
Sleeping	2	4.65
Disobedient	2	4.65
Using Vape	2	4.65

Table 1 shows the misbehaviors observed among Grade 10 students, as reported by their teachers. It is evident that a significant number of students have

engaged in various types of misbehaviors. The findings of this study reveal that absenteeism and tardiness are the most prevalent misbehaviors among Grade 10 students, occurring at a frequency of 10 (23.26%). Following this, the use of cell phones that has been observed in 6 instances (13.95%) and noisiness in the classroom with a frequency of 5 (11.63%). The remaining observed misbehaviors account for a frequency of 2 (4.65%).

The findings correlated with the study of Gonzales et al. (2019), which revealed that absenteeism has negative effects on individual students' academic progress, disrupts the classroom environment, and hinders overall student engagement and motivation. This highlights the wide-ranging implications of student absenteeism on student achievement and the effective functioning of the school system and emphasizes the importance of implementing targeted interventions to mitigate the adverse effects of absenteeism and foster a conducive learning environment. Additionally, the findings from the study of Abdullah, S. (n.d.) correlate with the idea that student absenteeism is comparable across different grade levels, suggesting that it is a consistent issue throughout a student's educational journey. This highlights the importance of addressing absenteeism from early years to higher grade levels to improve attendance and minimize its negative impact on educational outcomes.

Table 2: *Students Academic Performance Based on Their Average Grades During First and Second Quarter*

<i>Grade</i>	<i>Verbal Interpretation</i>	<i>F</i>	<i>%</i>
90 and above	Outstanding	4	7.41
85 – 89	Very Satisfactory	4	7.41
80 – 84	Satisfactory	16	29.63
75 – 79	Fairly Satisfactory	14	25.92
below 75	Did not meet expectations	16	29.63
Total		54	100
Highest Grade			94
Lowest Grade			60
Mean			77.87
Standard Deviation			7.41

Table 2 shows the students' academic performance based on the overall average of Grade 10 students within first and second quarter. With the highest average obtained in first and second quarter between 90 and above (7.41%), indicating outstanding performance. More so, the overall average grades between 80 and 84 (29.63%) and below 75 (29.63%)

over two quarters were the most frequently obtained. This indicates that a significant proportion of students with an overall average over two quarters of below 75 did not meet the expectations set for their academic performance during the specified quarters.

Students' tardiness has a detrimental impact on their final grades because they miss lessons that make them feel out of place and excluded, and bringing this behavior into their college life has a major impact on their last years of study and develops a troublesome school life. Some interventions for combating tardiness have also been stated, such as teachers imposing sanctions or giving students special consideration (Paz, n.d.).

This also proves the study of Bakana (2022), personality factors were highly associated with academic achievement where students with poor behavior received the lowest grade. However, it is important to note that not all students with good behavior necessarily receive the highest grades. Contrary to the assumption that good behavior guarantees academic success, the study findings revealed that there were cases where students exhibited poor behavior yet achieved grades between 85 and 89 (7.41%) and grades between 90 and above (7.41%), the least frequently obtained in the first and second quarters and represent very satisfactory and outstanding.

Table 3. *Observed Students Misbehaviors and Their Academic Performance*

Misbehaviors	90 and above	85-89	80-84	75-79	75 below	Total
Tardiness	4	1	2	4	5	16
Absenteeism				5	12	17
Using CP		1	2	1		4
Noisy		2	5	3	3	13
Naughty				1		1
Not Listening				2	1	3
Spacing Out			1			1
Disobedient			1		2	3
Using Vape			1			1
Arrogant					1	2
Stubborn			2	1		3
Roaming around			1		2	3
Not attentive				1	1	2
Disrespectful				1	1	2
Attention Seeker			3	2		5
Not doing activities				1	2	3
Bully			1	1		2
Messy					1	1
Interpersonal					1	1
Total	4	4	19	23	32	82

Table 3 shows the relationship between students'

misbehaviors and their academic performance. The researchers have specifically examined multiple misbehaviors displayed by the students. Among these misbehaviors, absenteeism emerges as the most common issue. The table highlights the corresponding impact of absenteeism on the students' overall average during the 1st and 2nd quarters. The data reveals a range of general averages during the two quarters wherein the highest overall average obtained by students with absenteeism falls between 75 and 79, occurring 5 times and the lowest overall average obtained was below 75, occurring 12 times.

This finding is related to the study conducted by Moldes et al., (2019) that demonstrated a clear link between high rates of student absenteeism and negative academic performance. The majority of junior high students in Grade 10 completely agree with the fact that being absent in class and failing to hand in assignments on time negatively impacts their academic performance. Extensive research consistently indicates that regular school absences have a detrimental impact on educational outcomes. Students who frequently miss school lack crucial instruction and engagement opportunities, leading to knowledge gaps and lower levels of achievement. Moreover, absenteeism can result in reduced motivation, detachment from the school community, and a lack of accountability. Addressing and promoting regular attendance is essential for enhancing academic success, as highlighted by the existing literature.

According to Respondent 1: Of course, an example is being late, when I'm already teaching, what if 30 minutes have passed? They already missed the discussions. So, if they ask their classmates, what if what they understand is different from their classmates. Sometimes there are students who don't approach. So, the lesson for them is affected, the processes that they need to understand because what you actually see is really better, the one in front of you is still different and they catch you explaining.

With relevance to Respondent 2: It greatly affects their academic performance, actually there are some of my students whom I think and believe are good at academics but since they are influenced by hanging out but as a student you already know what's right and wrong, but maybe they don't do it because of peer pressure, they tend to do things that they are not really or should i say beyond the school rules and regulation so that affects them because they are now focused and not on academics even though i think academically, they are good, so it is not affected they can do activities because they are more focused on doing that

thing, yes they are distracted. They think more that they need to be with their peers, they need to do what their peers are doing. I have this student who was top 10 then the next quarter he disappeared, so that's one example that was really affected due to misbehavior.

The responses from Respondent 1 and Respondent 2 emphasize the negative impact of student behavior, such as being late and engaging in misbehavior, on their academic performance. Respondent 1 highlights how arriving late to class leads to missed discussions and potential confusion. Respondent 2 emphasizes the distractions caused by misbehavior and peer pressure, which can divert students' focus away from academics. The example of a previously high-achieving student dropping in academic standing due to misbehavior further illustrates the detrimental effects. These insights underscore the importance of creating a conducive learning environment and implementing strategies to address behavioral issues, ultimately promoting academic success.

Recommended Intervention Programs to Improve Students' Behavior and Academic Performance

In response to student misbehaviors, teachers often employ various sanctions to address and rectify the situation. One commonly used approach is contacting parents to discuss the issues at hand. Tardiness is a prevalent concern among students, and teachers may resort to calling parents to address this issue. With a frequency of 7 (17.95%). Similarly, absenteeism is another student behavior that teachers seek to address promptly by calling the attention of parents, which occurs 7 times (17.95%) of the cases. Open lines of communication with parents can help identify underlying reasons for absenteeism and collaborate on finding effective solutions to ensure regular attendance.

In addition to addressing issues related to time management, teachers also address the use of mobile phones in the classroom. Confiscating phones is a measure taken by teachers to discourage students from using their cell phones during class time. This sanction is implemented in 3 instances (7.69%) of the total cases. By enforcing this rule, teachers aim to create a focused learning environment where students can engage actively without distractions. Noisy behavior is another misbehavior that teachers tackle to maintain an optimal learning atmosphere. In instances of noisy students, teachers may call the attention of parents, which occurs 4 (10.26%) of the cases. By involving parents in addressing excessive noise levels, teachers can work together with them to instill a sense of

discipline and respect for others' learning experiences. Teachers address the misbehavior of naughty students by calling their parents. This intervention is implemented with a frequency of 3 (7.69%) of the total cases of misbehaviors observed. By reaching out to parents, teachers aim to reinforce the consequences of inappropriate behavior and foster a partnership between home and school to support the student's behavioral development.

Through these sanctions mentioned, teachers can develop intervention programs to improve student's behavior and academic performance. Further, implementing an intervention program will help to discipline students and have proper classroom management. Barela et al. (2018) highlights the importance of implementing effective campaigns to improve student compliance with school policies and departmental guidelines. The study have shown that proactive strategies, such as regular educational sessions and visual aids, can significantly impact student behavior. Collaborative efforts with teachers, administrators, and parents have also been found to be instrumental in fostering a positive and disciplined school culture. By consistently communicating expectations and rationale, the Office of the Prefect of Discipline can align with these findings and create an environment conducive to improved compliance and a positive learning atmosphere. This result also validates the conclusion of NASSP (2017) concluding that, in order to help the students succeed, school officials needed to address the underlying social, emotional, and academic skill deficits that contributed to the students' behavioral, as well as academic difficulties. This highlights the importance of taking a comprehensive approach that considers the holistic needs of students in order to promote positive behavior and academic growth.

Conclusion

Based on the findings of the study, the study found that there are various misbehaviors observed among Grade 10 students and the findings indicate that absenteeism and tardiness are the most prevalent misbehaviors, occurring at a frequency of 10 (23.26%), followed by the use of cell phones that has been observed in 6 instances (13.95%), and noisiness in the classroom with a frequency of 5 (11.63%). Grade 10 students with poor misbehavior frequently obtained an overall average grades between 80 and 84 (29.63) and below 75 (29.63%) over the two quarters, however, study findings revealed that there were cases where students exhibited poor behavior yet achieved

grades between 85 and 89 (7.41%) and between 90 and above (7.41%). Further, the findings found that the highest general average obtained during the two quarters by students with the most common misbehavior, absenteeism, falls between 75 and 79, occurring 5 times and the lowest overall average obtained was below 75, occurring 12 times. Additionally, in response to student misbehaviors, teachers often commonly used approach is calling the attention of parents as an intervention to discuss the issues, with a total frequency of 21 in the overall misbehaviors observed.

In order to reduce misbehavior and discipline students, the researchers recommend maintaining appropriate sanctions for each misbehavior such as strengthening attendance policies and having teachers manage cell phone use during school hours. It is recommended to conduct an orientation for Grade 10 students to help them grasp the significance of misbehavior and its impact on their academic performance. A handbook for teachers should also be provided as a guide on effectively addressing and managing various misbehaviors in the classroom. Additionally, it is suggested that students avoid misbehaving and always have self-discipline.

Current study can be interpreted as a first step in the research on the impact of students' misbehavior on their academic performance. However, the results of this study should be treated with caution due to the small sample and the fact that it only focuses on the students in Grade 10. Future research could further examine the impact of the students' misbehavior on their academic performance using other grade levels as their focus. It could also contribute to a deeper understanding of the main causes of the student's misbehavior.

Moreover, researchers plans to present and publish the paper using orientation and a handbook as the main dissemination methods to share the research findings. Orientation sessions will be conducted for Grade 10 students to provide them with a broad understanding of different types of misbehaviors and their impact on academic performance. The handbook will serve as a guide for teachers on how to address and manage various misbehaviors in the classroom effectively. These dissemination methods are accessible to everyone inside the campus of Morong National. Students expect to be provided with an orientation that is convenient for them, and handbooks can be distributed for free through sponsorships from supporting organizations. The study's findings are planned to be conducted in Morong National High

School, where orientation will be utilized to demonstrate awareness on how misbehaviors cause students' academic performances to be unsatisfactory. Following that, the execution of the student handbook will provide the content on common misbehaviors, along with the corresponding sanctions as per the teachers and the school's policies and regulations.

When teachers, parents, and students have concerns about the rules, regulations, and demands of the school, they rely on the student handbook as their primary resource. It explains the rights and obligations of students as well as the consequences of breaking the regulations set by the school. Furthermore, it provides information about academic standards, graduation requirements, and extracurricular activities. By providing clear expectations for conduct and behavior, the handbook aims to promote a safe and supportive learning environment. It acts as a tool for discipline, helps students, parents, and teachers understand the negative impact of misbehavior on academic achievement, and contributes to developing a positive and encouraging learning environment for all students.

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