

Relationship between Learning Behavior and Performance of Grade 3 Pupils in Cogon Central School, Cogon Ormoc City: An Intervention Plan

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Abstract — This study determined the relationship between learning behavior and performance of Grade III pupils in Cogon Central School, Cogon, Ormoc City for School Year 2010-2011. This study assessed Grade III pupils' learning behavior in relation to their academic performance and District Achievement Test Results. This study utilized the descriptive research. This study was conducted at Cogon Central School, Cogon, Ormoc City. The research respondents of the study were the Grade III pupils and Grade III teachers of Cogon Central School. The primary tool that was utilized in this study was a validated instrument on Learning Behavior modified from the study of Susan Cabrera (2003) on Behavior Pattern among students. Results of the study showed that classroom Participation has significant associate to academic performance of pupils while ethical behavior and study habits are associated with the very good performance. The findings of the study were the bases for an improvement plan.

Keywords — *Learning Behavior; Performance of Pupils*

I. Introduction

Learning behavior is a critical success indicator in improving the performance of the learners. Various study pointed that a good learning behavior of pupils promote high success in academic performance. Thus, ethical behavior, classroom participation and study habits have brought towards improvement in teaching learning process. Learning behavior is a vital component in the success of pupils' life in any academic endeavors. The records of the performance pupils in Cogon Central School, Cogon, Ormoc City for the school year 2009-2010 showed that the Grade 3 pupils' achievement level was very low. In an interview conducted by the researcher, the teachers pointed out that most of the pupils performed very low due to lack of interest in studies, lack of participation and motivation in school activities, lack of enthusiasm in doing school work, and low compliance of classroom tasks. Hence, the focus of this study is to assess the learning behavior of the Grade III pupils.

The researcher would like to find out whether the learning behavior affects the academic performance and the District Test Results of the Grade 3 pupils in Cogon Central School. According to (Shittu, 2004).The inconsistent continuation of government programs, due to coup detat de-emphasized the continuity in the implementation of educational laws and policies since

1970's till the present time. This gradually laid the foundation of fallen standard in education at the primary and secondary school levels.

According to Xavier University research journal in College of Education (2004) the learning behavior may be taken as a determinant of academic performance, mental ability, and other school related concerns. Learning behavior teaches that learner is nothing more than a machine that responds to conditioning. One writer has summarized behaviorism in this way: “The central tenet of behaviorism is that thoughts, feelings, and intentions, mental processes all, determine what we can accomplish. Our behavior is the product of our accomplishment. We are biological machines and do not consciously act; rather we react to stimuli. In fact, Skinner goes so far as to say that the mind and mental processes are “behavioral machines” and that “behavior is part of the biology of the organism to make man successful.” Skinner also recognizes that his view strips man of his “ability to learn,” which may push his innate ability to survive and obtain his ultimate desire for success (Demar, 1981).

This study evaluated the relationship between learning behavior and performance of Grade III pupils in Cogon Central School, Cogon, Ormoc City for S.Y. 2010-2011. The findings were the bases for an intervention plan. Specifically, sought to answer the following questions:

1. What is the learning behavior of the grade III pupils in terms of:
 - 1.1 Ethical Behavior;
 - 1.2 Classroom Participation; and
 - 1.3 Study Habits?
2. What is the performance of the Grade III pupils in terms of:
 - 2.1 Academic; and
 - 2.2 District Elementary Achievement Test Results?
3. Is there a significant relationship between learning behavior and performance of the grade III pupils?
4. What intervention plan can be proposed based on the findings?

II. Methodology

Design. This study utilized the descriptive-evaluative survey type of research in gathering the responses employing the quantitative and qualitative approaches. Cogon Central School in DepEd Ormoc City is the main locale of the study. The Grade 3 Pupils of the 3 sections are the main respondents of the study and the data based on the pupils’ performance; survey forms were utilized. This research is mainly focused to gather data on: the relationship between learning behavior and performance of Grade III pupils; The Learning behavior of the pupils; Proposed intervention plan was crafted based on the findings of the study.

Sampling. There are 98 pupils who are included in the study and the primary means of reach is through Face to face and cell phones.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The proposed title and

design were submitted to the Dean of the Graduate School's Office for screening, evaluation, and approval. Upon approval, the office of the Dean of the Graduate school released approval sheet. When the office approved the research of the Dean through the assigned Adviser, the researcher began the process of data gathering. Validation of the instruments through the External Experts was sought. Orientation of the respondents was done. Answering and retrieval of the research tool followed. Different tools were given separately and were explained thoroughly. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Improvements

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division and approval of the Regional office under BERF guidelines. Orientation of the respondents both the students and the teachers and the industry partners was done separately. In the orientation, the issue on, an Informed Consent Form was accomplished prior to the Focus Group Discussion. The need for the secondary data, a written permission was sought to the principal confidentiality and anonymity was discussed requiring them not to write names on the tools and will have assigned codes instead. For Qualitative data.

Treatment of Data. The relationship between learning behavior and Grade III pupils' performance was treated through a coefficient of Contingency and descriptions (refer to appendices for the scoring and description). The data on learning behavior was presented through Simple Percentage. Performance was gathered through the use of rating rubrics and the results were treated through weighted means.

III. Results and Discussion

Table 1
Ethical Behavior of the Respondents

Indicators	Weighted Mean	Interpretation	Description
1. The pupils come to school on time.	3.54	Always	Very High
2. The pupil participates during the flag ceremony.	3.51	Always	Very High
3. The pupil respects individual differences.	2.93	Often	High
4. The pupil greets elders, school personnel and parents.	3.05	Often	High
5. The pupil cooperates in maintaining and caring the school environment.	2.98	Often	High
6. The pupil obeys the classroom rules and regulations.	2.98	Often	High
7. The pupil participates actively in the school's religious and non-religious activities.	2.98	Often	High

8. The pupil shows involvement in the community extension services.	1.56	Never	Very Low
9. The pupil shows self- confidence and initiative in school and community services.	1.69	Never	Very Low
10. The pupil wears clean school uniform and well-groomed.	3.13	Often	High
TOTAL Average Weighted Mean	2.78	Often	High

Table I shows how the pupils show their behavior to the environment in which they were exposed of different kinds of attitudes. It can be seen on the table below those indicators 1 and 2 interpreted as the learning behavior is always and 90-100% of the indicator is observed at times. Indicators 3, 4, 5, 6, 7 and 10 there weighted average interpreted as the learning behavior is often and 75%-89% of the indicator is observed at times. Indicators 8 and 9 interpreted as the learning behavior is never and 53% and below the indicator is observed at times. It is implied that the average weighted mean is 2.78 and it is interpreted as the learning behavior is often and 75-89% of the indicator is observed at times.

Table 2
Classroom Participation of the Respondents

Indicators	Weighted Mean	Interpre tation	Description
1. The pupil accepts the assigned task.	2.86	Often	High
2. The pupil freely shares ideas, opinions and suggestions.	2.14	Seldom	Low
3. The pupil respects individual differences.	2.69	Often	High
4. The pupil is interested in the subject matter.	2.90	Often	High
5. The pupil makes report, talks clear and well prepared.	1.71	Never	Very Low
6. The pupil fulfills the curriculum requirement as prescribed by the teacher.	1.91	Seldom	Low
7. The pupil maximizes his/her leisure in reading books and library research.	1.98	Seldom	Low
8. The pupil communicates well in the language used as the medium of instruction.	1.72	Never	Very Low
9. The pupil build relationships and uses the magic words such as sorry, thank you and etc.	2.51	Often	High

10. The pupil shows concern and assists the learner in need.	1.72	Never	Very Low
TOTAL Average Weighted Mean	2.21	Seldom	Low

Table 2 shows the classroom participation of the respondents. It can be seen that indicators 1, 3, 4 and 9 the weighted average interpreted as the learning behavior is often and 75-89% of the indicator is observed at times. 5, 8 and 10 indicators interpreted as the learning behavior is never and 53%, and below are observed at times. While indicators 2, 6 and 7 interpreted as the learning behavior is seldom and 54-74% of the indicator is observed at times. The average weighted mean of classroom participation of table 2 is 2.21 and interpreted as the learning behavior is seldom and 54-74% of the indicator is observed at times.

Table 3
Study Habits of the Grade 3 Pupils

Indicators	Weighted Mean	Interpretation	Description
1. I set aside a regular time for studying every day.	3.41	Always	Very High
2. Before class starts, I review yesterday's lecture notes.	2.16	Seldom	Low
3. I take time to study every day.	2.66	Often	High
4. I focus entirely on my work when I study.	2.23	Seldom	Low
5. I usually seek a quiet place to study.	2.97	Often	High
6. I enjoy learning.	3.53	Always	Very High
7. I know what time of the day I do my best studying.	2.32	Seldom	Low
8. I remember little of what I study.	1.95	Seldom	Low
9. Before I leave class, I make sure that I know what homework to do and how to do it.	3.07	Often	High
10. Because I want to remember, I listen carefully to any explanations in class.	1.89	Seldom	Low
TOTAL Average Weighted Mean	2.62	Often	High

Table 3 shows the study habits of the respondents. The data shows that indicators 1, 6 and 10 interpreted as the learning behavior is always manifested and 90-100% of the indicator is observed at times. Indicators 3, 5 and 9, interpreted as the learning behavior is mostly manifested and 75-89% of the indicator is observed at times. While indicators 2, 4, 7 and 8 interpreted as the

learning behavior is seldom manifested and 54-74% of the indicator is observed at times. In summary, the total weighted average mean of 2.62 is interpreted often as the learning behavior is often and 75-89% of the indicator is observed at times.

Table 4
Academic Performance of the Grade 3 Pupils

Description	Grades	Frequency	Percentage
Excellent	90-95	0	0%
Very Good	85-89	3	3.06%
Good	80-84	9	9.18%
Fair	75-79	86	87.76%
TOTAL		98	100%

The table shows the respondents' academic performance. It is shown on the table that there are no pupils got the grades of 90-95%. Out of 98 pupils/respondents only 3 pupils got the grades from 85-89% and it is described as very good, only 9 pupils got the grades of 80-84% as good and 86 pupils out of 98 got the grades in between 75-79% and described as fair. This means that the grade III pupils achieved satisfactorily for their academic performance for the whole school year.

Table 5
District Achievement Test Result of the Respondents

Scores	Description	Grade/Equivalent	Frequency	Percentage
111-115	Very Good	89	6	6.12%
106-110	Very Good	88	17	17.35%
101-105	Very Good	87	16	16.33%
96-100	Very Good	86	2	2.04%
91-95	Very Good	85	7	7.14%
86-90	Good	84	13	13.27%
81-85	Good	83	3	3.06%
76-80	Good	82	7	7.14%
71-75	Good	81	10	10.20%
66-70	Good	80	7	7.14%

61-65	Fair	79	5	5.10%
56-60	Fair	78	2	2.04%
51-55	Fair	77	1	1.02%
46-50	Fair	76	2	2.04%
TOTAL			98	100%

It can be seen from the table that 6.12% of the pupils got the average of 89. Out of 98 pupils only 17 or 17.35% got the average grade of 88. For an equivalent of 87, 16.33% or 16 pupils achieved the rating. Only 2 pupils or 2.04% achieved the rating of 86. 71.93% or only 7 pupils achieved the average rating of 85. There are 13 pupils or 13.27% got the average rating of 84. 3.06% or 3 out of 98 pupils achieved the average rating of 83. Only 7 pupils or 7.14% achieved the average of 82. 10.20% or 10 pupils got the average of 81. For the grade of 80, only 7 pupils or 7.14% achieved the rating. 10.20% or 10 pupils got the average of 81. 17.14 or 7 pupils achieved the rating of 80. The grade of 79, only 5 pupils or 5.10% achieved the rating. Only 2 pupils or 2.04% achieved the rating of 78. Only 1 pupil or 1.03% out of 98 got the rating of 77. Only 2 pupils or 2.04 achieved the rating of 76. The majority of the pupils gained a very good rating in DAT results. This means that the pupils are prepared and ready in taking the examinations. Furthermore, the teachers played a significant role in preparing the pupils. Conducting a review, remedial program and sample test where some of the strategies were being applied.

Table 6
Test Of Relationships Between Learning Behavior Of Grade Three Pupils
And Their Academic Performance

Variables Correlated to ACADEMIC PERFORMANCE	c	r	Computed Value or t	Table Value @0.05	Decision on Ho	Interpretation
Ethical Behavior	0.33	0.38	1.442	3.42	Accept Ho	Not Significant
Classroom Participation	0.72	0.83	5.421	3.42	Reject Ho	Significant
Study Habit	0.30	0.34	1.240	3.42	Accept Ho	Not Significant

Table 6 presents the test of relationship between the learning behavior and academic performance of grade III pupils. In the aspect of academic performance and ethical behavior, the computed value is 1.44 which is lower than the table value of 3.42 and so the hypothesis is accepted. This means that the academic performance is not significantly correlated to the ethical

behavior of the grade III pupils. The good ethical behavior of grade III pupils does not have any bearing to the fair performance of the pupils. In correlating academic performance and classroom participation, the computed value is 5.421 which is higher than the table value of 3.42 and so the null hypothesis is rejected. This means that there is a significant correlation between academic performance and classroom participation of the pupils. The fair grades of the pupils have significant bearing to the fair classroom participation of the pupils. In the aspect of academic performance and study habit, the computed value is 1.240 which is lower than the critical value of 3.42 and so the null hypothesis is accepted. This means that the academic performance is not significantly correlated to the study habits of the pupils. The good study habits of the pupils do not have significant bearing to the academic performance.

Table 7
Test of Relationships Between Learning Behavior of Grade Three Pupils and Their District Achievement Test

Variables Correlated to DAT	c	r	Computed Value or t	Table Value @0.05	Decision on Ho	Interpretation
Ethical Behavior	0.64	0.74	7.322	4.36	Reject Ho	Significant
Classroom Participation	0.34	0.39	3.121	4.36	Accept Ho	Not Significant
Study Habit	0.61	0.70	7.250	4.36	Reject Ho	Significant

Table 7 presents the test of relationship between the learning behavior and district achievement test (DAT) results of grade III pupils. In the aspect of DAT and ethical behavior, the computed value is 7.322 which is higher than the table value of 4.36 and so the hypothesis is rejected. This means that the DAT is significantly correlated to the ethical behavior of the grade III pupils. The good ethical behavior of grade III pupils has significant bearing to the good performance of the pupils in DAT. In the aspect of correlating DAT and classroom participation, the computed value is 3.121 which is lower than the table value of 4.36 and so the null hypothesis is accepted. This means that there is no significant correlation between DAT results and classroom participation of the pupils. The good performance in DAT of the pupils has no significant bearing to the pupils' fair classroom participation. In the aspect of DAT results and study habit, the computed value is 7.250 which is higher than the critical value of 4.36 and so the null hypothesis

is rejected. This means that the DAT performance is significantly correlated to the study habits of the pupils. The good study habits of the pupils have significant bearing to the good performance in DAT.

IV. Conclusion

Classroom Participation has significant associate to academic performance of pupils while ethical behavior and study habits are associated with the very good performance in DAT.

V. Recommendations

1. The proposed intervention plan should be used.
2. In the aspect of Ethical behavior the teachers and catechists will impose or plan an activity which lead the pupils join in the community activities like Novena mass, reading the gospel during mass and serving the Lord through Sacristan for the boys.
3. Give the pupils an activity that helps them cope with being afraid to talk in front of the class by assigning them as daily newscaster, giving reports on what they heard on the radio or seen in the TV.
4. Identify the resourcing activities in order to meet and provide extension services.
5. Monthly activities every grade level must have presentations for them to be expose.
6. Give the pupils an activity which leads them to visit the library.
7. The Department of Education must provide the pupils enough number of textbooks to bring it at home.
8. The school should adopt the program of DEAR Drop Everything and Read.
9. Adopt a school code of conduct that applies to all pupils. Encourage pupils to get involved by submitting their own ideas or making the code's formation a classroom project. Applying their own sense of right and wrong gives them a feeling of ownership over the rules.
10. Set up a clearly defined system of rewards for good behavior. An individual- or team-based points system with regular prizes or awards can motivate pupils to behave responsibly and act morally. Rewards may include items of educational value, such as books or any school materials. Forfeiting points is a consequence of bad behavior.
11. Furthermore, the author encourages future researchers to conduct the same study in order to test the effectiveness of the result of the study.

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