

Behaviour and Adjustments to College Policies of Selected Students in the College of Arts and Communication, University of Eastern Philippines

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Abstract

This study was conceptualized and designed to determine the behavior and adjustment towards college policies of selected students in the College of Arts and Communication, University of Eastern Philippines. Specifically, this study sought to document the profile of the respondents, identify the existing college policies the respondents are familiar with, determine the behavior encountered by students in adjusting towards college policies, find out the level of adjustment of students towards college policies and draw recommendations from the respondents to adjust the college policies. As to the profile of the respondents, majority were below 19 years old, male, Roman Catholic, respondents' fathers were mostly teachers while their mothers were mostly housewives, earning 10,000-15,000 per month, composed to 4-6 family members. Among the college policies are: wear proper uniform and ID, observe proper haircut, proper waste disposal, deserve silence as classes are on-going, no cheating, avoid littering, no smoking, no vandalism and, no loitering. There were three identified behavior which include: there are violators of the college policies because there is no strict implementation of it, students are limiting their academic freedom and, they feel that we are controlled because of these college policies. The overall level of adjustment on college policies is considered as "high" with the grand mean of 3.91. Among the recommendations of the respondents for better college policies adjustment include: the violators should be punished, there should be strict implementation of the college policies and the department should create more disciplinary policies.

Keywords: Behavior, Level of Adjustment, College Policies.

Introduction

Background

School adjustment plays a vital role in students' life, and it is like a pillar on which college students' entire life is based. It is not only related to a student's progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation.

Moreover, there is no simple resolution for problematic behavior, and it is not possible to apply a blanket approach to all circumstances. This makes discipline in schools very complex. Schools obviously need to be engaging and safe for students to learn. However, there is often a great focus on what happens in the classroom. This means teachers are often left to work with students in isolation and manage student behavior issues by themselves. When an issue becomes difficult to manage, teachers are often left with little choice but to remove the offending student from the learning environment.

At the classroom level, teachers make many decisions that impact on student behavior. For example, decisions about the physical layout (such as table layout, accessible pathways, access to resources), routines, class content (including how learning activities are designed) and teacher actions all affect student behavior.

The school in collaboration with the department should support teachers to solve the problem collaboratively, rather than simply solving it for them. Often problem student behavior is deferred to school leaders to resolve. This is problematic because the leader would be building a good relationship with that student instead of the teacher. This can be done better. For example, when a student is presenting challenging behaviour and the situation has escalated to the point where the teacher needs support, a colleague can take over teaching the class so the teacher can meet with the student to solve the problem. Teachers focus on building meaningful relationships with students early in the year and then maintaining them. Students who feel that teachers care for them are more willing to engage in the learning activities. Schools provide time for teachers to call parents as soon as possible, rather than when they have time. This allows personal contact to discuss issues, rather than just informing parents of issues. One secondary school called this "beat the child home with a phone call to parents."

The present, the College of Arts and Communication (CAC) has various policies stipulated from the university code. However, there are policies that cannot be followed properly by the students specifically the freshman students because they cannot adopt the policy easily. Thus, the researcher is keen in conducting this study to assess the behavior of the students towards the college policies. Also, this study measured the level of their adjustment of the college policies.

Methodology

This study was conducted in the College of Arts and Communication, University of Eastern Philippines. The study used descriptive-survey research design. The respondents of this study freshman students of the College of Arts and Communication University of Eastern Philippines. Different kinds of statistical methods were used in this study according to its appropriateness. The following statistical tools were tally, frequency, percentage computation and, ranking.

Analysis – Discussion

Profile of the Respondents

Age

The data in theTable 1.1 show the distribution of the respondents' profile according to age category. The data revealed that there were 64 or 75.29 percent were below 19 years old while the remaining 21 or 24.70 percent were 20-24 years old.

The data further revealed that majority of the freshmen students were considered as young adult and their appropriate age as freshman. The result of the data implies that the freshman students are more proactive towards policies adjustment due to their age.

Table 1.1. Distribution of the Respondents according to their Age

Age	Frequency	Percentage (%)
19 and below	64	75.29
20 to 24 years old	21	24.70
Total	85	100

Sex

The data in theTable 1.2 shows the distribution of the respondents according sex. The category is distributed as to male and female. The data reveal that 45 or 52.94 percent male while 40 or 47.05 percent were female.

The data in hand further revealed that there is almost equal distribution between male and female .

Table 1.2. Distribution of the Respondents according to their Sex

Sex	Frequency	Percentage(%)
Male	45	52.94
Female	40	47.05
Total	85	100

Religion

Table 1.3 shows the distribution of the respondents according to religion. The data in hand revealed that 80 or 94.11 percent were Roman Catholics while 5 or 5.88 percent were Born Again.

The data in hand further revealed that almost all of the respondents were Roman Catholic.

Table 1.3. Distribution of the Respondents according to their Religion

Religion	Frequency	Percentage(%)
Roman Catholic	80	94.12
Born Again Christian	5	5.88
Total	85	100

Father's Occupation

Table 1.4 shows the distribution of the respondents according to father's occupation. The data in hand revealed that 8 or 9.41 percent were Barangay Officials, 24 or 28.23 percent were teachers, 18 or 21.17 percent were drivers, 15 or 17.64 percent were businessmen while 20 or 23.52 percent were farmers.

The data in hand further revealed that the dominant father's occupation is Teacher. The data implies that the students are not only guided in the school but also by their parents.

Table 1.4. Distribution of the Respondents according to their Father's Occupation

Father's Occupation	Frequency	Percentage(%)
Barangay Official	8	9.41
Teacher	24	28.23
Driver	18	21.17
Businessman	15	17.64
Farmer	20	23.52
Total	85	100

Mother's Occupation

Table 1.5 shows the distribution of the respondents according to mother's occupation. The data in hand revealed that 7 or 8.23 percent were Barangay Officials, 12 or 14.11 percent were BHWs, 6 or 7.05 percent were teachers, 15 or 17.64 percent were farmers while the remaining 45 or 52.94 percent were housewives.

The data in hand further revealed that majority of respondents' mother do not have job. The data further implies that most of the mothers are reliant to their husband to sustain their daily needs.

Table 1.5. Distribution of the Respondents according to their Mother`s Occupation

Mother`s Occupation	Frequency	Percentage(%)
Barangay Official	7	8.23
Barangay Health Worker	12	14.11
Teacher	6	7.05
Farmer	15	17.64
Housewife	45	52.94
Total	85	100

Family Income

Table 1.7 shows the distribution of the respondents according to family income. The data in hand revealed that 28 or 32.94 percent earning more than 15,000 pesos per month, 38 or 44.70 percent were earning 10,000-15,000 per month while the remaining 19 or 22.35percent were receiving 5,000-9,000 per month.

The data in hand revealed majority of the family income of the respondents were to 10,000-15,000 pesos per month. The data implies that there is enough budget to sustain their daily needs as basic unit of the society.

Table 1.6. Distribution of the Respondents according to their Family Income

Family Income	Frequency	Percentage(%)
15 thousand pesos and above	28	32.94
10 to 15 thousand pesos per month	38	44.70
5 to 9 thousand pesos per month	19	22.35
Total	85	100

Number of Family Members

Table 1.7 shows the distribution of the respondents according to their number of family members. The data discovered that there were 15 or 17.64 percent were composed of 7-9 members, 48 or 56.47 percent have 4-6 family members while the remaining 22 or 25.88 percent have 1-3 family members.

The data in hand further revealed that majority of the respondents were composed of 4-6 family members commensurate to their family monthly income. This further implies that the number of family members of the students are in average or not that much big.

Table 1.7. Distribution of the Respondents according to their Numbers of Family Members

Numbers of Family Members	Frequency	Percentage(%)
7 to 9	15	17.64
4 to 6	48	56.47
1 to 3	22	25.88
Total	85	100

Existing Policies

Table 2 exhibits the existing college policies observed by the respondents. There were nine (9) identified policies which include the following: wear proper uniform and ID, observe proper haircut, proper waste disposal, deserve silence as classes are on-going, no cheating, avoid littering, no smoking, no vandalism and, no loitering.

The data in hand further revealed that there were many school policies that can help in shaping the behaviour of the students towards excellent and well-rounded individual. Also, these college policies help in maintaining the wellness of the school premises.

Hence, the result of the study is anchored to the result of Damien in Uganda where they observed that stakeholders had ambivalent views on the use of corporal punishment in managing student behavior problems, not really behavioral theory used or sought after in our times. According to the theory, learning is determined by events that take place after a given behavior, and learning is gradual but not insightful.

Table 2. Existing College Policies

Existing Policies	Frequency	Rank
Wear proper uniform and ID	83	1
Observe proper hair cut	73	2
Proper Waste Disposal	69	3
Observe silence as classes are on going	64	4
No cheating	61	5
Avoid littering	51	6
No smoking	34	7
No vandalism	31	8
No loitering	25	9

*multiple responses

Behavior of the Respondents

Table 3 exhibits the behavior of selected freshmen towards college policies adoption. There were three (3) identified behavioral problems which include: there are violators of the policies because there is no strict implementation of it, students are limiting their academic freedom and, we feel that we are controlled because of these policies.

The data in hand further revealed that the topmost behavioral problem is there are violators of the policies because there is no strict implementation of it where the respondents stipulated that even though there are many school policies is still useless due to its weak implementation. The second problem is students are limiting their academic freedom where the respondents said that they want sometimes to be more fashionate in dress and wearing apparel however it is limited because of the school policy of always wearing uniform at all times. The third problem is they feel that we are controlled because of these policies where the respondents said that sometimes the wants are controlled due to many school policies imposed to them.

Table 3. Behavioral of the Respondents

Behavior	Frequency	Rank
There are violators of the policies because there is no strict implementation of it	64	1
Students are limiting their academic freedom	53	2
We feel that we are controlled because of this policies	39	3

*multiple responses

Level of Adjustment to College Policies

Table 4 exhibits the level of adjustment to college policies. There were ten (10) indicators used to measure their adjustment. Among the indicators there were four “always” observed by the respondents towards polices which include: positive reinforcement is effective in managing student behavior problems in school, positive reinforcement has reduced tension and strikes in school, positive reinforcement makes students more free and open to teachers and, positive reinforcement contribute amicable relationship among students. Also, there were three “often” observed by the respondents towards policies which include: positive reinforcement motivates students not to repeat undesirable behavior, positive reinforcement makes students feel accepted by their teachers and positive reinforcement has helped students overcome social and behavioral. However, there were three “sometimes” observed by the respondents which include: positive reinforcement enhances a sense of belonging in the students, positive reinforcement develops rapport between the teacher and students and, positive reinforcement makes students develop positive attitude towards school.

The overall level of adjustment to policies is considered as “high” with the grand mean of 3.91.

The data is affirmed by the study of Caldarella where he stated that implementation of school policies can be a treatment of school in changing school climate that can significant decreases were also evident

in students' unexcused absences, tardiness, and office discipline referrals when compared to the control school.

Table 4. Level of Adjustment of the Respondents to College Policies

Statement	Mean	Interpretation
Positive reinforcement is effective in managing student behavior problems in school	4.57	Always
Positive reinforcement enhances a sense of belonging in the students	3.57	Sometimes
Positive reinforcement has reduced tension and strikes in school.	4.30	Always
Positive reinforcement motivates students not to repeat undesirable behavior	4.14	Often
Positive reinforcement develops rapport between the teacher and students	3.09	Sometimes
Positive reinforcement makes students more free and open to teachers	4.09	Always
Positive reinforcement makes students develop positive attitude towards school	3.09	Sometimes
Positive reinforcement makes students feel accepted by their teachers.	3.76	Often
Positive reinforcement has helped students overcome social and behavioral	4.19	Often
Positive reinforcement contribute amicable relationship among students	4.30	Always
Grand Mean	3.91	Often

Recommendations

Table 5 exhibits recommendations of the respondents for proper college policies adjustment of selected freshman students. There were three identified recommendations which include: the violators should be punished, there should be strict implementation of the policies and the department should create more disciplinary policies.

From the result, it can be observed that the most recommended by the respondents is to punish the violators so that they will abide the law in accordance to what is being mandated.

The result of this study contradicts to Kopansky where he argued that corporal punishment is ineffective in managing student behavior problems and the formation of specific discipline plans may improve student behavior. Most countries in South Asia have legislation which protects children against physical assault. In Uganda, it was established that that corporal punishment was being unfairly administered and that lead to dissatisfaction and anger. These changes in policy have led to

finding suitable ways of addressing behavior problems among students. In addition, Damien in Uganda observed that stakeholders had ambivalent views on the use of corporal punishment in managing student behavior problems, not really behavioral theory used or sought after in our times. According to the theory, learning is determined by events that take place after a given behavior, and learning is gradual but not insightful.

Table 5. Recommendations of the Respondents

Recommendations	Frequency	Rank
The violators should be punished	71	1
There should be strict implementation of the policies	63	2
The department should create more disciplinary policies	25	3

*multiple responses

Findings

The data revealed that majority of the respondents were below 19 years old, male, Roman Catholic, their fathers were mostly teachers while their mothers were mostly housewives, earning 10,000-15,000 per month, composed of 4-6 family members.

There were nine identified college policies which include the following: wear proper uniform and ID, observe proper haircut, proper waste disposal, deserve silence as classes are on-going, no cheating, avoid littering, no smoking, no vandalism and, no loitering.

There were three identified behavioral problems which include: there are violators of the policies because there is no strict implementation of it, students are limiting their academic freedom and, they feel that they are controlled because of these college policies.

The overall level of adjustment on college policies is considered as “high” with the grand mean of 3.91.

There were three identified recommendations for better policy adjustment to college policies which include: the violators should be punished, there should be strict implementation of the policies and the department should create more disciplinary policies.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are forwarded:

1. The College of Arts and Communication has its existing various school policies. So, the College may continue their implementation of these policies.
2. The topmost problem in the implementation of college policies is there are violators of the policies because there is no strict implementation of it. Hence, the department should strictly implement these policies through monitoring and evaluation.
3. The recommendations given by the respondents to improve the college policies adjustment of the students should be given attention by the college.
4. Similar study be conducted and include other students from College of Arts and Communication for improvement of college policies implementation.

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