

Classroom Misbehavior and Scholastic Performance in Domains of Early Childhood Development of Kindergarten Pupils in Santa Ignacia North District, Tarlac, Philippines

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ABSTRACT

This study analyzes classroom misbehavior and scholastic performance in Domains of Early Childhood Development of kindergarten pupils in Santa Ignacia North District, Santa Ignacia, Tarlac, Philippines. A sample of 189 kindergarten pupils is selected during the school year 2015-2016 for the study. The study adopts descriptive-correlational design. The kindergarten pupils' classroom misbehavior is correlated with their scholastic performance in domains of early childhood development. Statistical results reveal that while seeking attention is the topmost misbehavior of the pupils, speaking a profane language or inappropriate words are the least committed misbehavior. It also reveals that aggression, running aimlessly around the classroom, shouting inside the classroom, and temper tantrums are the misbehaviors that have a significant negative relationship with the scholastic performance of the pupils. The overall scholastic performance of the pupils in fine motor, receptive language, and cognitive domains is average. Findings also reveal that they are slightly delayed in gross motor, self-help, expressive language, and socio-emotional domains. Therefore, it is recommended among others that Kindergarten teachers should also be provided with continual exposure and training on handling classroom misbehaviors of kindergarten pupils in Santa Ignacia North District, Santa Ignacia, Tarlac, Philippines.

Keywords: *Classroom Misbehavior, Domains of Early Childhood Development, kindergarten pupils, scholastic performance*

INTRODUCTION

To ensure smooth, flowing delivery of instruction using an engaging, creative, and developmentally appropriate curriculum, a teacher must successfully address issues and barriers in learning. These barriers can be seen as classroom behavioral problems, and these may prevent the teacher from maximizing instructional time to attain holistic development among kindergarten pupils. A teacher dealing with classroom behavioral problems can lose his allotted time and instead spends it solely on taking control of the class. From informal observations of the researcher, nearly all teachers, especially in kindergarten classes, have experienced a class in which some pupils display disruptive, distracting, or defiant behavior. This

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often creates a chaotic environment that can seriously impede the learning for all pupils. When this happens, teachers have exhausted their energy without even accomplishing their goals. According to Long (2000), dealing with a misbehaving student in the class takes up a considerable teaching time, which affects the quality of the learning experience.

Surveys have generally indicated that behavior problems have become progressively more important to schools. In recent years, people have become progressively concerned about the development of antisocial behavior during early infancy, given that it has been associated with criminal and violent behavior at later stages (Losel & Bender, 2012; Tolan et al, 2013). In this line, many longitudinal studies have found indicators, visible in infancy, which enable prediction of the development of aggressive behavior during adulthood (Caspi, 2000; Loeber et al, 2003; Welsh & Farrington, 2006; Farrington, 2008). Moreover, small children who demonstrate high levels of externalizing behaviors are also at risk of suffering from scholastic difficulties later, including rejection by their peers, low academic achievement, higher risk of educational disengagement, and decreased motivation (Duncan & Magnuson, 2011; Riccio, Hewitt & Blake, 2011; Schindler *et al.*, 2015). Misbehavior can cause disturbances in the classroom and makes it difficult for pupils to enjoy the educational process and to attain holistic development.

Therefore, the Department of Education (2016) states that kindergarten teachers should guide the learners using a creative and engaging curriculum that is developmentally appropriate. According to Llego (2019), kindergarten is the stage between informal literacy and formal literacy. This is the period of greatest development, when the brain develops most rapidly, almost at its fullest (Nanit, 2020). It is a period when walking, talking, running, self-esteem, a vision of the world through exploration and moral foundations are being established. Young learners at this stage should be immersed with activities, games, and plays to acquire the skills appropriate for their holistic development as emergent literates and be ready for formal school. Moreover, Republic Act 10157, also known as the Kindergarten Education Act, supports NAEYC's mission to nurture positive approaches to learning and prepare children to acquire the skills and competencies appropriate for their holistic development.

According to Copple & Bredecamp (2012), the National Association for the Education of Young Children (NAEYC) considers the teacher's role in supporting children's development as one of their top fundamental principles. Children must function effectively in all the developmental domains (i.e., physical, social, emotional, and cognitive) to successfully adapt to school as well as societal



norms (Nanit, 2020). These domains are empirically related and inextricably intertwined in early childhood. Kindergarten is a crucial year when children's experiences nurture positive approaches to learning and prepare youngsters for more rigorous academic expectations of the primary level (Copple & Bredecamp, 2012). Scholastic performance, sometimes called educational achievement or academic performance, shows a child's progression status concerning effective learning in a formal setting. According to Ward et al (1996), academic performance or academic achievement is the extent to which a student has attained the short or long-term educational goals. The scholastic performance of the kindergarten pupils was described in terms of their achievement in the seven domains (gross motor, fine motor, self-help, receptive language, expressive language, cognitive and socio-emotional) of Early Childhood Development.

For this reason, the current study attempts to investigate the relationship between kindergarten pupils' classroom misbehaviors and their scholastic performance in domains of early childhood development at Santa Ignacia North District. The study focused on those who enrolled for the school year 2015-2016. The researcher pre-identified and then observed the following common classroom misbehaviors among kindergarten pupils: (a) seeking attention; (b) running aimlessly around the classroom; (c) disrupting classes/group time; (d) whining; (e) defiance; (f) leaving the classroom (g) temper tantrums; (h) shouting inside the room; (i) aggression; (j) clinging; and (k) profane language/inappropriate words. Hence, the purpose is to examine Classroom Misbehavior and Scholastic Performance in Domains of Early Childhood Development of Kindergarten Pupils in Santa Ignacia North District, Tarlac, Philippines. Specifically, this study aimed at:

- (a) Describing kindergarten pupils in terms of classroom misbehaviors and achievement in domains of early childhood development,
- (b) Finding the relationship of kindergarten pupils' classroom misbehavior to scholastic performance in domains of early childhood development, and
- (c) Drawing implications of the study to early childhood education.

MATERIALS AND METHOD

A descriptive-correlational design was used in the study to determine if there was a significant relationship between kindergarten pupils' classroom misbehavior to achievement in domains of early childhood development. Observations were conducted to further come up with substantial information for its implications to



Early Childhood Education. The population of 360 pupils of Santa Ignacia North District, Santa Ignacia, Tarlac, the Philippines during the school year 2015 – 2016 was reduced to a sample size of 189 kindergarten pupils, as computed using Slovin’s formula at 0.05 alpha level. Also, of the 189 kindergarten pupils, eight (8) teachers were considered.

The researcher used systematic sampling in identifying the individual kindergarten pupils in the study. Systematic sampling is used wherein the samples are drawn from a population in random order; thus, the formula of the variance estimator of the mean under simple random sampling without replacement is utilized. A list of kindergarten pupils was given to the researcher. From the list, the samples were drawn by systematic sampling.

The instrument used for the data collection was a checklist to elicit information on the frequency of classroom misbehaviors. Six-month observations were conducted on achievement in domains of early childhood development of the kindergarten pupils. The data were elicited through the results of the 2nd assessment period of the Early Childhood Development Checklist.

The Early Childhood Development Checklist is the instrument used by kindergarten teachers in public schools. The Checklist is divided into seven domains: Gross Motor, Fine motor, Self-Help, Receptive Language, Expressive Language, Cognitive, and Social-Emotional. The Checklist has specific indicators in each domain. Each pupil will perform the indicators to examine their scholastic performance in each domain. Each indicator or behavior successfully performed or responded to by the pupils will be marked as ‘present,’ otherwise ‘not yet present’. Some indicators indicated that the parental report sufficed. The indicators or behaviors which are present will be counted as raw scores of a pupil in each domain. The raw scores were converted through the Scaled Score Equivalent Raw Scores Table in the ECD Checklist.

The Mean Scaled Scores of pupils are interpreted as follow:

Mean Score	Interpretation
1-1.8	Suggest significant delay in development
1.9-2.6	Suggest slight delay in development
2.7-3.4	Average development
3.5-4.2	Suggest slightly advanced development
4.3-5.0	Suggest highly advanced development

For ethical concerns, the researcher first asked permission from the Division Superintendent of Tarlac Province then from the District Supervisor of Santa Ignacia North District, Santa Ignacia, Tarlac, and the respective principals before gathering data. Also, consent was secured from the parents of kindergarten



pupils who are the subjects of the study. When the permission was approved, the researcher went to the respective kindergarten teachers regarding the distribution of the questionnaire and the collection of data.

The questionnaire was distributed to the teachers, which were used to elicit data in terms of the pupils' frequency of classroom misbehaviors. Observations were also conducted to validate the information provided by the teachers. Data gathered were analyzed and interpreted after subjecting them to statistical treatments.

Simple frequency counts and percentages were used in the study. It made use of the correlational approach in the presentation of the data. Tables and figures were utilized to give the reader a comprehensive picture of the gathered data and information. The data gathered ensured their validity and reliability. The data were organized and analyzed following the presentation of the specific problems. The mean percentage was used, and Pearson Product Moment Correlation Coefficient to properly and accurately analyze data gathered. To get the percentage of the frequency distribution, the given frequencies were divided by the total number of frequencies distribution; the given frequencies were divided by the total number of frequencies or the number of population, and the quotient was then multiplied by one hundred (100). In identifying the correlation of the scholastic performance in domains of early childhood development with the Classroom Misbehavior of the kindergarten pupils, the Pearson Product Moment Correlation Coefficient was used.

RESULTS AND DISCUSSION

Classroom Misbehaviors

Classroom misbehaviors are behaviors that are considered inappropriate for the setting or situation in which it occurs. These also refer to unacceptable behaviors inside the classroom, such as aggression, clinging, defiance, disruption of classes, leaving the classroom without permission, and alike.

It is shown in Table 1 that seeking attention is the topmost classroom misbehavior being committed by the kindergarten pupils. This means that most of the kindergarten pupils commit overtly frequent and unnecessary verbal or non-verbal demands or requests for a teacher's and/or classmates' attention. According to Essa (2007), to be noticed by the teacher or their peers, they are willing to accept pain and humiliation as well as punishment. When no longer satisfied with small amounts of attention, the pupil becomes a show-off, a nuisance, or the class clown. Attention is one of the most common goals for



youngest children. Children who seek excessive attention are often a nuisance in class. They distract their teachers by showing off, being disruptive, being lazy, asking special favors, needing extra help on assignments, asking irrelevant questions, throwing things around the room, refusing to work unless the teacher is right there, or being overly eager to please. They seem to function appropriately only as long as they have their teachers' approval. Teachers often respond to these children by giving them too much attention-reminding them often, coaxing them, showing pity for them, or feeling annoyed at them.

Table 1: Classroom Misbehavior of the Kindergarten Pupils in Santa Ignacia North District, Santa Ignacia, Tarlac, Philippines

Classroom Misbehavior	F	%	Rank
Seeking attention	91	48.15	1
Running aimlessly around the classroom	81	42.86	2
Disrupting classes/group time	75	39.68	3.5
Whining	75	39.68	3.5
Defiance	73	38.62	5
Leaving the classroom	72	38.1	6.5
Temper tantrums	72	38.1	6.5
Shouting inside the room	70	37.04	8
Aggression	67	35.45	9
Clinging	61	32.28	10
Profane language/ Inappropriate words	44	23.28	11

Running aimlessly around the classroom falls on the second rank. This means that kindergarten pupils frequently run around the classroom with no evident purpose instead of taking part in a game or activity. Tied for the third rank were whining and disrupting classes/group time. The former misbehavior is the deliberate action of a pupil, such as making noise, trouble, and quarrel; it also causes interruptions that upset group activities or class discussion. The latter is misbehavior wherein a pupil relies on teachers/adults for almost everything – food, drink, love, toys, and transportation. A pupil has to get an adult's attention to obtain the things he needs.

Furthermore, whining refers to a learner who feels powerless; he/she is pitching his/her request in higher and higher tones – repetitively – to get the attention of others (Babycenter, 2008). Pupils may have discovered the (excruciating) magic of whining - if they keep at it long enough, they might just transform a “no” into a “yes.” By itself, the act of whining does not mean your pupils are spoiled. This may be a low-grade form of crying. And like crying, it is most likely to occur when kids are tired, hungry, bored, sick, not getting enough



attention, or told “no.” This annoying habit occurs most often between ages three and six, but how long whiners continue to whine depends on their teacher’s reaction to it. After whining, if they get what they want, they tend to whine again (Essa, 2007).

On the other hand, among the top three least committed classroom misbehaviors were aggression, clinging, and profane language/inappropriate words. This means that few of the pupils keep themselves close to the teacher, such as following, hugging, grabbing, or holding onto clothing. Many young children hug their teacher, and such behavior is not considered inappropriate. Yet, it is deemed inappropriate when it happens at an unusually frequent level; it involves constant clinging to the teacher’s body. This constant clinging behavior presents a problem to the teacher in that it restricts her ability to manage and/or interact with other children and is therefore deemed inappropriate. Also, this further revealed that few of them utter unpleasant words against someone and hurting other children in a variety of ways such as hitting, kicking, biting, pinching, punching, and wrestling.

Scholastic performance in Domains of Early Childhood Development of Kindergarten Pupils

The scholastic performance of the kindergarten pupils was described in terms of their achievement in the seven domains – gross motor, fine motor, self-help, receptive language, expressive language, cognitive, and socio-emotional. It is shown in table 2 that in terms of their Gross Motor Domain, the majority or among the 189 kindergarten pupils have average development; few of them were significantly delayed and slightly delayed in development; and, no pupil attained slightly advanced development. This means that the majority of the kindergarten pupils’ ability to control and coordinate body movements involving large muscle groups such as walking, running, skipping, jumping, and climbing is average in development.

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Table 2: Scholastic performance in Domains of Early Childhood Development of Kindergarten Pupils

Domains	Significant delay in development		Slight delay in development		Average development		Slightly advanced development		Total	
	F	%	F	%	F	%	F	%	F	%
Gross Motor	40	21.16	34	17.99	115	60.85	0	0	189	100
Fine Motor	3	1.59	11	5.82	175	92.59	0	0	189	100
Self-help	92	48.68	50	26.46	47	24.87	0	0	189	100
Receptive Language	17	8.99	41	21.69	131	69.31	0	0	189	100
Expressive Language	22	11.64	147	77.78	20	10.58	0	0	189	100
Cognitive	20	10.58	30	15.87	137	72.49	2	1.06	189	100
Socio-emotional	49	25.93	72	38.10	68	35.98	0	0	189	100

In terms of Fine Motor Skills, most of the pupils attained average development while the least of them have a significant delay in development; few of them were slightly delayed, and no one achieved slightly advanced development. It can be viewed that the ability to control and coordinate hand and finger movements such as (a) copies a simple pattern of different basic shapes (b) draws a human figure without prompts (c) draws a house without prompts using geometric forms, and (d) colors with strokes staying within the lines among almost all of the pupils are average in development.

In the Self-help domain, almost half of the pupils have significantly delayed development; and, a few of them were slightly delayed and averagely developed. This means that the majority of the pupils are very weak in terms of their ability to become independent in performing tasks such as learning to dress oneself, feed oneself, using the toilet, brushing teeth, bathing, tying shoes.

Receptive language delineates the understanding of language “input.” It includes the understanding of words and gestures. It goes beyond just vocabulary skills, yet also the ability to interpret a question as a question, the understanding of concepts like “on.” With this, the majority of the pupils were averagely developed; and, a few of them were slightly delayed and significantly delayed in development. This means that few of the pupils are very weak in terms of their ability to understand both forms of communication (verbal and non-verbal).

In terms of expressive language, the majority of the pupils have a slight delay in development while few of them have a significant delay in development and average development. It can be viewed that the majority of the kindergarten pupils were weak in their ability to use words and gestures to express their thoughts and feelings, for example, draw and tell a story about the drawing.



Expressive language means simply the “output” of language and how one expresses his or her wants and needs (North Shore Pediatric Therapy, n.d.). This includes words and the rules of grammar that prescribe how words are combined into clauses, phrases, sentences, and paragraphs. It also includes the use of gestures and facial expressions. It is important to make the distinction between expressive language and speech production. Speech production refers to the formulation of individual speech sounds using one’s lips, teeth, and tongue. This differs from one’s ability to formulate thoughts that are expressed using the appropriate word or combination of words. The concern about a child’s language development must consider both how they respond to directions provided, as well as the words and the combinations they use. Credit must also be given to the gestural cues and facial expressions that pupils use and react to as it is an early-developing and important skill. It is further shown in Table 2 that the only domain with slightly advanced children is the Cognitive Domain. Only two kindergarten pupils were slightly advanced while the majority of them were under average development; few of them were under significant delay and a slight delay in development. With this, it can be interpreted that very few among the pupils are strong in their ability to understand concepts and their logical relations and to manipulate them to arrive at new ideas or conclusions.

Lastly, young children are always processing information about their world through exploration. They do both structured and unstructured activities, play, and interact with others. These experiences of young children develop their understanding and abilities in such areas as Math, Science, and Language. The mind of a young learner absorbs information like a sponge (The Children’s House, n.d.). As shown in Table 2, some pupils were averagely developed and slightly delayed in their socio-emotional domain, while few of them were significantly delayed in development. This means that few of the pupils are weak in their ability to know one’s self, understand and express feelings, and relate to others.

Table 3: Overall Scholastic performance of the Kindergarten Pupils in Domains of Early Childhood Development

Domains	Mean	Description
Gross Motor	2.40	Suggest Slight Delay in Development
Fine Motor	2.91	Average Development
Self-help	1.76	Suggest Slight Delay in Development
Receptive Language	2.60	Average Development
Expressive Language	1.99	Suggest Slight Delay in Development
Cognitive	2.64	Average Development
Socio-emotional	2.10	Suggest Slight Delay in Development



Table 3 revealed that in terms of Gross Motor, it could be interpreted that the kindergarten pupils are weak in this developmental domain. During the assessment, only a few among the skills/activities prescribed by the Checklist gross motor domain were accomplished. Some of these skills/activities were: climbing on a chair or other elevated pieces of furniture like a bed without help, walking backward, running without tripping or falling, walking upstairs with alternate feet without holding the handrail, and moving a body part as directed. It is alarming that learners are delayed in this domain of learning, considering the study of the National Research Council (2012), which states that motor and sensory developments are crucial for both every day and classroom activities that contribute to early learning, cognitive development, and eventually academic achievement. With this, it is necessary to strive for the improvement of the kindergarten pupils' gross motor skills through enrichment learning opportunities that can be provided by teachers and can be reinforced by parents/guardians at home.

With regard to Fine Motor, it can be viewed that the kindergarten pupils have average development in this domain. The result of the assessment revealed that the pupils accomplished an average number of skills/activities. Such skills/activities were: picking up objects with thumb and index finger, displaying a definite hand preference, putting small objects in/out of containers, holding a crayon with all the fingers of his hand making a fist (that is, palmar grasp), scribbling spontaneously and the likes. One study found that fine motor skills were strongly related to later achievement (Grissmer et al., 2010). Considering their achievement, kindergarten pupils have normal fine motor skills. Since their achievement in this domain was elicited from the 2nd assessment period, teachers have ample time to raise the bar of the pupils' scholastic performance in fine motor skills because this domain has strongly linked to later achievement.

The self-help domain of the kindergarten pupils has the least computed mean. This can be interpreted that this is the weakest domain of the pupils. This further viewed that during the assessment period, many skills/activities such as feeding self with food (such as biscuits, bread) using fingers, eating without need for spoon-feeding during a meal, bathing, drinking from a cup with spillage, dressing without assistance except for buttons and tying, going to the designated place to urinate (pee) or move bowels (pooh) and never does this in the underpants and the likes were not accomplished successfully.

In terms of receptive language, Table 3 shows that the pupils have average development. This can be viewed that the kindergarten pupils performed some of the skills successfully. These were pointing to a family member, pointing to 5



body parts, pointing to 5 named objects, following one-step instructions that include simple prepositions (such as, in, on, under, etc.), and following 2-step instructions that include simple prepositions.

The interrelatedness of the domains is evident in the study conducted by the National Research Council (2015). It states that awareness of the benefits and pitfalls of the language used by adults is essential for people who interact with learners. According to the Committee on the Science of Children from Birth to Age 8: Deepening and Broadening the Foundation for Success (2015), the language used by adults affects the learning and cognitive growth of learners in many subtle ways. Labeling is a strong way to foster conceptual development. Simple labels can help children unify diverse things into coherent categories but can also have the unintended consequence of reinforcing concepts that are not desirable.

Table 3 revealed that the pupils have a slight delay in expressive language development. This can be interpreted that during the second assessment of the Checklist, very few of the activities were performed correctly by the pupils. Some of these were using 5-20 recognizable words, naming objects in pictures, asking “who” and “why” questions, giving an account of recent experiences (with prompting) in order of occurrence using past tense and the likes.

Table 3 also revealed that the cognitive domain of the pupils falls under average development. Looking at the direction of a fallen object, matching objects, sorting based on shapes, arranging objects according to size from smallest to biggest, naming three animals or vegetables when asked, assembling simple puzzles, and the likes are the skills to be performed. It can be viewed that only some of these were successfully performed by the pupils.

National Research Council (2012) emphasized that learning begins prenatally; children are not only “ready to learn” but already actively learning, which started when they are born. From birth, children’s minds are curious and active, and early thinking is insightful and obscure. Many of the foundations of complex forms of learning, including those crucial to academic success, are established in the earliest stages of life. Development and early education can be supported continuously as a child develops, and early knowledge and skills inform and influence future learning. When adults understand how the mind grows, how active inquiry and learning are children’s natural inclination, and what progress learners make in their cognitive abilities, they can nurture cognitive growth by supporting learner’s active engagement with new learning experiences and by providing developmentally appropriate opportunities of new learning through responsive, safe, and sustained caregiving relationships.



Lastly, the socio-emotional development of the pupils is slightly delayed. This means that only a few of the skills were successfully performed by the kindergarten pupils during the assessment. Some of these skills/activities were playing alone but like to be near familiar adults, demonstrating respect for elders sharing toys with others, identifying feelings in others, helping with family chores (such as wiping tables, watering plants, etc.), and other activities prescribed by the Checklist. Pupils who are unable to self-regulate have emotional difficulties that may hamper learning. Just as with younger pupil, significant adults in a child's life can help the child learn to self-regulate (Tomlinson, 2014).

If this is so, it is necessary to analyze the socio-emotional domain of children. Socio-emotional development contributes to the growth of emotional security that enables young children to completely capitalize themselves in new learning and to the growth of cognitive skills and capacities that are important for education. These capacities are vital because knowledge is inherently a social process. Young learner's relationships - with parents, teachers, and peers as well as the members of the community - are central to the learning experiences that underwrite their later success (National Research Council, 2012).

It is alarming that pupils are slightly delayed in this domain. In this regard, teachers, parents, and other stakeholders must work hand in hand for its improvement. Parents have a significant function in the development of character and values of children; this starts at home. Building good character and values which are intertwined in socio-emotional skills are best learned through role modeling. Teachers, on the other hand, have a role in reinforcing taught values and socio-emotional skills in the classroom. A person who has direct contact with a child can affect his/her socio-emotional development - (how they were treated, valued, and cared for).

As a whole, it is shown in Table 3 that in terms of kindergarten pupils' scholastic performance, no development domain of learning of kindergarten pupils reached the slightly and high significance. Since the scholastic performance of kindergarten pupils presented is the result of the 2nd assessment period of the Early Childhood Development Checklist, it can be viewed that they are still in the process of developing their domains of learning. Development does not happen on an overnight basis; it takes time to reach their holistic stage. Hence, the kindergarten teachers, in collaboration with family and the community, may still have time to develop the performance of the pupils.



Relationship of Kindergarten Pupils' Classroom Misbehavior to their Scholastic performance in Domains of Early Childhood Development

The overall scholastic performance of kindergarten pupils, which covered the domains of gross motor, fine motor, self-help, receptive language, expressive language, cognitive and socio-emotional, was correlated to the frequency of committing classroom misbehavior.

Table 4: Relationship between Scholastic performance in Domains of Early Childhood Development and Classroom Misbehavior of Kindergarten Pupils

Classroom Misbehavior	r	cv	Interpretation
Aggression	-0.14764	0.143	Negatively Significant
Clinging	0.063019	0.143	Not Significant
Defiance	0.104754	0.143	Not Significant
Disrupting classes/group time	-0.05054	0.143	Not Significant
Leaving the classroom	-0.05517	0.143	Not Significant
Profane language/ Inappropriate words	-0.13437	0.143	Not Significant
Running aimlessly around the classroom	-0.16479	0.143	Negatively Significant
Seeking attention	-0.13135	0.143	Not Significant
Shouting inside the room	-0.16525	0.143	Negatively Significant
Temper tantrums	-0.20998	0.143	Negatively Significant
Whining	-0.09882	0.143	Not Significant

Shown in Table 4 are the computed Pearson Product Moment Correlation Coefficient and the critical value of Scholastic performance in Domains of Early Childhood Development (DECD) to classroom misbehavior. The critical value of r at 0.05 degree of error was 0.143. The computed value of r for scholastic performance and aggression was -0.14764. Since the computed absolute value of r was more than the critical value, this only means that there was a significant relationship between scholastic performance and aggression; the negative sign of the computed r means that there was a negative sign; when the frequency of committing aggression among kindergarten pupils increases their scholastic performance decreases and vice versa. This can be interpreted that when a pupil increases the frequency of hurting other children in a variety of ways such as hitting, kicking, biting, pinching, punching, and wrestling, his/her scholastic performance decreases. Likewise, running aimlessly around the classroom, shouting inside the classroom, and temper tantrums had a significant negative relationship with scholastic performance. This means that when the frequency of these pupils' misbehaviors increases like running about the room with no evident purpose, instead of taking part in a game or activity and/or throwing himself/herself bodily on the floor, kicking, pounding fists, crying, screaming, and other



dramatic actions carried out in reaction to an upsetting event, their scholastic performance in DECD decreases and vice versa.

In all other classroom misbehaviors such as clinging, defiance, disrupting classes/group time, leaving the classroom, profane language/inappropriate words, seeking attention, and whining, the computed r values were lesser than the critical value. This only means that there was no significant relationship between scholastic performance and all the other classroom misbehaviors. Furthermore, statistical results show that kindergarten pupils keep close to the teacher - following, hugging, grabbing, or holding onto clothing; fail or refuse to follow reasonable requests, directions and instructions from the teacher and other authorities; going out of the classroom without teacher's permission; utter unpleasant words against someone; and/or, feel powerless and is pitching his request in higher and higher tones – over and over again – to get someone's attention; these misbehaviors had no significant relationship with their performance.

Implications of the Study to Early Childhood Education

The child is the heart of the educational system. His holistic development is the primary focus of the home and school as well as leaders in the academe. Thus, a child's behavioral make-up is a factor to be considered, as it influences the acquisition of holistic development. This study focused on the significant relationship of classroom misbehavior and scholastic performance in DECD of kindergarten pupils at Santa Ignacia North District enrolled for the school year 2015-2016. This study has several implications for preschool education.

It can be viewed from the findings that the kindergarten pupils are still in the process of developing their domains of learning since no developmental domain of learning reached the slightly and highly significant level; four out of the seven domains are under slight delay in development while the remaining three are under average development—these domains are equally important. Walking, running, jumping, and climbing are just important for a child as learning the ABC's. Each of these domains is also interrelated. When a child starts to give an account of recent experiences, he will also be enhancing his cognitive abilities. Learning new words will encourage a child to participate more in social situations. Observing children in a few minutes will shed light on how each domain affects the others.

One of the findings of the study revealed that seeking attention is the topmost misbehavior being committed by kindergarten pupils. With this, it is



important to be aware of how a teacher is affected by the child's behavior. All children need attention. When a child requests an undue amount of attention, it is easy for the teacher to get exasperated and then give attention in negative ways. If he/she tried of the constant requests, the teacher might respond in a cross manner. The child is thus reinforced negatively for seeking attention. The teacher may begin to avoid the child because she requests such a large share of time. The teacher may rarely attend to this child except when the child is asking for attention. The child does not get reinforced for appropriate behavior that occurs during the times when she is not seeking attention. The child also learns that the only way to get attention is to pester the teacher. The child does this more because she wants attention. As a result, the child feels negative about herself as a person since the teacher's attention is neither spontaneous nor positive.

Statistical analysis revealed that classroom misbehaviors (such as aggression, running aimlessly around the classroom, shouting inside the room, and temper tantrums) have a significant negative relationship with the scholastic performance of the kindergarten pupils. With this, since the Kindergarten Education Act supports NAEYC's mission to nurture positive approaches to learning and prepare children to acquire the skills and competencies appropriate for their holistic development, it is the main responsibility of kindergarten teachers to minimize or possibly improve on the classroom misbehavior of kindergarten pupils.

CONCLUSION AND RECOMMENDATIONS

This study primarily aimed to determine the relationship of kindergarten pupils' classroom misbehavior and their scholastic performance in domains of early childhood development at Santa Ignacia North District, Tarlac, Philippines, enrolled during the school year 2015-2016. The present study is unique and will fill the gap in classroom misbehavior and scholastic performance studies since it does not only focus on the academic or cognitive domain of early childhood development but all domains of development. Hence, the findings are significant and essential as additional empirical results of those researches conducted to look at the relationship of classroom misbehavior to scholastic performance in all domains of pupils, highlighting early childhood education, particularly kindergarten education.

The findings further revealed that seeking attention is the topmost classroom misbehavior being committed while profane language/inappropriate words are the least committed classroom misbehavior. On the other hand, the



overall scholastic performance of the kindergarten pupils in fine motor, receptive language, and cognitive domains is average. Meanwhile, they are slightly delayed in gross motor, self-help, expressive language, and socio-emotional domains. These domains of learning are interrelated to one another; these have equal importance and significance to the attainment of holistic development. Thus, it is necessary to improve domains, especially delayed ones.

Also, aggressions, running aimlessly around the classroom, shouting inside the classroom, and temper tantrums of kindergarten pupils have a significant negative relationship to their scholastic performance in Domains of Early Childhood Development. Hence, it concludes that classroom misbehavior has an insignificant relationship with the scholastic performance of pupils not only to elementary but also as young as kindergarten pupils.

With this, it is recommended to consider these variables for future research direction. Also, further research has to be conducted considering other localities and wider scope for more conclusive findings as well as other research designs. It is also recommended that the home and school should strengthen partnerships towards the improvement of kindergarten pupils' behaviors, which have a significant relationship to their scholastic performance. Meanwhile, school administrators may provide kindergarten teachers with continual exposure and training on classroom management, specifically handling classroom misbehaviors of kindergarten pupils for them to maximize their scholastic performance in domains of early childhood development and for more productive instructional time.

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