



De La Salle University – Dasmariñas
GRADUATE PROGRAM

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**CAUSES AND CORRELATES OF PUPILS' BEHAVIORAL
PROBLEMS IN SILANG DISTRICT II: BASIS FOR
FUNCTIONAL GUIDANCE PROGRAM**

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Master of Arts in Education
Major in Guidance and Counseling**

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ABSTRACT

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STATEMENT OF THE PROBLEM

The purpose of this study was to identify the pupils' behavioral problems, causes and their correlates in Silang, District II in Silang, Cavite which was used as the basis for functional guidance program.

Specifically, it aimed to answer the following questions:

1. What is the profile of the grades six pupils according to gender, number of siblings, economic status, educational attainment of parents and personality types?
2. What are the home and the school-related problems of



the respondents?

3. Are there significant differences in the level of home and school-related problems of the pupils when they are grouped according to gender, number of siblings, economic status, educational attainment of parents and personality types?

4. What are the causes of the behavioral problems among the pupils as perceived by themselves?

5. On the basis of the findings of the study, what functional guidance program can be made?

SCOPE AND COVERAGE

This study focused on the causes and correlates of pupils' behavioral problems in Silang District II for SY 2002-2003 and the functional guidance program to be undertaken.

The respondents of the study were the 290 grade six pupils of the 23 different public elementary schools in Silang District I for the SY 2002-2003.

METHODOLOGY

The descriptive survey method was used in this study. The Philippine Personality Inventory and a self-made questionnaire were used. The statistical tools applied were: frequency count, percentage, ranking, mean, t-test, and F-test.



MAJOR FINDINGS

1. Out of 290 grade six pupils, 148 or 51% were males and 142 or 49% were females; there were 128 or 44% of the pupils who had 3-4 siblings in the family; 161 or 55% of the pupils belong to the low income group; 167 or 58% of the mothers and 146 or 50% of the fathers finished high school; and 156 or 54% of the respondents were introvert while 134 or 46% of the respondents were extrovert.

2. Of the 15 home-related problems the respondents Agree that the following according to rank are their home-related problems: (a) My parents are strict and cruel- 3.77; (b) I don't have much fun with my brothers and sisters- 3.75; and (c) I always quarrel with my brothers and sisters- 3.62.

They Agree on the following items according to rank as their school related problems: (a) I cannot get along well with my classmates- 3.83; (b) There are poor lightning, ventilation, library, toilets in our school and Our school lack suitable places for study during off periods- 3.64; (c) I find most of my teachers boring and poor in teaching- 3.63; (d) My teachers are very strict, unfair and undemocratic- 3.61; and (e) My friends teach me to gamble, drink liquor and violate school rules- 3.56.

3. The computed t-ratio of 1.56 was less than the tabular



ratio of 1.960 at 0.05 level of significance using 288 degrees of freedom. Gender had no relation to home related problems of the pupils.

4. The computed t-ratio of 1.42 was less than the tabular ratio of 1.960 at point .05 level of significance using 288 degrees of freedom. Gender had no relation to school related problems of the pupils

5. The computed F-ratio of 3.23 was greater than the tabular F-ratio of 2.65 at 0.05 level of significance using 3 and 287 degrees of freedom. The number of siblings was related to the pupils' home behavioral problems.

6. The computed F-ratio of 3.08 is greater than the tabular F-ratio of 2.65 at 0.05 level of significance using 3 and 287 degrees of freedom. The number of siblings was related to the pupils' school behavioral problems.

7. The computed F-ratio of 4.54 was lower that the tabular F-ratio of 3.04 at 0.05 level of significance using 2 and 287 degrees of freedom. Family income had relation to pupils' home behavioral problems.

8. The computed F-ratio of 10.64 is lower than the tabular



F-ratio of 3.04 at 0 .05 level of significance using 2 and 287 degrees of freedom. The family income had relation to pupils' schools behavioral problems.

9. (a) As to Father's Educational Attainment

The computed F-ratio of 10.13 was greater than the tabular F-ratio of 3.04 at .05 level of significance using 2 and 287 degrees of freedom. Father's educational attainment was related to the pupils' home-related behavior problems.

The computed F-ratio of 3.76 was greater than the tabular F-ratio of 3.04 at .05 level of significance using 2 and 287 degrees of freedom. Educational attainment of the father was related to the school-related problems of the pupils.

(b) Educational Attainment of the Mother

The computed F-ratio of 4.63 was greater than the tabular F-ratio of 3.04 level of significance using 2 and 287 degrees of freedom. Educational attainment of the mother was related to the pupils' home-related behavioral problems.

The computed F-ratio of 10.49 was greater than the tabular F ratio of 3.04 | at .05 level of significance using 2 and 287 degrees of freedom. Educational attainment of the mother was related to pupils' school -related problems.



10. The computed t-ratio of 6.60 was greater than the tabular t-ratio of 1.960 at .05 level of significance using 288 degrees of freedom. Personality types of pupils were related to home-related problems of pupils

The computed t-ratio of 2.60 was greater than the tabular t-Ratio of 1.960 at .05 level of significance using 288 degrees of freedom. Personality types were related to the pupils' school-related behavioral problems.

11. Of the 30 problems identified by the respondents the following had great influence for them: (a) Strict and cruel parents (3.93); (b) Economic instability (3.90); (c) Jealousy with brothers and sisters (3.80); (d) Poor unrepresentable house and Frequent quarrels of parents (3.76); (e) Unstable peace and order (3.73); (f) Frequent quarrels with brothers and sisters (3.66); (g) Strictness of teachers and Quarrels with classmates (3.62); (h) Lack of parental love, affection and care and Sibling rivalry at home (3.55); (h) Overpopulated house environment (3.48); (i) Lack of understanding from brothers and sisters (3.47); and (j) School's poor facilities (3.46).



CONCLUSIONS

1. Majority of the respondents were males, had 3-4 siblings in the family, belonged to low income group, had parents whose educational attainment was high school level and were introvert.

2. Strict and cruel parents, not having much fun and frequent quarrels with brothers and sisters were the home-related problems of the grade six pupils.

3. The school-related problems of the respondents were: not getting well with classmates, poor school facilities, boring, poor in teaching, very strict, unfair and undemocratic teachers, and friends' bad influence.

4. The variables in the profile that were related with the home and school-related problems were: number of siblings, economic status, educational attainment of parents and personality types. Gender was the only variable that did not affect the behavioral problems of the pupils.

5. The perceived causes of the pupils' behavioral problems were: strict and cruel parents, economic instability, jealousy with brothers and sisters, poor unrepresentable house, frequent quarrels of parents, unstable peace and order, frequent quarrels with brothers and sisters, strictness of teachers, quarrels with classmates, lack of



parental love, affection and care, sibling rivalry at home, lack of understanding from brothers and sisters and school's poor facilities.

RECOMMENDATIONS

1. Guidance counselors should be vigilant in identifying pupils who are experiencing problems at home and at school, so they can accept and become strong in terms of their emotional, social and behavioral point of view.
2. The teachers who play a great role to the students in molding them become better individuals, should give them enough attention not only on their academic performance but also on their behavioral problems.
3. Parents should be aware of their role and responsibilities for their children and must be encouraged to maintain affectional bond which leads to a happy family environment.
4. A follow-up research must be conducted after two years in order to find out whether these are still their home and school-related problems and the causes of the problems
5. After the proposed functional guidance program is presented to the District Supervisor and principals she will offer to discuss it with the teachers, guidance counselors, pupils and parents for the immediate implementation.



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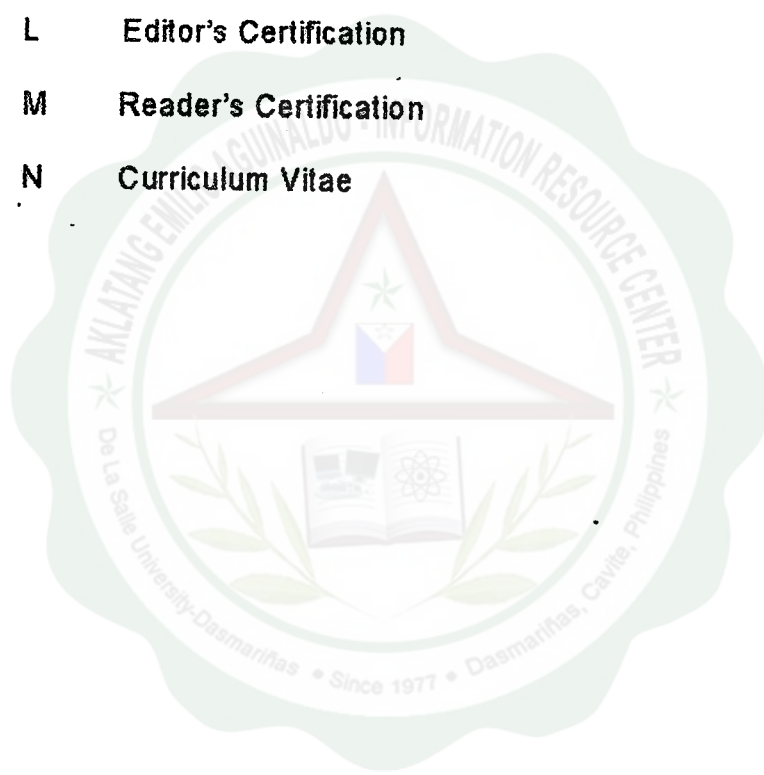
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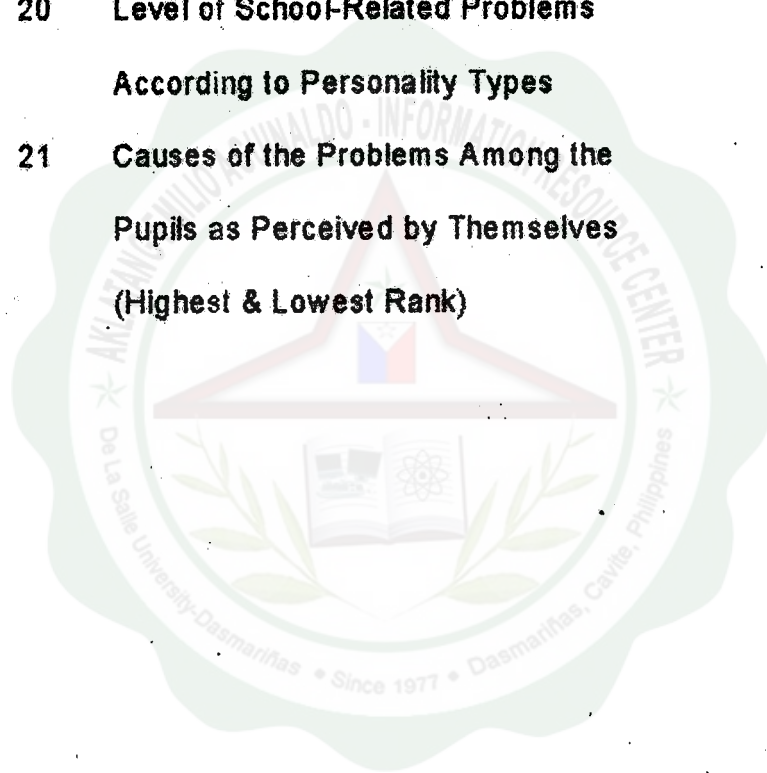
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FIGURE

FIGURE

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