Full Length Research Paper

An inventory of students’ aggression in the classroom shewing the landscape of the 21st century education

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ABSTRACT

The society inside the classroom is very challenging most especially in the Philippines where the ideal classroom size remains untrue. This picture is happening from the basic education level to tertiary level and sometimes even in the graduate level. This is a generic description of public schools or state universities in the Philippines. It is also expected that the classroom environment is heterogeneous. Also, the researcher used both the quantitative and qualitative methods of research. He interviewed high school teachers and asked them to answer a checklist which was decoded and tabulated. The study concluded that the following prevent students’ aggression in the classroom: strict implementation of rules and regulations, familiarization of the homeroom rules, consideration to the students’ individual differences, teacher’s punctuality and patience, motivation and reinforcement, and mastery of the subject. However, the following actions escalate students’ aggression: teacher’s unresponsiveness, numerous tasks, unmonitored classroom, corporal punishment, and unclear statements. Moreover, the following are the behaviors and actions that were observed in the classroom that may lead to aggression: social isolation, bullying, derogatory comments, verbal abuse, threats, theft, gossip and angry outburst to name a few.

Keywords: Aggression and 21st Century Education

INTRODUCTION

It is imperative for every teacher to be equipped with great administrative skills. Since, a classroom is considered as an environment involving diverse individuals including culture, norm and behavior. Thus, being an educator is neither limited to the delivery of each lesson; enhancement of students’ skill nor development of competency. Instead, it is a profession that needs an integration of either academic skills such as teaching and learning; and management or administrative skills.

The society inside the classroom is very challenging most especially in the Philippines where the ideal classroom size remains untrue. This picture is happening from the basic education level to tertiary level and sometimes even in the graduate level. This is a generic description of public schools or state universities in the Philippines. It is also expected that the classroom environment is heterogeneous. It is where the students are in the extremes both positively and negatively. Students are classified as good, bad and indifferent. It is anticipated that teachers treat those identified bad learners very special over the others. These students were branded as aggressive because anger, frustration, depression and embarrassment were established in their personalities. Therefore, it is an understatement that these students are victims of the society where they are
III. What are the student's behaviors and actions that can be observed in the classroom/ school?

IV. What are the student's behaviors and actions that may lead to aggression?

METHODOLOGY

The researcher inquired (9) nine Part-time Instructors from the two satellite campuses of the university in Northern Luzon. Two of the respondents are from Cabiao, Nueva Ecija Campus and the other seven (7) respondents are from the Sta. Maria, Bulacan Campus. The respondents are high school teachers as well. The researcher used an adapted questionnaire and it was composed of two open-ended questions and a checklist with two questions. The responses were tallied and treated using the percentage formula.

\[ P = \frac{f}{N} \times 100 \]

The researcher administered survey to identify the classroom strategies, teachers' behaviors and teachers' skills and knowledge which may escalate or prevent students' aggression. Also, the survey identified students' behaviors which are present in the classroom and behaviors that may lead to aggression. Through this the beneficiaries such as teachers and students will be conscious with the characteristics of the triadic elements of teaching and learning. Thus, they can provide a better learning environment.

RESULTS AND DISCUSSION

This page will reveal the responses of the respondents to the adapted questionnaire. The respondents were asked about the teacher's behaviors and actions that may help to prevent delinquency inside the classroom; the possibilities that the teacher’s behaviors and actions may escalate delinquency inside the classroom; the student's behaviors and actions that can be observed in the classroom/ school; and the student's behaviors and actions that may lead to aggression.

Table 1 shows that the teacher must be enthusiastic in providing a good learning environment to the students. Respondents said that the classroom management characteristics such as strict implementation of the rules and regulations; help the students to be familiarized with the homeroom rules; the teacher must be patient; must consider individual differences; must be punctual and must practice close monitoring will help the students to overcome the possible causes of aggression. Also, the individuals including teachers are expected to have a decrease in personal attraction and increase in personal rejection to those students who are starting to experience social problems and these negative responses are likely to grow stronger over time (Mullins et al., 1995 as cited in Spaulding 2005). This is the concern of every nation today not just in the Philippines but in the other countries as well. Aggressive students might not be given appropriate attention resulting to a more deterring situation.

Students with social, emotional and/or behavioral problems are greatly affected by the way others respond to them and to the feedback they receive (Pace, 1999). Hence, determining strategies to help teachers prevent and/or respond to such behavior of students or situation inside the classroom is essential; because this must be addressed appropriately.

In the whole educative process, it is observable that there is a Triadic Elements of Teaching and Learning. These are the teacher, the learner and the teaching and learning strategies. Among these elements the most important is the learner. He is the soul of the whole process. Learner’s characteristics include age; maturity; grade level; health; abilities; family background; experiences; and motivation and culture including values and attitudes (Delos et al., 2010). These really influence the educative process in a very large scale.

However, the teacher is the key factor in the process, because he designs the learning environment for the students (Delos et al., 2010). This only means that the teacher should adjust to the students' characteristics by providing them an encouraging learning environment. Thus, addressing individual differences is very important.

Hence, individual differences or personalities of learners should be considered in designing a learning plan-approach, design and procedure (Brown, 2001). Also, teachers should master management or administrative skills equally with the skills related to the subject matter.

This study entitled An Inventory on Students’ Aggression in the Classroom Shewing Education in the 21st Century specifically aimed to answer the following questions:

I. What are the teacher's behaviors and actions that may help to prevent delinquency inside the classroom in terms of:
   A. Classroom Management
   B. Behavior and
   C. Skills and Knowledge?

II. What are the possibilities that the teacher's behaviors and actions may escalate delinquency inside the classroom in terms of:
   A. Classroom Management and
   B. Behavior?
behavior of the teachers will help de-escalating aggression such as being a role model and providing a reward or consequences for every desirable and undesirable deed. The respondents also mentioned that by showing mastery on the subject – on a particular skill or being knowledgeable will help the teacher gain more respect. Thus, preventing to be a victim of students’ aggression or preventing students to develop aggression.

Table 2 shows that classroom management strategies and teachers’ behavior may promote if not develop students’ aggression.

Respondents enumerated several classroom strategies which may promote aggression. These are: being unresponsive to undesirable behavior of the students; giving numerous assignments and unmonitored classroom. Likewise, they said that teachers’ behavior is really essential in developing values to students. They cited several behaviors that lead aggression such as giving corporal punishment, unresponsive to students’ need, providing unclear statements that lead to misinterpretation, tardiness and being disrespectful.

Table 3 shows different behaviors that can be observed in the classroom. These are bullying with 88.89%; gossiping with 66.67%; coming in late and leaving too early and exhibits improper clothing with 55.56%; vulgar, obscene language or gestures, serious discipline problems, verbal abuse and angry outburst with 44.44%; vandalism with 33.33%; derogatory comments, theft, disrespectful of authority and harassment with 22.22%; and weapon possession and gang membership or activities with 11.11%.

Table 4 shows the students’ behaviors that may lead to aggression. These are: verbal abuse with 88.89%; disrespect of authority and vulgar, obscene language or gestures with 55.56%; bullying, gang membership or activities and physical fights with 55.56%; derogatory comments, threats, harassment, gossip and angry outburst with 33.33%; and coming late and leaving early and social isolation 22.22%.
Table 3. Frequency and Percentage Distribution of the Respondents in terms of Student’s Behaviors and Actions that can be observed in the Classroom

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Isolation</td>
<td>5</td>
<td>55.556</td>
</tr>
<tr>
<td>Bullying</td>
<td>8</td>
<td>88.889</td>
</tr>
<tr>
<td>Derogatory Comments</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>4</td>
<td>44.444</td>
</tr>
<tr>
<td>Stealing/ Theft</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Coming in Late and Leaving Early</td>
<td>5</td>
<td>55.556</td>
</tr>
<tr>
<td>Disrespect of Authority</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>1</td>
<td>11.111</td>
</tr>
<tr>
<td>Vandalism</td>
<td>3</td>
<td>33.333</td>
</tr>
<tr>
<td>Exhibits Improper Dress or Clothing</td>
<td>5</td>
<td>55.556</td>
</tr>
<tr>
<td>Gang Membership or Activities</td>
<td>1</td>
<td>11.111</td>
</tr>
<tr>
<td>Harassment</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Gossip</td>
<td>6</td>
<td>66.667</td>
</tr>
<tr>
<td>Vulgar, Obscene Language or Gestures</td>
<td>4</td>
<td>44.444</td>
</tr>
<tr>
<td>Serious Discipline Problems</td>
<td>4</td>
<td>44.444</td>
</tr>
<tr>
<td>Angry Outburst</td>
<td>4</td>
<td>44.444</td>
</tr>
</tbody>
</table>

Table 4. Frequency and Percentage Distribution of the Respondents in terms of Student’s Behaviors and Actions that May lead to Aggression

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Isolation</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Bullying</td>
<td>4</td>
<td>44.444</td>
</tr>
<tr>
<td>Derogatory Comments</td>
<td>3</td>
<td>33.333</td>
</tr>
<tr>
<td>Verbal Abuse</td>
<td>8</td>
<td>88.889</td>
</tr>
<tr>
<td>Threats</td>
<td>3</td>
<td>33.333</td>
</tr>
<tr>
<td>Stealing/ Theft</td>
<td>1</td>
<td>11.111</td>
</tr>
<tr>
<td>Coming in Late and Leaving Early</td>
<td>2</td>
<td>22.222</td>
</tr>
<tr>
<td>Disrespect of Authority</td>
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<tr>
<td>Weapons Possession</td>
<td>2</td>
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</tr>
<tr>
<td>Vandalism</td>
<td>1</td>
<td>11.111</td>
</tr>
<tr>
<td>Gang Membership or Activities</td>
<td>4</td>
<td>44.444</td>
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<tr>
<td>Physical Fights</td>
<td>4</td>
<td>44.444</td>
</tr>
<tr>
<td>Harassment</td>
<td>3</td>
<td>33.333</td>
</tr>
<tr>
<td>Gossip</td>
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<td>Angry Outburst</td>
<td>3</td>
<td>33.333</td>
</tr>
</tbody>
</table>

CONCLUSIONS AND RECOMMENDATION

This action research derived the following conclusion in following areas:

Teachers’ Behaviors and Actions that May Prevent Students’ Aggression

- Classroom strategies such as strict implementation of the rules and regulations; help the students to be familiarized with the homeroom rules; the teacher must be patient; must consider individual differences; must be punctual; and must practice close monitoring will help prevent students’ aggression.
- Teachers’ behavior such as being a role model and providing a reward or consequences for every desirable and undesirable deed will prevent students’ aggression.
- Teachers who demonstrate mastery on skills and
knowledge will gain more respect thus prevent aggression in the classroom.

**Teachers’ Behaviors and Actions that May Escalate Students’ Aggression**

- Classroom strategies such as being unresponsive to undesirable behavior of the students; giving numerous assignments and unmonitored classroom may escalate students’ aggression.
- Teachers’ behavior such as giving corporal punishment, unresponsive to students’ need, providing unclear statements that lead to misinterpretation, tardiness and being disrespectful may escalate students’ aggression.

**Students’ Behaviors and Actions that were Observed in the Classroom**

- Social Isolation
- Bullying
- Derogatory Comments
- Verbal Abuse
- Theft
- Coming Late and Leaving Authority
- Disrespect of Authority
- Weapons Possession
- Vandalism
- Exhibits Improper Dress or Clothing
- Gang Membership or Activities
- Harassment
- Gossip
- Vulgar, Obscene Language or Gesture
- Serious Discipline Problems
- Angry Outburst

**Students’ Behaviors and Actions that May Lead to Aggression**

- Social Isolation
- Bullying
- Derogatory Comments
- Verbal Abuse
- Threats
- Theft
- Coming Late and Leaving Authority
- Disrespect of Authority
- Weapons Possession
- Vandalism
- Gang Membership or Activities
- Physical Fights
- Harassment
- Gossip
- Vulgar, Obscene Language or Gesture
- Serious Discipline Problems
- Angry Outburst

The researcher recommends that the teachers must be sensitive with the needs of the students and their differences; and must practice appropriate classroom management strategies and these must be relevant to the behaviors of the students. Teachers must also be a role model to the students and must demonstrate mastery in the teachers’ specialized area.

Teachers must also observe behaviors of the students at all times and these must be addressed with appropriate action. Teachers must integrate values in the lesson and should practice strategies that will develop camaraderie among students. This will help them understand each other’s differences.

**REFERENCES**


