

DISCIPLINARY PROBLEMS OF JUNIOR MARINE STUDENTS IN LYCEUM INTERNATIONAL MARITIME ACADEMY

¹Leovina I. Candava ² Arnulfo Orence

^{1&2}Lyceum International Maritime Academy, Lyceum of the Philippines
Batangas City, Philippines

ABSTRACT

This action research determined the junior marine student's disciplinary problems encountered by their guidance counsellors and professors. It also wanted to find out the degree of seriousness of these disciplinary problems. The study used the descriptive method of research. Maritime Faculty members encountered slightly serious disciplinary problems among junior maritime students in cheating when taking tests, laughing at the mistakes of others and not doing assigned task such as projects while transferring from one seat to another, teasing classmates, quarrelling during class hours, being unruly the moment the teacher leaves the room and using foul language were some of the nature of problems which were not being encountered by the faculty members and being reported in the Guidance Centre.

Keywords: Disciplinary Problems, Junior Maritime Students and Guidance Counselling

INTRODUCTION:

Quality education is first and foremost a function of instruction. In the hands of committed and effective professors, the best designed syllabus is deemed to succeed. While it is true that some students can learn not only from their professors, it cannot be denied that the quality of the outputs of education is a function to a great extent of instruction and students' interactions with their professors.

Quality education has a personal educative philosophy. It refers to a set of personal beliefs, assumptions, and convictions concerning the role of the professors, the role of the learners, the primary aim of schooling, the ideal syllabus content and the best means of inducing learning.

Behavior becomes a problem when it deviates so much from normal behavior for the students' age bracket (Padilla, 2006). The schools are in a strategic position to influence directly how students think, feel and behave concerning what is right and wrong. In view of this, the need to instill discipline in the classroom should be the goal of every teacher.

Cheesman and Watts (2007) believe that behavior problems among students are simply a surplus or deficiency of behavior that are normal to all students. They further state the “behavior should only be considered as a problem if it is not suited for the students or not his best interest with regards to his age, development, situation and others to whom he relates”. Woolfook (2005) perceives behavior disorders in the same light for according to her “behavior becomes a problem when it deviates so much appropriate behavior for the learner’s age group that significantly interferes with the learners own growth and development and the lives of others. Andrew (2004) reasons out that the teacher perception affects their behavior toward the student which in turn influences the students behavior in the classroom.

Being aware of the importance of classroom discipline, the researcher felt the need to look into the disciplinary problems of the marine students, which are a shared responsibility of the dean, the guidance counselors and the professors, but the professors have the greater responsibility. Understanding the background of these infractions and the disadvantages they may bring, suggest an approach that ultimately leaves every student learn his lesson. More importantly, a means to direct students to become more mature and disciplined individuals of the society needs to be conceptualized.

For professors to be successful in the classroom, they need a well-planned individual approach to discipline. They must understand various psychological theories of discipline and the assumptions on which they are based. They must understand their own values and educational background and must take an approach that is in harmony with their convictions.

There are varied strategies to cope with the numerous discipline dilemmas. Some say professors should be more effective authoritarians. For others, the preventive discipline or the developmental discipline must be put to a test to ensure order in the classroom.

To realize this, there is a need to re-examine the classroom rules, strategies and practices employed and plan for certain modified activities that will respond to the needs of the learners to make them better individuals.

MATERIALS AND METHOD:

The study used the descriptive method of research. Data were gathered using questionnaires. Interviews were conducted on some teachers, and a guidance counselor. The respondents of

this study were 7 professors of junior marine students and a guidance counselor. These professors were randomly selected from the entire marine faculty for appropriate representation. The first part of the questionnaire contains the disciplinary problems of the junior marine students that the professors and guidance counselor encounter. Second part presents how they rate the degree of seriousness on the disciplinary problems of the junior marine students. This part is divided into three major groups, namely, disruptive behavior, withdrawing behavior and disrespect for rules and authority.

The researcher administered the questionnaire to the respondents, coded and tallied the data. To quantify the answers from the questionnaire, coding schemes was developed. A scale of 1-4 was used to transform categorical data to numerical ones. Specifically, the following coding scheme was used:

3.50-4.00	Very Serious / Always
2.50-3.49	Moderately Serious / Often
1.50-2.59	Slightly Serious / Sometimes
1.00-1.49	Not a Problem / Not at all

To interpret the data gathered the following statistics were used: Frequency, percentage and ranking were used to determine the disciplinary problems encountered by the respondents. The degree of seriousness of the disciplinary problems encountered by the respondents was interpreted using the weighted mean.

RESULTS AND DISCUSSION:

Table 1 shows the percentage distribution of Junior Marine students' disciplinary problems encountered by their professors and guidance counselor.

Table 1 shows the percentage distribution of junior marine student's disciplinary problems encountered by their professors and the guidance counselor it can be gleaned on the table that coming late for school and laughing at the mistakes of others got the highest percentage, which is 75%.

Table 1
Percentage Distribution of Junior Marine Students Disciplinary
Problems Encountered by their Professors and Guidance Counselor

Disciplinary Problems	F	%
A. Disruptive Behavior		
1. Excessive talking during class session	5	62.5
2. Leaving the classroom without valid session	4	50
3. Laughing at the mistakes of others	6	75
4. Gossiping and whispering during class hours	3	37.5
5. Answering even if not called	3	37.5
6. Getting and using things without permission	5	62.5
7. Cheating when taking tests	4	50
8. Doing assignments in other subjects	2	25
B. Withdrawing Behavior		
1. Non-involvement in class activities	4	50
2. Irritable and moody	2	25
C. Disrespecting for Rules and Authority		
1. Not following teacher's order and request related to the teaching-learning situation.	3	37.5
2. Frequent absences	5	62.5
3. Showing disrespect towards the teacher such as answering back and pouting when checked.	4	50

4. Coming late for school	6	75
5. Not doing assigned task such as projects and assignments	5	62.5

Specifically, there were common disciplinary problems as assessed by the respondents, excessive talking during class session, getting and using things without permission and frequent absences comprising 62.5%.

Rated 50% were leaving the classroom without permission, non-involvement in class activities and showing disrespect towards the teacher such as answering back and pouting when checked.

Gossiping and whispering during class hour, answering even if not called and not following teachers' order and request related to teaching-learning situation got a percentage of 37.5%.

Doing assignments in other subjects and irritable and moody got the lowest percent which is 25%. These findings suggest that the junior marine students possess some degree of self confidence and emotional stability which enable them to control their moods.

Table 2

Weighted Mean Distribution of Respondents' Degree of Seriousness on Disciplinary Problems

Disciplinary Problems	Mean	Description
1. Excessive talking during class session	1.625	SS
2. Cheating when taking tests	2.37	SS
3. Doing assignments in other subjects	1.25	NP
4. Eating during class hour	1.0	NP
5. Leaving classroom without valid reason	1.675	SS
6. Coaching classmates during recitation	1.0	NP
7. Laughing at the mistakes of others	2.125	SS
8. Transferring from one seat to another	1.0	NP
9. Tapping of pencil/ballpen on desks and armchairs	1.0	NP

10. Gossiping and whispering during class hours	1.375	SS
11. Teasing classmates	1.0	NP
12. Quarreling during class hours	1.0	NP
13. Answering even if not called	1.875	SS
14. Answering while the classmate is reciting	1.0	NP
15. Getting and using things without permission	1.675	SS
16. Being unruly the moment the teacher leaves the room	1.0	NP
17. Using foul language	1.0	NP
18. Criticizing others aloud	1.0	NP
19. Domineering and showy	1.0	NP
20. Reacting violently to criticism	1.0	NP
21. Non-involvement in class activities	1.675	SS
22. Irritable and moody	1.375	SS
23. Not following teacher's order related to lesson	1.875	SS
24. Frequent absences	1.625	SS
25. Showing disrespect to the teacher's	1.625	SS
26. Coming late for school	1.875	SS
27. Not doing assigned task such as projects	2.00	SS
28. Improper use of school property	1.75	SS

It is heartening to note that the indicators of disciplinary problems are considered slightly serious problems only, as shown by the weighted mean ranging from 1.375 to 2.375. These are gossiping and whispering during class hours and irritable when moody (1.375), excessive talking during class session, frequent absences and showing disrespect towards the teacher (1.625), leaving the

classroom without valid reason and getting and using things without permission (1.675), improper use of school property (1.75), answering even if not called and coming late for school (1.875), not doing assigned tasks (2.0), laughing at the mistakes of others (2.125), and cheating when taking the test (2.37). These findings are not supportive of Paotan's and Padilla's studies where these behavior problems were included in the most prevalent disruptive behaviors.

On the other hand, doing assignments in other subjects (1.25), eating during class hours, coaching classmates during recitation, transferring from one seat to another, tapping of pencil/ ballpen on desks, answering while the classmate was reciting, being unruly the moment the teacher leaves the room, criticizing others aloud, domineering and showy and non-involvement in class activities (1.0), are not problems regarding junior marine students. Taking all these 28 disciplinary problems, reveal the weighted mean of 1.88 or slightly serious. These findings are indicative of the junior marine professors' ability to instill discipline in their students. Moreover, this favorable condition maybe the outcome of effective teaching of the core values of the university and the ability of the professors to establish, foster and maintain social and emotional classroom climate that is conducive to teaching, learning and personal growth of both the professors and the students.

CONCLUSIONS AND RECOMMENDATION:

The professors and the guidance counselor of the Lyceum International Maritime Academy do not encounter serious disciplinary problems whether they are disruptive behavior, withdrawing behavior or disrespect for rules and authorities. The causes of some disciplinary problems maybe attributed to students and teachers factor.

Records of disciplinary problems encountered by the professors with their students must be kept intact for future references; formulation of classroom rules and regulations to be enforced in the classroom must be cooperative endeavor between the professor and the teacher; the professors must be the models of positive behaviors they want to inculcate to their students; and, similar research studies should be conducted in the field to strengthen the findings of the study.

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