

# Canaries in the Mine: Seeing Science and Mathematics through the Eyes of the Misbehaved Pupils

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## Abstract

*Pupils misbehaved because of some factors that trigger them and these factors constitute their experiences in the teaching and learning process. This paper examines the phenomenological experiences of misbehaved Grade 6 pupils during their Science and Mathematics classes. The data in this research was gathered through an individual semi-structured interview and pupil's written reflections. The explicitation of the data was done through phenomenological analysis. The study reveals that the phenomenological experiences in Science and Mathematics as seen through the eyes of the misbehaved pupils were the preferences and learnings of misbehaved pupils as well as teachers as portrayed and perceived in their teaching approach by misbehaved pupils. These misbehaviors of pupils had some specific reasons why and act like canaries that gave an advanced warning to the Science and Mathematics teachers' effectiveness of their teaching strategies. These reasons serve as a basis for teachers to devise or revise their teaching strategies that could cater to the needs of these misbehaved pupils. Teacher's action to misbehaved pupils contributes a factor that could worsen the situation or lessen the misbehavior of the pupils. The teacher's observations justify the misbehavior of pupils. Misbehaved pupils gave some suggestions on how teachers should teach Science and Mathematics subjects and not let them feel bored. These suggestions by misbehaved pupils should be considered by Science and Mathematics teachers as they act like canaries that warns them of the effectiveness of their teaching and learning process.*

**Keywords:** Constructionism; Science; Mathematics; Misbehaved pupils; Phenomenology

## Introduction

### Background of the Study

Pupils' misbehaviors can threaten the effectiveness of a class learning environment (Kulinna, 2008). For example, their misbehavior in Science and Mathematics class is a threat to class discussion. It is essential to understand the nature of misbehavior and devise a strategy to mitigate such misbehavior. The most common behaviors (e.g., talking, not paying attention, making some noise) are relatively minor, although minor does not mean that they are non-problematic. Teachers normally perceived student problem behaviors as those involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings, as well as upsetting teaching and learning, which mainly required intervention from teachers (Sun & Shek, 2012).

## **Operational Definitions as Reviewed from Literature**

An extensive number of studies investigating factors related to teacher well-being have discovered that teachers perceive student misbehavior as particularly stressful and consistently reporting lower levels of well-being when they perceive elevated levels of inattentiveness, classroom disturbances, or disciplinary problems (Aloe et al., 2014; Kyriacou, 2011). However, there is still a compelling need to investigate the psychological processes of misbehaving at the root of this. To minimize the immediate and long-term negative impacts of student misbehaviors in the classroom, it is essential to know the cause of these behaviors. In this case, teachers tend to devise some strategies to counter student misbehavior. They must understand what teachers do in their classes about rules, routines, and strategy.

In literature, student misbehaviors were defined in various concepts. Looking at the Caribbean contexts, student misbehaviors in the classroom included disruptive behavior that hampered teaching and learning, such as classroom disobedience, verbal and physical hostility, defiance of authority, task avoidance, inappropriate use of school property, inconsiderate interpersonal relationships, over-reactions to normal situations, and technological related factors (Thompson, 2009). When there are specific rules and regulations in a school or classroom, breaking them appears to be a "misbehavior, misconduct, or disciplinary problem." However, a particular conduct that deemed troublesome may not necessarily violate the rules but maybe improper or unsettling in the classroom context. Daydreaming in class, not completing assignments, chatting in class, lesson disruption, bullying, and rudeness to the instructor are all examples of "problem behaviors" (Amstad & Müller, 2020), "behavior issues" (Sun & Shek, 2012), or "disruptive behaviors." (Araban et al., 2020). These behaviors included "an activity that creates discomfort for elementary teachers, interrupts the learning process, and prompts teachers to make constant remarks to the student" (Arbuckle & Little, 2004), as well as "the numerous activities that disturb and obstruct the teaching-learning process" (Thompson, 2009). Given that school misconduct is one of the manifestations of the problem behavior syndrome (Vazsonyi et al., 2010), the term "problem behavior," or also known as "misbehavior," was used in this study to refer to all externalizing behaviors that violate explicit or implicit rules, disrupt classroom order, and irritate the teaching and learning process.

## **Rationale and Problem Statement**

Student misbehavior cannot be seen as an isolated factor, although it mainly happens in the classroom. It must be examined and analyzed according to the whole environment of the student's phenomenological experiences in misbehaving. Subsequently, the study discussed the causes of student misbehavior through the phenomenological experiences of pupils. After exploring the reasons for student misbehavior, it is not difficult to find how a teacher might cope more effectively. The paper examines the phenomenological experiences of 6th-grade pupils during Science and Mathematics class, which was a series of responses to student misbehavior in the classroom as concurred with what Terada (2019) suggested, when negative interactions such as misunderstandings, conflict, or criticism can weaken a teacher-student relationship. If these negative interactions are left unaddressed, students may feel disengaged and be less willing to participate in activities. They may also be more likely to misbehave, creating further damage. So, it is essential for teachers to intentionally reconnect with students to restore the relationship to a positive state.

It is important to build a positive relationship with children to avoid their negative behavior in the classroom. However, in contrast to the studies conducted in the Western cultural contexts, there have been very limited research findings on student misbehavior in the Filipino cultural contexts, particularly in Iloilo, Philippines. Therefore, it is necessary to understand more about the definition and concepts of student misbehavior in the Philippines. This need is particularly acute when we realize that adolescent behavior has changed tremendously with the advancement in technology (Sun & Shek, 2012). The advent of technology and the accessibility to Internet does not take long to popularize certain misbehavior of pupils. Besides, a practiced classroom management skill of teachers and student-teacher relationship plays a vital role in dealing with student misbehavior and the existence of misbehavior.

### **Research Purpose and Questions**

The purpose of this study was to examine the phenomenological experiences of misbehaved Grade 6 pupils during their Science and Mathematics classes at a Public Elementary School in the Philippines.

To achieve the research purpose, this study was guided by the following research questions:

1. What are the phenomenological experiences of misbehaved pupils during their Science and Mathematics classes?
2. How do these phenomenological experiences in science and mathematics classes cause them to be misbehave?

### **Epistemological and Theoretical Framework**

This study was framed on the epistemology of constructionism, the theoretical research perspective of phenomenology, and the methodology of phenomenological research. Constructionism uncovers how individuals and groups participate in the construction of their perceived social reality. It involves looking at the ways social phenomena are created, institutionalized, and made into tradition by humans. A socially constructed reality is seen as an ongoing, dynamic process that is reproduced by people acting on their interpretations and their knowledge of it. According to Hacking (1999) in "The Social Construction of What?", that social construction talk is often about not only worldly items, like things and facts – but also to our beliefs about them. It is relevant to note that this perspective is often correctly and closely connected with many contemporary theories, perhaps, most notably the developmental theories of Vygotsky (1978) and Bruner (1966).

### **Constructionism Paradigm**

According to Villanueva (2010), the theory of constructionism from the work of (Crotty, 2003) explains that the meaning of things is not created but constructed. The meanings of objectives perceived are constructed based on human consciousness. It is an individual's consciousness that makes capable of interpreting things being observed. Ascribing meanings to one's perception are based on what he or she saw, heard, or felt and these meanings will be expressed with the use of many forms of communications. These meanings are being attributed to the world and the objects on it. Thus, knowledge is acquired through the engagement with the objects being dealt with in the world itself.

## Phenomenology

Phenomenology studies conscious experience as experienced from the subjective or first-person point of view. The discipline of phenomenology may be defined initially as the study of structures of experience, or consciousness. Phenomenology is the study of phenomenal: appearances of things, or things as they appear in our experience, or the ways we experience things, thus, the meanings of things we have in our experience. According to Crotty (2003), phenomenology is the study of life experience on the life or world to understand the meanings of everyday human experience. Phenomenology invites us to set aside all previous habits of thought, see-through and break down the mental barriers which these habits have set along the horizons of our thinking, thus to learn to see what stands before our eyes (Husserl, 1931).

## Research Methodology

The phenomenological method was utilized in this study to examine and explicate certain phenomena experienced by an individual. Pupils' misbehavior is the phenomenon that was investigated in this study. Crotty (1996) suggested that if we lay aside the prevailing understandings of the phenomena and revisit our direct experience, new meaning as well as possibilities will emerge for us, or we witness at least an authentication and enhancement of the former meaning. Merleau – Ponty (1962) tells us that “to see the world and grasp it as paradoxical, we must break with our familiar acceptance of it.” (p. 14)”. So, this study ventures into the world of misbehaved pupils' phenomenological experiences. More specifically, it looks into the root cause of misbehaving and understands the nature of misbehaving.

The participants of the study were the six (6) misbehaved Grade 6 pupils in Science and Mathematics classes of a Public Elementary School for the academic year 2018-2019. There were three sections. Each section has one pupil who misbehaved in science and one pupil who also misbehaved in Mathematics. These participants were observed to be misbehaving by the teacher and the researcher during the one-week teaching observation in Science and Mathematics classes.

This study started when the researcher asked permission from the school principal to observe classes in the Science as well as Mathematics subjects of Grade 6 pupils and conduct an in-depth interview. After the class observation, the researcher gave an orientation to the pupils regarding the purpose of the study and distributed the assent form, and parent's consent for an in-depth interview with the misbehaved pupils in Science and Mathematics classes. The researcher also gathered the teacher's class observation about the misbehaved pupils. The pupils made written reflections on the reasons why they misbehaved during Science and Mathematics classes. The researcher then transcribed the audio files recorded from the interview. After gathering the teacher's observation, pupils' written reflections, and transcription, the researcher analyzed the data. The researcher also gathered pictures for more reliable data.

This study used Hycner (1999) analysis of data which is known as “explicitation”, that implies an investigation of the constituents of a phenomenon while keeping the whole context (Hycner, 1999). Now that the term “explicitation” has been clarified, we can turn to a simplified version of Hycner's (1999) explicitation process which we used. This explicitation process has five steps or phases, which are: (1) Bracketing and phenomenological reduction, (2) Delineating units of meaning, (3) Clustering of units of meaning to form themes, (4) Summarizing each interview, validating it, and where necessary modifying it, and (5) Extracting general and unique themes from all the interviews and making a composite summary. The researcher concludes the explicitation

by writing a composite summary, reflecting the context or horizon from which the themes emerged (Hycner, 1999; Moustakas, 1994).

## Results

The findings of the study using phenomenological analysis (Hycner, 1999) has revealed that the pupils' phenomenological experiences encountered in Science and Mathematics classes as seen through the eyes of the misbehaved pupils were preferences and learnings of misbehaved pupils as well as the teachers as portrayed and perceived by misbehaved pupils. Along with these, the pupils' phenomenological experiences in Science and Mathematics also affect their behavior which includes the Aspects and Grounds of pupils Misbehavior, Teacher's Disciplinary Actions to Misbehaved Pupils, and Suggested Teacher's Disciplinary Actions by Misbehaved Pupils. These phenomenological experiences were discussed in the following themes that explain the misbehavior of pupils in learning Science and Mathematics in response to RQ1 and RQ2.

### Science and Mathematics as Seen through the Eyes of Misbehaved Pupils

Looking into the lens of pupils who misbehaved in Science and Mathematics classes was just like looking at a magnifying glass that allows the researcher to see their reasons or roots for misbehaving. With this, teachers could understand the phenomenon of pupil's misbehavior and devise strategies that could mitigate or avoid misbehavior that could disrupt the class. Moreover, the pupils could describe their Science and Mathematics teachers in terms of how they like and dislike the teaching approaches of their teachers. The researcher was able to know the preferences and learning of misbehaved pupils in their Science and Mathematics classes. By understanding the problem from the pupil's perspective, the findings would contribute to the existing literature and shed light on teaching, discipline, or guidance in the school context, especially in Science and Mathematics Education.

#### A. Preferences and Learning Styles of Misbehaved Pupils

Sometimes teachers in Science and Mathematics forget to look at this lens of misbehaved pupils wherein they have their preferences on some topics that they are interested to learn. In Elementary Science, misbehaved pupils like the topics 'gravity, solar system (especially the planets), organs of the body like the heart and kidney'. If these topics were presented through a video on a laptop, most likely it will catch students' attention and they may behave well. This is exemplified in the excerpt of the transcripts below.

*"mga... gravity, Gravity bala nga sa Solar System. [Gravity in the Solar System.]"*  
(Line numbers 44-45 extracted from the In-depth Interview of Hans)

*"Lessons sa mga planets, daw anu bala, kung e tudlo ni maam, daw ara ka gid to bala. [Lessons about planets, when our teacher taught it, I felt that I was there.]"*  
(Line numbers 60-61 extracted from the In-depth Interview of John)

*"Kay mabal-an mo kung anu makita sa Solar system kag mga heart kag mga kidney. [Because you will know the things that you will see in the solar system, and we have also the heart and the kidney.]"*  
(Line numbers 30-31 extracted from the In-depth Interview of Peter)



When these topics were discussed to the misbehaved pupils, the science teacher could eventually catch the attention of these pupils and be able to deliver the lessons or activities well. These preferences could be a basis for Science Teachers to reflect with regards to his/her teaching approaches or strategies. Science teachers should consider these preferences of misbehaved pupils to have meaningful and fruitful teaching and learning process.

On the other hand, misbehaved pupils disliked the topic of 'Earth and mammals' in science subject. They found it hard to understand these topics. This was exemplified in the excerpt of the transcripts below.

*“Ang mga parts of the Earth na bala, nabudlayan ko, hindi ko gusto, law-ayan ko, kay nabudlayan ako gawa. [The parts of the Earth, it’s hard, I don’t like it, it’s quite hard for me.]”*

(Line numbers 53-55 extracted from the In-depth Interview of Hans)

*“Parte sa mga mammals, budlay. [If it is about mammals, I found it hard]”*

(Line number 52 extracted from the In-depth Interview of Peter)

In Elementary Mathematics, misbehaved pupils like to learn multiplication and pie graphs. This is shown in the excerpt of the transcripts below.

*“Nahapusan ko lng magmultiply. [I find it easy to multiply.]”*

(Line number 48 extracted from the In-depth Interview of Hans)

*“Ang nanamian ko sa math amo ang pie graph, kay hapus siya himu-on kag ga draw ikaw daw pie. [One thing that I like in Mathematics is the pie graph topic, because I find it easy then you draw a pie shape figure.]”*

(Line number 80 extracted from the In-depth Interview of John)

Misbehaved pupils found these topics to be more interesting and easier to comprehend in Mathematics subject. On the other hand, misbehaved pupils dislike the topic Algebra in Mathematics. This is exemplified in the excerpt of the transcripts below.

*“Algebra, budlayan ako sang Algebra, budlay budlay gid. [Algebra is hard, for me it is hard, very hard.]”*

(Line number 50 extracted from the In-depth Interview of Hans)

*“Budlayan ako kay buhay masolve. [I find it hard because it is hard to solve it.]”*

(Line number 69 extracted from the In-depth Interview of Peter)

With these topics in mathematics, pupils tend to misbehave. Misbehaved pupils find it not interesting to learn and they have a hard time to understand. This is the time where the teacher should reflect and make some innovations to make mathematics teaching and learning easier for pupils especially the misbehaved pupils to comprehend the lessons.

The findings revealed that misbehaved pupils also shared about what they have learned in their Science and Mathematics classes. This is shown in the excerpt of the transcripts below.

In Science:

*“Ang akun natun-an sa Science kung ano ang miyembro sang Solar System. [What I’ve learned a lot in Science are the members of the Solar System.]”*

(Line number 25 in Journal Entry of John)

*“Ang natun-an ko sa Science kung paano maglupok ang isa ka bulkan kag kun ano ang makita ko sa solar system. [What I’ve learned in Science is how a volcano erupt and what can you see in a solar system.]”*

(Line number 23 in Journal Entry of Peter)

In Mathematics:

*“Ang akun na tun-an sa Math ang pag-obra sang graph, ang pie graph na bala.. [What I’ve learned in Mathematics is how to make graphs especially on how to make a pie graph.]”*

(Line number 33 in Journal Entry of Peter)

*“Ang natun-an ko sa Math ang mag times gid na bala, magmultiply, nahapusan ko sina. [What I’ve learned in Mathematics is to multiply, for me it’s easy to do multiplication.]”*

(Line numbers 35-36 in Journal Entry of Hans)

These learnings of misbehaved pupils in Science and Mathematics simply showed that even though they were misbehaving in class but they were also learning. However, there is no presence of focused learning if pupils misbehaved. More learnings will be acquired by misbehaved pupils if they will focus on their studies especially in the field of Science and Mathematics.

## **B. Teachers as Portrayed and Perceived their teaching approach by Misbehaved Pupils**

The findings of the study show that misbehaved pupils described their science teacher as nice and smart. However, they argued that sometimes they do not like their science teacher when their teacher usually gives them deductions in their scores on the test. This is exemplified in the excerpt of the transcripts below.

*“Si maam maalam kag mabuot pero kung mangakig nag ani si maam sa akun gina minusan ya akun nga score sa test. [Our teacher is smart and good, however, when she is mad at me, she put a deduction to my score in the test.]”*

(Line numbers 40-43 in Journal Entry of John)

*“Budlay si maam magtest, indi ako kabalo kung anu masabat ko tapos ga pang minus pa si maam kung magsinabad. [It is hard to answer the test. I don’t know how to answer the test and our teacher is deducting our score if we misbehaved.]”*

(Line numbers 38-40 in Journal Entry of Hans)

Experiences of misbehaved pupils with regards to the teaching approach of their science teacher was also discussed. They described the teaching approaches of their teacher in the following: (1) description of content lessons; (2) integration of videos related to the lessons. Sometimes they do activities but it usually project-based activities, and most of the time they copied notes written by the science teacher on the chalkboard. This is shown in the excerpt of the transcripts below.

*“Gina hambal ya kung anu, ang biggest planet amu ang Jupiter, tapos ang pinaka init. Huo, gina describe niya. [The teacher tells the biggest planet which is Jupiter and the hottest planet. Yes, she is describing the content.]”*

(Line numbers 71-73 extracted from the In-depth Interview of John)

*“Huo, ga usar videos kung maglesson si maam kag ga activities man siya kung kis-a experiments. [Yes, our teacher used videos in the lesson and gave us activities and sometimes experiments.]”*

(Line numbers 73-75 extracted from the In-depth Interview of Hans)

*“Ga copya man lang kami. Gina sulat ya lang sa blackboard. [We only copied. Our teacher wrote it on the chalkboard.]”*

(Line numbers 158-160 extracted from the In-depth Interview of Peter)

On the other hand, misbehaved pupils described their mathematics teacher as smart and enjoyable because the teacher cracked some jokes to them. However, the teacher was strict about misbehaved pupils and called their names most of the time. This particular action of the teacher enabled the pupils to hate the mathematics teacher.

*“Maaram man si sir kag Masadya. [Smart Teacher and Fun.]”*

(Line number 37 extracted from the In-depth Interview of Hans)

*“Ga enjoy man sir, kay kung kis-a, si sir daw gina pakadlaw ya man kami sir. Ga bawi man siya sa mga jokes ya sa amun. [We are enjoying with our mathematics teacher, sometimes, our teacher is a joker, he cracks some jokes.]”*

(Line numbers 212-213 extracted from the In-depth Interview of John)

Moreover, misbehaved pupils experienced also in the teaching approach of their mathematics teacher as summarized below, “the fast pace of teachers in teaching the lesson resulting to pupils lack of understanding of the lesson being taught; pupils requested for a slower pacing of the lesson was also granted by the math teacher; very difficult test in math; memorization of the mathematical concepts before doing the test; sometimes there were math activities but usually project making; and most of the time they copied notes also written by the math teacher on the chalkboard”. This is shown in the following excerpt of transcripts.

*“Kung siya maglesson, kung maghambal siya, dasig dasig bala, daw hindi ko maintindihan. [If our mathematics teacher delivered the lessons, he is fast, we can't understand.]”*

(Line numbers 44-45 extracted from the In-depth Interview of Hans)

*“Ang pagtudlo sa amun ni sir kung hinay-hinay ta na kag gina pa liwat namun tana. Mamangkot na siya kung pwede maliwat. Maliwat man tana. Ga memorize kami permi sang mga concepts kag ga ubra sang mga projects. Ga copy man kami permi sang gina sulat ni sir sa blackboard. [The way our mathematics teacher taught us is so slow and we tend to let him repeat it. Sometimes, he asks us if he will repeat it. He eventually repeats the lesson. Sometimes, we memorize concepts and work on some projects. We also copy notes on the board.]”*

(Line numbers 85-90 extracted from the In-depth Interview of John)

### **Pupils Phenomenological Experiences in Science and Mathematics that Affect their Behavior**

The phenomenological experiences of misbehaved pupils also affect their behavior in Science and Mathematics. With these experiences, the emerging themes were formed, aspects and



grounds of pupil's misbehavior, teacher's disciplinary actions to misbehaved pupils, and suggested teacher's disciplinary actions by misbehaved pupils.

### A. Aspects and Grounds of Pupils Misbehavior

Each pupil is unique. Each pupil misbehaved in different ways. Misbehaved pupils act differently in science compared to Mathematics. Based on the In-depth interview with the misbehaved pupils, they described their misbehavior in science class, and these were following, playing, running around, shouting, beating the table or chair with a stick, disturbing other groups during group activities, chatting, or telling stories with his/her classmates and not listening to the teacher's lesson, and sliding on the tiles. These actions or misbehaviors were usually done during or after the class discussion. During the class discussion, the pupils might be uninterested in the way the teacher taught the lesson or the topic itself that triggers the misbehaviors that were mentioned. On the other hand, after the class, usually pupils misbehaved when the teacher is not around. These ways of misbehavior in science class were exemplified in the excerpt of transcripts below.

*“Kay ga hampang ako sa sulod classroom. Ga pasaway ako, ga dalagan dalagan ako. Ga hambal sang matudo. Ga patik patik man lang ako. [I played inside the classroom. I misbehave like running around. I speak in a loud voice. I beat the table or chair with a stick.]”*

(Line numbers 106-110 extracted from the In-depth Interview of Hans)

*“Ga pasaway ako sa iban nga group. Naga istorya ako sa akun nga classmate kag wala ako ga pamati sa iya kay natak-an ako bala. [I disturb other groups. I talked with my classmates and I don't listen to my teacher because I am bored.]”*

(Line numbers 117-119 extracted from the In- depth Interview of Peter)

*“Amu na ang sa tiles bala nga ga slide slide. Ga sinabad ako sa iban nga group. [I usually slide on the tiles inside the classroom when I am bored. I disturb other groups.]”*

(Line numbers 239-240 extracted from the In-depth Interview of John)

Misbehaved pupils also gave their reasons why they misbehave in Science and Math class. In Science class, they misbehaved because their classmates were also misbehaving, their classmates were teasing them, they wanted to their selves to misbehave, they can control their misbehavior, they wanted to talk to their classmates, the lesson was boring for them if the teacher was not around, they were annoyed by their science teacher when they were deducted points to their scores in a quiz, they were lazy when the teacher is always angry, not given a chance by their groupmates to contribute their ideas to the group during group activities and they wanted to be recognized. This is exemplified in the excerpt of the transcripts below.

*“Kay gina sabad man ako sang classmate ko. Kung kis-a gina sunlog da ako. Kay gusto ko magdalagan dalagan. Gusto ko sa akun kaugalingon. Indi ko mapunggan. [Because my classmate is teasing me. Sometimes, they make me a joke. Sometimes, I love to run around because I wanted to. I cannot stop myself.]”*

(Line numbers 148-151 extracted from the In-depth Interview of Hans)

*“Gusto lang mag-istorya istorya. Kay boring sa classroom eh. Kis-a eh kung mag anu, may big book kami sa Science, te indi ko kabalo magdrawing. [I just wanted to tell stories*

because it is boring inside the classroom. Sometimes, we have a Big Book in Science, then I don't know how to draw.]”

(Line numbers 155-161 extracted from the In-depth Interview of Peter)

“*Natak-an ako sir kay maam bala kis-a. Amu to nga hambal ko kang gina nga gina minusan ya ang score. Amu na ang natak-an ko sa iya. Kay wala na ko mahimu sir mo kay wala na ako may mahimu sir mo, natak-an na ako mamati. Huo, daw gina tamad ako bala. Kung wala ako nila gina banihut eh. Kung Kis-a gina kuhit ako nila. Gina tamad ako kung ga pangakig si maam bala. Sa group activities sir kay abi nila daw indi ako bala kabalo sir. [I sometimes find my teacher boring because she gave deductions to our scores that's why I don't like her. Because I do not do anything, I am tired of listening to my teacher. I am lazy. Sometimes, my classmates provoke me to misbehave. Sometimes, they touch me, I am bored when my teacher gets mad.]”*

(Line numbers 134-141 extracted from the In-depth Interview of John)

On the other hand, in their mathematics class, misbehaved pupils were not helping much on their groupmates and disturbing other groups during group activities, making some noise, running around, talking with other classmates, and transferring from one chair to another, and sliding on the floor. This is shown in the excerpt of the transcript below.

“*Ga pasaway. Wara ga bulig. Tapos ga lagaw lagaw ako sa iban nga group. Ga gahud. Madalagan dalagan sa tunga na bala. [I misbehave. I do not help. I roamed around to other groups during activities. I make some noise. Running around the center of the room.]”*

(Line numbers 90-94 extracted from the In-depth Interview of Peter)

“*Ga sinabad lang ako. Ga lagaw lagaw eh. Ga gahud. Ga dalagan dalagan man. Ga slide slide man sa salog. [I do misbehave. I roamed around. I make some noise. I run around the room. I slide on the floor.]”*

(Line numbers 128-131 extracted from the In-depth Interview of Hans)

“*Amu man gihapon sir, naga istorya man gihapon. Tapos ga halin halin bangkuh. Ga anu sir. Wala ako ga pahimunong sa pulungkuan ko. Wala ako ga stay. Ga istorya ako, wala ako gapamati mo. Ga istorya kag ga ginahud. Kung anu lang gina storya ko sa ila sir. [The same also sir, I am talking and moving from one chair to another. I am not staying on my chair all the time. I am talking with my seatmate, and I don't listen. I talk and making some noise. Whatever story I tell sir.]”*

(Line numbers 106-111 extracted from the In-depth Interview of John)

While in mathematics class, misbehaved pupils have also reasoned why they misbehaved. The following were their reasons; classmates were teasing them, making a loud noise to tell their classmates to keep quiet, imagining a scenario during a class discussion about what they saw on the television, and re-enact it in front of the class just like using an imaginary gun to shoot their classmates, and wanted to get their teacher's attention. These reasons were exemplified in the following excerpt of transcripts below.

“*Kis-a ga pangsinunlog man ang classmates ko mo. Gina balusan ko lang classmate ko kay gina sunlog nila ako mo. Kay ga lagsanay kami sang classmate ko sa sulod classroom. Gina kusi ko ka classmate ko mo. [Sometimes, my classmates teased me. I made a revenge*

to my classmates who made a joke out of me. Because my classmates and I are running around the classroom. Because my classmate is pinching me]”

(Line numbers 102-107 extracted from the In-depth Interview of Peter)

“Gina yamuhat ako sang classmate ko. Kay gina sunlog ako sang classmate ko, kundi gina sunlog ko man. Kay gusto ko, kis-a man lang. Gina banuhut ko gani nanda. Ga hambal lang ako tudo gawa kay gina saway ko sanda. Ga saway man lang ako. Kay ga gahud sila. Kung wala sila ga pang banihut eh kay gina sunlog ko nila. Kay nami, daw ga imaginary ka bala kung ga klase sa makita ko sa tv. [My classmates make fun out of me. Because they joke me, I also made a joke on them. Because I do sometimes. They are making a joke out of me. I am just saying it loud because they are misbehaving. I am just telling them not to misbehave. If they do not make a joke out of me or making funny out of me. Because it is nice that you imagine something during class that I saw in the television.]”

(Line numbers 126-133 extracted from the In-depth Interview of Hans)

“Waay lang sir, daw trip ko lang. Kay kung kis-a, wala ko nila gina sapak bala sir. Ang classmates ko kung kis-a. Kung kis-a gusto ko magpasapak. Garing kung waay may istorya, amu na nga wala ko ga pamati kay maam. [Just for fun sir, just nothing. Sometimes, my classmates do not mingle with me. Sometimes, I wanted someone to notice me. However, no one talk to me that’s why I do not listen to our teacher.]”

(Line numbers 125-131 extracted from the In-depth Interview of John)

## **B. Teacher’s Disciplinary Actions to Misbehaved Pupils**

Teachers’ action to misbehaved pupils in Science and Math classes were also described by the pupils. In Science class, the teacher usually does the following, telling the pupils to stop misbehaving and teaching them the proper behavior in class. This is exemplified in the excerpt of transcripts below.

“Gina hambalan man sang pahimunong na da. Indi mag-ginahud kay ga hambal si maam sa tunga. [I was told to behave and don’t make some noise because the teacher is at the center.]”

(Line numbers 112-114 extracted from the In-depth Interview of Peter)

“Hindi ko mapunggan magsinabad. Sawayun da ako. Tudluan ako sang maayo. Sawayun da ako kung magsinabad. [I cannot control myself to misbehave. My classmates told me to stop. My teacher teaches me good manners. Reminding me to behave if I am misbehaving.]”

(Line numbers 272-276 extracted from the In-depth Interview of Hans)

On the other hand, the mathematics teacher does the following to the misbehaved pupils; calling the pupils attention when misbehaving and telling the pupils to stop misbehaving. This is shown in the excerpt of the transcripts below.

“Gina tawag kami ni sir nga mag-untat na sinabad. [We were called our attention by our teacher to stop misbehaving.]”

(Line numbers 140 extracted from the In-depth Interview of John)

*“Gina hambalan kami ni sir nga magpahimunun ka da. Pamati ka sang maayo. [We were told to behave and listen well by our teacher.]”*

(Line numbers 148 extracted from the In-depth Interview of Hans)

### C. Suggested Teacher’s Disciplinary Actions by Misbehaved Pupils

Misbehaved pupils gave some suggestions to Science and Mathematics teachers for them not to misbehave. In Science class, teachers should guide them always for they not to misbehave, teachers should also be nice to them by giving them proper treatment when they misbehave, and teachers should be aware that sometimes their classmates triggered them to misbehave by teasing or bullying them. This is exemplified in the excerpt of the transcripts below.

*“Tani e guide man kami ni maam para di kami magsinabad. [I hope that our teacher will guide us not to misbehave.]”*

(Line numbers 155 extracted from the In-depth Interview of Peter)

*“Tani nami man bala paghambal sa amun kung ga sinabad kami. [I hope that our teacher tells us nicely when they got mad at us.]”*

(Line numbers 151 extracted from the In-depth Interview of Hans)

*“Mga classmates’ man namun ga pang una sunlog sa amun, tani sawayun man ni maam kay ga pahimunung man lng ko ya. [My classmates are the one who started to tease me to misbehave, our teacher should tell them to stop because I sometimes behave.]”*

(Line numbers 152-153 extracted from the In-depth Interview of John)

While in mathematics class, teachers should also crack some jokes so that the class will not be that boring, teachers should appreciate the pupil’s good behavior by giving them praises and teachers should also integrate technology in their lessons by using the LCD projector or TV by watching lesson related movies.

*“Para di bala sir boring, tani majoke man si sir. Tani ma appreciate man niya ang mga maayo ko nga ginaubra. [For me not to be bored, the teacher should also crack some jokes. I hope that the teacher should appreciate the good things that I have done.]”*

(Line numbers 167-169 extracted from the In-depth Interview of Hans)

*“Nami kung gina dayaw kami ni maam kung ga ubra kami sang insakto. [It is nice if the teacher should appreciate our work.]”*

(Line numbers 159-160 extracted from the In-depth Interview of John)

*“Nami pa gid tani kung gagamit si sir sang project or TV kay ga pamati gid kami. [It is nice if the teacher should appreciate our work.]”*

(Line e numbers 162-163 extracted from the In-depth Interview of Peter)

## Conclusion

### Summary and Implications

The phenomenological experiences of misbehaved pupils in their Science and Mathematics classes were the teaching preferences and learning of misbehaved pupils as well as the teaching approach of teachers as portrayed and perceived by misbehaved pupils. Misbehaved pupils preferred the topics like gravity, solar system, and body organs in Science while multiplication and pie graphs in Mathematics. The subject contents that they dislike were the parts of the Earth and mammals in Science while algebra in Mathematics. The same subject contents were also mentioned in their learnings in Science and Mathematics. The misbehaved pupils disliked few topics in Science and Mathematics. They described their teachers more positively than negatively. They wanted their teachers to appreciate the little things that they achieved so that their self-efficacy and motivation to learn in Science and Mathematics will be more meaningful. They also wanted their teachers to guide them personally on whatever mistakes or misbehavior that they did by giving advice.

The phenomenological experiences of misbehaved pupils affect their behavior through aspects and grounds of pupil's misbehavior, teacher's disciplinary actions to misbehaved pupils, as well as suggested teacher's disciplinary actions by misbehaved pupils. The aspects of misbehavior were like playing, running around, shouting, beating the table or chair with a stick, disturbing other groups during activities, chatting or telling stories, making some noise, and sliding on the floor. These misbehaviors of pupils had some factors such as (a) classmates misbehaving, (b) wanted to speak up, (c) being annoyed by their teachers, (d) being lazy when the teacher is always angry, (e) not given a chance to share ideas, (f) wanted to be recognized, (g) stopping their noisy classmate, (h) depicting scenes as seen in a television show, and (i) wanted their teacher's attention. These factors serve as a basis for teachers to devise or revise another teaching strategy that could cater to the needs of the misbehaved pupils.

### Limitations and Suggestions

There are some limitations faced by the author as researcher of this study. For example, the researcher is only allowed to observe classes, interview pupils, examine the pupils' academic records, and analyze the anecdotal records. It was observed that Science and Mathematics teachers are still using the traditional way of teaching most of the time like copying notes on the board and memorization of concepts but sometimes they integrate technology in their approaches in teachings like using lesson related movies and slides presentations. Teachers should pay more attention to misbehaved pupils' interests in Science and Mathematics so that pupils are more motivated to master the subjects. Also, they do not do activities most of the time. However, their teachers discipline them in such a way that lessens their motivation to pay attention in class and participate during group activities like called their names, which made them more embarrassed and deducted their scores in a test. Giving activities in class could develop pupils' critical thinking skills because they do not feel that their Science and Mathematics classes are boring.

Teacher's action to misbehaved pupils contributes a factor that could worsen the situation or lessen the misbehavior of the pupils. Teacher's actions like telling the pupils to stop misbehaving and calling their attention without embarrassing them could help lessen the misbehavior of pupils. The teacher's observations justify the misbehavior of pupils like talkative, roaming around, not finishing the assigned task, and not participating in the class discussion. Misbehave pupils made some suggestions on the way teachers teach science and mathematics subjects and not to let them feel bored like giving them proper guidance and counseling or advice regarding the factors that triggered them to misbehave, technology integration in discussing a lesson and appreciate pupils'



good behavior by giving them praises. These suggestions by misbehaved pupils should be considered by science and mathematics teachers to address the needs of misbehaved pupils.

### Significance and Contribution in Line with Philosophy of LSM Journal

This research focuses on how pupils learn science and mathematics, as well as their social understanding and conduct. Furthermore, it investigates reasons of misbehavior of pupils in science and mathematics classrooms to better understand and avoid these disruptive behaviors. This research examines student-teacher interactions in the setting of misbehavior and serves as a resource for primary science and mathematics teachers looking into improving or innovating their teaching methods.

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