



Republic of the Philippines  
Department of Education  
REGION IV-A CALABARZON  
CITY SCHOOLS DIVISION OF BIÑAN CITY

**BEHAVIOR AND ATTITUDE INTERVENTION TOWARDS SUCCESS**



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**ABSTRACT**

Behavior and attitude intervention are essential in the context of student success. Fostering positive behaviors and attitudes can significantly impact a students' academic performance, personal development, and overall well-being. Phenomenological design was used in this study. The sample was determined into three selection criteria which are consistently non-compliant learners; poor attendance; and poor academic performance. This study was conducted at Binan Integrated National High School – Senior High School Department. The results of this study indicated that classroom activities can influence academic behavior and can vary among individuals, and various factors can also play a role, including students' personal motivation. Teachers often play a critical role in designing and implementing effective classroom activities that motivate and inspire students to improve their academic behavior and performance.

**Keywords:** *Attitude, behavior, poor attendance, academic performance, classroom activities*

**INTRODUCTION**

Biñan Integrated National High School offers Academic and Technical Vocational Track. Humanities and Social Sciences is one of the strands under Academic Track offered by the school. This strand started in the school year 2019-2022. Originally, there are only two strands offered by the school

but due to the emerging needs, the institution provided the demand of the community. Humanities and Social Sciences are dealing with different concerns about humans and society. It focuses on human behavior, social interaction, economics, culture, politics, and other related fields pertaining to humanity. This strand is very significant because it helps facilitate greater

knowledge on dealing with people particularly, culture, history, human behavior, social aspects of human and other things relating to human. It's an avenue to develop productive and responsible citizens who engage in civic welfare for individuals and nation-building.

DepEd Order #34 s. 2022 mandated all public schools that in this school year face to face or in-person classes should be adopted. On August 29, 2023, Biñan Integrated National High School started to embrace the full implementation of a 5-day in-person classes modality.

Learners are still adjusting from the Distance Learning Modality to In-person learning modality. They are also tuning in their behavior on how to relate themselves to their classmates and peers. This is also a period of learning recovery stage. Students are coping with their studies, start relating with classmates and peers in in-person as well as to their teachers. There are students who can easily manage themselves in adapting to the different situations in life but there are students who are still struggling. Learners have different attitudes and behaviors in dealing with life's circumstances. Attitude matters in terms of people's behavior. According to Bohner and Wanke (2014), behavior can have intrinsic and extrinsic causes. Intrinsic source can be associated with an individual's attitude while extrinsic origin can be connected on the product of the action. In dealing with life's challenges attitude matters because it will impact an individual's behavior. Whatever the state of the mind of the person it can be seen through his actions. A student's attitude in terms of academic can be reflected in his performance towards his studies.

The teaching-learning process is also affected by the adjustments of both learners and teachers. Especially, in this time that there are still a consideration of safety and health

protocols. Teachers deal with the students according to their needs while respecting their beliefs and values considering the norms of society. Learners have individual differences; they have different attitudes that are being shown in their behavior. Students' attitudes and behaviors are demonstrated in their academic performance. Mazana (2020) as cited in Segarra and Julia (2022) mentioned that attitude, behavior as well as feelings are interconnected with one another in the idea that individuals' attitude influence their behavior concerning circumstances, individuals, things around them, and the like. Schools are concerned with all the aspects of human beings, the cognitive, behavioral, and psychosocial. DepEd Order No. 36 s. 2013 stated that DepEd's vision is to develop a Filipino who is competent and value-laden and who will become a nation builder of our society.

## METHODOLOGY

This study utilized qualitative phenomenological research and quantitative research methodology. Qualitative phenomenological research whose primary aim is to seek reality from individuals' narratives of their experiences and feelings, and to produce in-depth descriptions of the phenomenon. (Yuksel, P & Yildirim, S., 2015). In particular, the researchers employed Transcendental Phenomenology. According to Moustakas (1994), as cited by Sheeshan S. (2014), this approach focuses on the description of the experiences seeking to understand human experience of the participants. According to Derek Jansen and Warren Kerryn (2020), research methodology simply refers to the practical "how" of a research study. More specifically, it's about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims, objectives and research questions.

The population of this study were the Grade 12 HUMSS students at Binan Integrated National High School S.Y. 2023-

2024. To specifically determine the participants, three selection criteria are set: 1) consistently non-compliant learners; 2) poor attendance; and 3) poor academic performance.

This research used a purposive sampling technique. The researchers chose participants whom they were sure could correspond to the objectives of the study, selecting those with rich experience or interest in the study. According to Creswell (2012), purposeful sampling means that to learn or understand the essential phenomenon, a researcher selects individuals and sites intentionally. In addition, this study used homogeneous sampling.

The researchers conducted an observation and interview with the participants. The participants observed behavior towards academic success. After observing the behavior, the interview was conducted on the attitude of the participants in relation to academic performance. The first part of the interview survey includes the names, sections, and age of the participants. The second part of the interview survey was about the factors affecting attitudes towards academic success. The observed behavior and perceived attitude of the participants were the basis to create an intervention program towards academic success. The interview questionnaire undergone a validation test by an expert in the field.

In terms of data analysis, Interpretative Phenomenological Analysis was employed. Firstly, the researchers transcribed the interviews in a detailed and accurate manner. Secondly, read through the transcripts several times, each time getting a better sense of the overall themes and meanings that emerge. The researcher began to identify initial codes that emerge from the data. Then, the researchers grouped these initial codes or themes into larger themes or categories. Compare and contrast themes that are found across cases and begin to create superordinate themes from them. Finally, the researcher writes up their findings. Use verbatim quotes from participants to illustrate the key themes and findings.

## RESULTS

### **Intervention Program affecting students' attitudes toward academic success**

#### **A. Teachers' Classroom activities that influence learners' academic performance**

Teachers' classroom activities influence learners' actions toward academic performance. These are the teachers' classroom activities that influence the actions of the learners towards academic performance based on the informants of the research; group and self/individual activities, essay, performance, presentation, activities in UCSP and DIASS subjects, and teachers' clarification on the topics discussed. Learners mentioned that it helps them in their studies and because of that, they like to come to school. They are also making fun of doing the above-mentioned classroom activities. It helps them also to communicate with others without hesitation.

Some classroom activities that are being done in UCSP and DIASS subjects also influence them to come to class because of the lessons they have learned from those subjects that will help them in their daily lives. Clarifying the lessons to the learners is also one of the teachers' classroom activities that influence them in their academic progress.

DepEd Order # 35 s. 2016 under section III B 15.1 Learner Diversity and Student Inclusion states that successful teachers are not only knowledgeable about the content of the topic it should also envelope care for the students in all aspects. Teachers should include differentiated instructions to cater to all learners with different backgrounds, skills, and abilities and also respect learners' experiences, values, beliefs, traditions and character. Successful classroom instruction includes activities that will influence learners toward academic progress.

#### **B. Learners' responses to the classroom activities conducted by the teachers**

Students' responses to classroom activities conducted by the teachers affect the process of teaching-learning. These are the responses of the learners to the classroom

activities given by the teachers; they like to come to school because they are fun doing the tasks with their groupmates, they cooperate and express their roles with their respecting groups in doing the activities because they are comfortable with them, they are excited and happy in the activities as well as their lessons because it enhances their skills in academic, they are liked to do things with their groupmates because it helps them to learn, it also widens their horizon in answering questions, they are doing the tasks immediately, they participate in their group activities because they have each other to work on their tasks, they can work together and communicate with each other for them to work harmoniously.

DepEd Order # 35 s. 2016 under section III B 15.2 Content and Pedagogy of the K to 12 Basic Education Program stated that if the teacher is confident enough in doing the tasks the teacher can implement appropriate teaching methods accordingly while respecting the individual differences of the learners. In this manner, there will be an improvement in the learning of the students. If the teaching-learning process is done suitably, the responses of the learners will also pave the way for much improvement in their academic performance.

### **C. Classroom activities that influence learners in improving academic performance (attendance, academic performance, etc.)**

Classroom activities influence students' academic behavior such as attendance, academic performance, etc. These are the classroom activities that influence the academic behavior of the informants; they are making fun of doing group activity, and they liked to come to school every day because of the performance and because of different activities that help them to learn while enjoying doing the task-it inspires them also to be one of the honor students, group activity motivates them to come to school every day, drawing activity encourages them not to miss classes because they want to

pass it promptly, they see the importance of attendance in active learning, it also enables them to become more humble in doing different activities in the school, classroom discussion improves their academic performance as well, they understand the importance of cooperation with other students for them to develop their confidence.

According to Dulay (2020), the classroom behavior of the learners, either desirable or undesirable, contributes to academic performance. Classroom activities greatly impact students' academic behavior. It encourages them to always be in class and do their tasks responsibly and they are excited every time they come to class because it inspires them to learn and grow. It helps them boost their confidence as well as develop harmonious relationships with others that will improve them as individuals.

### **Importance of interventions towards students' success**

#### **A. Teachers' classroom activities that lead to learners' success**

Success in teaching is measured by the progress and achievement of students. Teachers who employ effective strategies and foster a positive and supportive learning environment are more likely to contribute to their students' success. Providing timely and constructive feedback helps students understand their strengths and weaknesses, allowing them to make improvements. Teachers who offer feedback effectively contribute to student success. Encouraging students to actively participate in the learning process through group activities can lead to improved retention of the material and contribute to students' success. Peer tutoring helped them to better understand the lesson.

Ultimately, effective teachers differentiate instruction to meet the diverse needs of their students. They adjust their teaching style, pace, and content to accommodate various learning styles and abilities.

According to Naimah Susani Hanuh (2017) conducted a study about the importance of classroom interaction in the teaching of reading in Junior High School, interaction is needed in the classroom

activity. It helps the teaching and learning process run smoothly and it can increase learners' communication. It tells how the students interact among themselves and the teacher even with the whole class.

### **B. Perceived teachers' classroom activities that help the learner towards success**

The classroom activities of the teachers helped them towards their success because they encouraged them to come to school always and motivated them to do better. Teachers play a crucial role in facilitating the learning process and helping students achieve their goals. Effective teaching practices benefit students and help them succeed academically and personally.

According to Naimah Susani Hanun (2017), Interaction between teacher and students and students and students are needed in classroom activities taking a communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target.

### **C. Classroom activities that help learners towards success**

Classroom activities that help students' success, such as individual activity, group activity, counseling, and discussion. When students are actively involved in their learning, they are more likely to retain and apply the knowledge they gain. The quality of education and teaching practices in a classroom can influence how well students learn and apply knowledge.

According to Beathe Lin and Ela Sjolie (2020), the ability to collaborate is a central competence that students need to be taught in school, in order to prepare them for the social and work realities that they will face in the 21<sup>st</sup> century.

### **Students' academic performance after the intervention**

As activities influence students' academic behavior and attitude, consequently, these activities done by the teachers were also helpful in improving the student's academic performance.

Comparing the respondents' general average in their previous school year and their average in their first quarter grades in the current school year infers that their academic performances have improved. Most respondents got 80 as their average grade in the previous school year, on the other hand, in the recent quarter, majority of the respondents' average grade is 1 to 6 points higher.

This implies that classroom activities that are engaging, and rich in content, along with the guide to students whenever they consult or seek assistance on their studies can increase students' academic performance. Moreover, the academic performance of students is the level reached by the students based on their learning experiences in a discipline (Toraman, 2020). Works of literature also suggest that approaches to learning are the main reasons in explaining that some students are more successful than others in education.

## **DISCUSSION**

Teachers play a crucial role in creating a conducive learning environment and motivating students to excel academically. Classroom activities that influence informants' actions toward academic performance such as group and self/individual activities, essays, performances, and presentations. It is important to note that students' responses can vary widely, and effective teachers strive to create a supportive and inclusive environment that accommodates different learning styles and preferences. Understanding and adapting to the diverse responses of students is a key aspect of effective teaching. It is important to note that the influence of classroom activities on academic behavior can vary among individuals, and various factors can also play

a role, including students' motivation. Teachers often play a critical role in designing and implementing effective classroom activities that motivate and inspire students to improve their academic behavior and performance.

Effective teachers differentiate instruction to meet the diverse needs of their students. They adjust their teaching style, pace, and content to accommodate various learning styles and abilities.

There is a need for teachers to help learners develop a sense of belonging and connection by incorporating engaging classroom activities that can lift students' motivation and improve their attitude and behavior toward academic success.

Teachers should be supportive and set clear expectations for students' behavior to help create an atmosphere in which students feel in control and confident about their ability to succeed in future educational endeavors.

The school administration, in collaboration with the researchers, may adopt the findings of this study to implement a behavior and attitude intervention program that aims to improve the academic performance of the students. The intervention program will be designed to address the perceived attitudes and observed behaviors of the students, to promote a positive learning environment, and to help students develop the necessary skills and mindset to succeed academically.

The findings of this study have important implications for understanding how interventions and classroom activities can promote a positive impact on students' behavior and attitude toward success in learning.

Many factors contribute to the academic performance of learners that teachers do not have control over, each learner also has different levels of understanding of the lesson; however, this does not imply that teachers and the education system as a whole do not have a role in ensuring that learners are given sufficient support and encouragement toward their academic success. When teachers took the time to tailor-fit their classroom activities

to students' interests, made space for interpersonal interaction, and showed empathy for the learning process, those simple human gestures worked in harmony with the cognitive side of learning to pique students' interest and boost participation.

In the face of the difficulty of raising competitive learners, it is important to determine how not only their content knowledge and academic skills but also the noncognitive factors which include students' behavior and attitudes towards learning can be a key to their academic success. By promoting positive attitudes and behaviors and providing students with the necessary skills and mindset to succeed academically, teachers can help students reach their full potential and achieve their academic goals.

The impact of behavior and attitude intervention on students' success can be significant and multifaceted. When implemented effectively, classroom activities can lead to various positive outcomes for students. Behavior and attitude interventions can lead to increased academic performance. When students develop a growth mindset, set clear goals, and acquire effective study and time management skills, they are better equipped to excel academically.

It is important to note that the impact of behavior and attitude interventions can vary from student to student and may depend on the specific nature of the intervention, the individual's commitment, and external support systems. Additionally, the long-term impact of such interventions may extend beyond the academic context, influencing personal and professional success in the future.

## ACKNOWLEDGEMENTS

A word of gratitude is due to the persons who helped us make this research possible. We made this far through the encouragement, support and help of these committed individuals.

We express our salute and thanksgiving to our dedicated SHS research coordinator **Mr. Freddie Calumno**, our very supportive

school principal, **Mr. Oliver P. Caliwag** for their untiring support and encouragement to finish this endeavor.

To **HUMSS 12 students and teachers** as well as our LIS coordinator **Mr. John Herald C. Lanaria**, for their cooperation, patience and honest sharing of thoughts, experiences and wisdom.

Above everything, we give all the glory, honor and thanksgiving to our Almighty God who bestows wisdom, knowledge, strength, patience, and determination to finish this research. Only by His grace we were able to surpass all the challenges in pursuing these studies.

### **TO GOD BE THE GLORY!**

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