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## **BEHAVIORAL CONTRACT: INSTILLING DISCIPLINE FUNDAMENTALS IN SENIOR HIGH SCHOOL STUDENTS**



**Haidie R. Nieves**

Teacher II

Villa Aglipay National High School  
Tarlac Province, Region III

### **ABSTRACT**

Title: **BEHAVIORAL CONTRACT: INSTILLING DISCIPLINE FUNDAMENTALS IN SENIOR HIGH SCHOOL STUDENTS**

Researcher: **HAIDIE G. RAMOS-NIEVES**

Degree: **MASTER OF ARTS IN EDUCATION**

Major: **GUIDANCE AND COUNSELING**

Institution: **OSIAS COLLEGES, INC.**

The study utilized the qualitative case study research approach. The study assessed the cause of inappropriate behaviors of the students who have multiple records in guidance office of Villa Aglipay National High School. The participants were grade 11 and grade 12 students of Villa Aglipay National High School for the A.Y. 2023-2024. The data collection instrument was a self-made questionnaire and interview guide where the answers were categorized using the coding method and interpreted using the thematic analysis by Mortensen D. (2020).

The common themes that emerged from the participants demographic profile are: extended family, conditionally separated, and nuclear family, their parents are employed and they have irregular income. The common themes that emerged from the causes of the specific behavior of the participants are influence of the environment at a young age, curiosity and behavioral issues and they are aware of the consequences on health.

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School should conduct an individual inventory for each students when it comes to the demographic profile of the students. School should have also contact number of the parents of the learners. Peer facilitator must be trained to whom they can talk or seek guidance. Peer facilitator can come from a variety of sources, including students leaders in various groups. Peer education can be useful supplement to a comprehensive school-based training and seminar program. Implement the proposed or developed behavioral contract to instill discipline of the Senior High school students .

*Keywords: Behavioral Issues, influence of environment at young age, consequences on health, individual inventory*

## **I. INTRODUCTION**

Students spend a significant amount of time in schools, the school environment and students are interdependent. According to Malvankar (2019) students have invested their time to learn in an educational institution environment to improve their quality of life. In addition, classroom is a place used as a means of providing learning services. Although currently, the world of education is getting advanced that teaching and learning activities can be carried out remotely, classroom learning activities remain to be widely carried out. Furthermore, classroom atmosphere including social, emotional, and physical aspects can affect the growth and development of student behavior.

According to the study by Sa'adah, Wibawa, and Sunawan (2021), schools must establish an environment that is appealing, secure, cozy, and favorable to learning if they are to help kids reach their full potential. However, there may be a number of difficulties that teachers and students must overcome when carrying out teaching and learning activities in the classroom. Teaching conduct, according to Yi, Yun, Duan, and Lu (2021), is how students' feelings, words, and behaviors represent the teaching and learning activities. The definition of behavior is the internalization of knowledge, skills, character, performance demonstrated via acts, and motivation or desire. Therefore, it may be concluded that behavior is an activity performed in reaction to a stimuli and that persistent behavior has an impact on personality.

Inappropriate student behavior is common among many students. Schools are concerned about student conduct because disruptive, rebellious, and aggressive behaviors might impede teaching and learning activities (Harrison, Vannest, Davis, & Reynolds 2012 ; Wills, Caldarella, Mason, Lappin, & Anderson 2019). This viewpoint is supported by Harrison et al. (2012), who state that the most common adolescent behavior problems found in schools are hyperactivity, distractibility, and immaturity. The necessitate prevention or management initiatives by all concerned like the school, home and community. Furthermore, this occurrence contradicts the developmental goal that each individual must do, as explained by Myrick (2011).

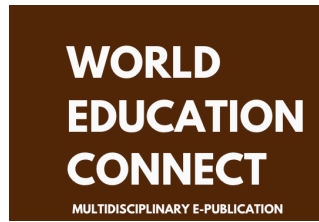
A behavior contract seeks to instill disciplined behavior in a kid, with the hope that the behavior that needs to be altered would become evident as a result of the contract's existence. A behavior contract also enables the youngster to develop a responsible attitude by adhering to the agreed-upon contract. Wahyuni's perspective backs up the assertion, stating that after the contract is implemented, the child becomes

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more obedient to the regulations, and the youngster becomes more responsible in completing the assignment.

Discipline is vital in character development because it teaches children how to overcome disciplinary problems, manage themselves, preserve a sense of security and comfort, and obey the discipline. According to Fatmawati (2011), the numerous behaviors of children today who do not demonstrate moral values and discipline have become a big burden for parents and educators. At an early age, moral values and discipline basics are instilled to children at home with family members. These values are practiced and become a habit until they grow old. The development of disciplinary behavior in youngsters is a difficult task. As a result, discipline instilling in children must be tailored to the level of early childhood age.

The majority of parents and teachers in this country still have misconceptions about discipline. Discipline is frequently equated with punishment, as a result of which many children are physically abused and abused, and it is deemed reasonable to discipline the child on these grounds. This is why the discipline instilled in children does not manifest as expected as the child grows older. The condition is caused by children imitating the adults around them. Because the child is a skilled imitator, whoever imitates the child, including the child, will learn the incorrect definition of discipline.

However, based on observations made on January 23, 2020, in Ganesha Kindergarten group B using the behavioral contract, there are some issues with child discipline that have not been fully addressed. This is demonstrated by some children marching into the classroom in a less orderly, preceded, and not in line manner. There are also children who joke and talk to other friends while participating in prayer activities. The child does not want to wait in line to wash his hands during recess. Finally, when the activity is finished and the child is about to leave, he or she does not tidy the seat.

Cook (2005) claims that behavior contracts can break the negative cycle that often occurs between a student with EBD (Emotion Behavioral Disability) and a teacher. Behavior contracts replace negative teacher attention with positive teacher attention, which boosts student self-esteem. This positive teacher behavior provides EBD (Emotion Behavioral Disability) reinforcement and attention to students for good behavior rather than bad behavior. Furthermore, it promotes better communication and a deeper relationship between the teacher and Student 1st, allowing the teacher to maintain focus on the entire class.

Behavior contracts have been seen to be effective in reducing inappropriate behavior in inclusion settings, although few studies targeted middle school students. Allen, Howard, Sweeney, and McLaughlin (2003) used an ABAB single subject replication design to investigate the use of contracts for three elementary-age students with no identified disability who exhibited inappropriate classroom behavior and were off-task throughout the day. The use of individualized behavior contracts caused an immediate and noteworthy increase in on-task behaviors for all three students. The implementation of these contracts included a daily time that was set aside for the student and teacher to meet and review contract goals, a valuable component to the building of a positive relationship. After the contracts were removed, their on task behaviors remained high,

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indicating maintenance of this intervention. Allen and his colleagues commented on the minimal amount of time needed from the teacher to effectively implement the contract, a very important characteristic of an intervention to a busy classroom teacher.

Mruzek, Cohen, and Smith (2007) agreed with the ease of using behavior contracts in their study of two elementary school boys in a self-contained classroom, one with Asperger Syndrome and another with an emotional disability. The boys exhibited inappropriate behaviors in the classroom including aggressive tantrums and disruptive verbalizations. Using a changing criteria design, Mruzek and colleagues implemented a behavior contract which required the teacher and students to meet two times a day to review the contract, agree upon rewards, problem solve, and talk about successful interactions. Both participants demonstrated an immediate increase in successful behaviors during the intervention phases, despite the fact that their contracts changed on a weekly basis to focus on different behaviors. Mruzek and colleagues commented that the contracts were neither obvious nor interfering to other students in the classroom. Furthermore, they noted that a positive relationship between the student and teacher resulted from the contracts because of the increase in communication.

Navarro, Aguilar, Aguilar, Alcade, and Marchena (2007) also researched the use of behavior contracts with three students without disabilities in the general education using a multiple baseline research design. As in previous studies, these students demonstrated inappropriate behaviors including lying on desks, refusing to work, making verbal complaints, and making noises. They found that all students had a significant reduction in their personal targeted behavior problems as the contracts were implemented.

In guidance and counseling, there is an approach focusing on changing individual behavior, named the behavioral approach (behavioristic). The basic assumption of the behavioral approach is that everyone can make behavioral changes carried out and directed by himself so that the s/he is considered an agent of change. The approach intends to improve individual skills in response to every stimulus obtained.

One technique in the behavioral approach that uses both positive and negative reinforcement in its therapy is behavioral contracting. Roman and Ward (in O'Donohue & Fisher, 2008) explained that behavioral contracting is an agreement between the counselor and the client intending to change the client's behavior to be more adaptive. In line with this opinion, the contract is made in the form of documents or in writing that is permanent and has been approved by the counselor and client through a negotiation process. This technique is considered effective due to the negotiation and agreement which could emerge a therapeutic effect during an intervention.

Jose V. Yap High School and San Bartolome High School in the Province of Tarlac use behavioral contract in guidance and counseling to reduce the misconduct of the students. According to the designate guidance of San Bartolome High School, Lovenia Pal she adapted and implemented the Project HG-RIDE (Homeroom Guidance and Recording Information and Data through Excel) and Project GCARS (Guidance and Counseling and Discipline Reporting System) of Mrs. Marnie Rose B. Terzenio (Guidance Designate in the Jose V. Yap National High School well as Homeroom Guidance Program at the San Bartolome High School. San Bartolome High School uses this

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behavioral contract in 3 years signed by the violators, parents/ guardian, adviser, RGC/ guidance designate and the principal .

When the face to face class started after pandemic, there are numerous cases in guidance counseling office of the school regarding the behavior of the Students. The researcher agreed to assess the causes of the behavior of students with multiple records in guidance office in Villa Aglipay National High School. Instead, she developed a behavioral contract to instill discipline among Senior High School Students of Villa Aglipay National High School. This research was beneficial for the students to recognize and transform their inappropriate behavior into appropriate behaviors. The study sought to answer the following objectives;

### **Statement of Objectives**

1. To describe the demographic profile of the participants along family structure, parents occupation, and family monthly income.
2. To identify the causes of specific behaviors of the participants subjected to behavioral contract.
3. To develop a behavioral contract to instill discipline among Senior High School Students.

### **Theoretical Framework**

In this study the Social Cognitive Theory (SCT) is applicable. It started as the Social Learning Theory (SLT) in the 1960 by Albert Bandura. It developed into the SCT in 1986 and posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The unique feature of Social Cognitive Theory (SCT) is the emphasis on social influence and its emphasis on external and internal social reinforcement. Social Cognitive Theory (SCT) considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior.

These theory is related to the present study which takes into account the person's past experiences, which factor into whether behavioral action will occur. The past experiences influences reinforcement, expectation, and expectancies, all of which shape the participants specific behavior and the reason why they are engages in that behavior.

Another theoretical framework in this study is the B.F. Skinner's operant conditioning theory. Operant conditioning is a form of learning in which the motivation for a behavior happens after the behavior is demonstrated. The human receives a consequence after the performing a specific behavior. The consequence is either a reinforcer or punisher. Skinner believed that we do have such a thing as mind, but that is simply more productive to study observable behavior rather than internal mental events. The work of Skinner was rooted in the view that classical conditioning was far too simplistic to be a complete explanation of complex human behavior. He believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning.

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The theory mentioned above were related to the present study since the researcher focused on behavioral contract. Whereas, behavioral contract is a special form of operant conditioning who wish to see changes in the behavior of the participants.

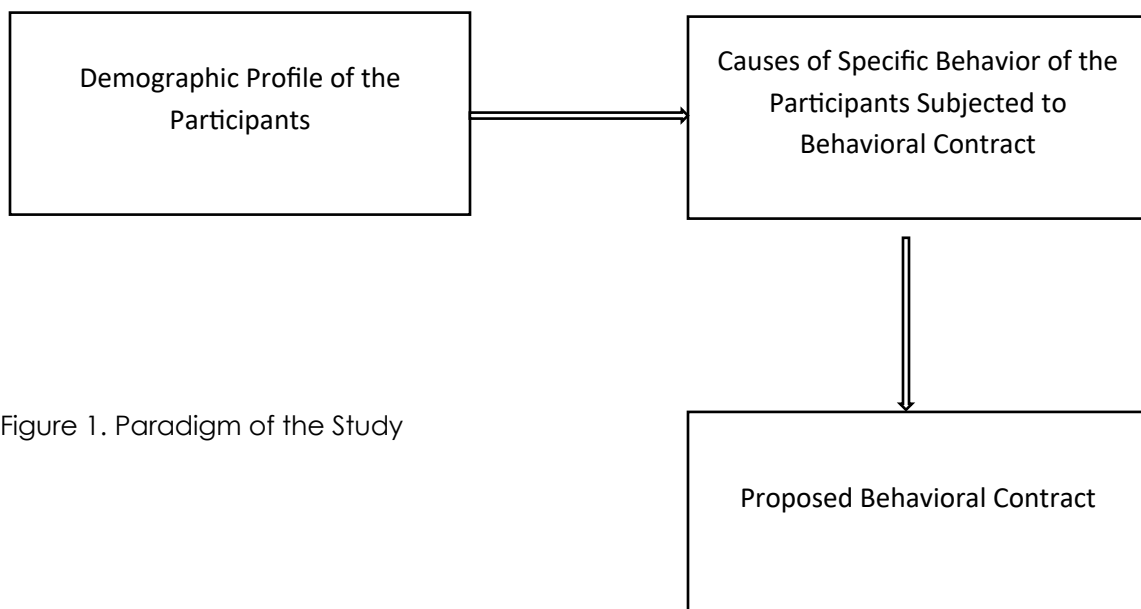


Figure 1. Paradigm of the Study

Figure 1 describes the paradigm of the study wherein the researcher describe the demographic profile of the participants along family structure, parents occupation, and family monthly income. On the other side, to identify the causes of specific behaviors of the participants subjected to behavioral contract. And lasty, proposed a behavioral contract.

## 2 METHODS

This section deals with the methods and procedures that were utilized in gathering the data needed in the study. It contains the detailed information on how the research was conducted, how the data were gathered and the varied procedures, techniques, and instrument to meet the objectives of the study.

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### **Research Design**

The researcher used qualitative case study design. Case studies can be particularly useful for studying process, program or individual in an in-depth, holistic way that allows for deep understanding. A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. Case study with qualitative approach used in this study to determine and assess the causes of the specific behavior of the students subjected to the behavioral contract. To achieve the purpose of the study, qualitative type of research were applied.

Miles and Huberman (1994) define case study as a phenomenon occurring in a bounded context. Everything happens in some sort of context, but having a specific context of study is essentially what forms the unit of analysis, and this may be an individual, an organization, an intervention or process.

Qualitative case studies employ a qualitative inquiry approach, it could have exploratory, interpretive, or descriptive questions. Its often used with theory testing approach, where no such case study has been done before. In case study you will get to know the participants and site in great detail, usually through a lot of direct observation.

### **Research Locale**

Villa Aglipay National High school is located at Villa Aglipay San Jose Tarlac. It is considered as one of the big schools in the Deped Province of Tarlac with a total of 1,045 enrollees for this school year 2023-2024. Villa Aglipay National High School is composed of 33 teachers of Junior High School and 13 teachers of Senior High School headed by the principal.

### **Research Participants**

The participants of the study were selected through purposive sampling. Purposive sampling in qualitative circles is also referred to as non probability sampling. The researcher wants to access a particular subset of people, as all participants of a study are selected because they fit a particular profile. The participants met the criteria that they are:

-Currently enrolled in Villa Aglipay National high School as senior high school.

-These are 3 males.

-The participants were chosen because they had multiple records of inappropriate behavior in the guidance office.

Pen names were used in order to keep their identities hidden and they were not forced to answer anything or discuss anything that makes them uncomfortable. All of their responses remained private. The participants pen names are shown below.

Participants #1: M18ICTSMOKER

Participants #2: M16ICTBULLY

Participants #3: M19ICTFIGHTER

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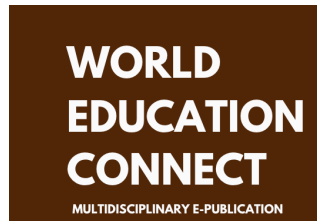
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### **Data Gathering Procedure**

To collect the necessary data, the researcher followed the steps below.

A letter of request to conduct the study at Villa Aglipay National High School was sent to the School Division Superintendent of DepEd Tarlac Province with the attachments such as assent and consent form as per DepEd order 16 s. 2017. Similarly, a letter was sent to the principal requesting permission to ask some of the learners to be the participants of the study and to share some confidential information. The interview started with an informed permission form. This was followed by the interview guide and self-made questionnaire. An interview was conducted personally wherein a detailed explanation of the questions was done so that they could give their honest answer and also that participants were greatly assured of the confidentiality of their answers. Open-ended questions were used in the interview so that the participants may clearly explain all answers to the question. The interview guide was composed of three questions. The questions were constructed to determine the causes of the specific behavior of the participants and to get the participants confidence to talk freely and comfortably that pertains to the topic under the study. The goal is for the participants to speak in their own words, hence questions tend not to be specific allowing for range of possible responses. Sensitivity was applied cautiously for the openness and protection of the participants. The interview was recorded with the cooperation of the participants, and the entire dialogue was transcribed. Their responses were transcribed verbatim and rebuilt immediately following the interview session to ensure that no important information is going to be missed. Through this method the researcher was able to come up with a timely and advanced approach in data gathering. When the saturation point was reached, the interview came to an end. The interview's result was then examined. The researcher used basic coding method to categorize the answers of the participants. To analyze the data, the researcher used thematic analysis and followed the following steps as cited by Mortensen D. (2020).

1. Familiarization. The first step is to get to know our data. The researcher go through all the data in the interview including the recording and transcriptions and start taking notes. This is when the preliminary ideas for the codes that can describe the content are made.
2. Generating initial code. Next step, we need to code the data, coding means highlighting sections of our text- usually phrases or sentences. And coming up with shorthand labels of codes to describe their content.
3. Searching for themes. A theme is a pattern that captures something significant interesting about the data and research question. The researcher sort the codes into themes. She starts by looking at the list of codes and their associated extract and try to collate the codes into broader themes. Themes are generally broader than codes.
4. Reviewing themes. This is the stage where we check that the themes we have generated accurately and relevantly represent the data they are based. In this part the researcher review and refine the themes that she identified during step 3 to make sure that all of them support the theme.

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### 3 RESULTS AND DISCUSSION

**Table 1. Family Structure**

Participant's ID	Frequency of family members	Description
M18ICTSMOKER	6 members of the family with grandparents	Extended family
M16ICTBULLY	4 members Father is OFW	Conditionally Separated
M19ICTFIGHTER	8 members of the family; parents and children	Nuclear family

#### **Theme: Extended Family , Conditionally separated and Nuclear Family**

When it comes to the family structure of the participants, M18ICTSMOKER has 6 members in the family composed of his stepfather, mother , 1 sister and they also live with his grandparents . M16ICTBULLY, belong to a family of composed of his mother, 2 sisters and his grandparents. His father is not with them because he work as an OFW in Saudi Arabia. And lastly, M19ICTFIGHTER, has 8 in the family composed of his father, mother and 5 siblings in one house.

When it comes to the behavior of participant who came from extended family, the researcher observed the following behavior. M18ICTSMOKER have multiple record in guidance office because of violating the rules and regulations of school which smoking in the school premises. He has a persistent smell of smoke in his clothes and breath. He always take frequent breaks between classes, during breaks and after school to smoke. He prioritize finding places where he can smoke without being noticed. As a result , he always struggle with his academic performance and appear distracted during classes

M16ICTBULLY who was raised from conditionally separated family exhibits intimidating behavior most specially with his classmates who is weaker than him. He also manifest physical aggression like hitting and verbal abuse including insults and threats , and he also manipulate emotions like spreading rumors . he also often seek power and control over his classmates.

M19ICTFIGHTER from nuclear family always engages in fights and he typically displays aggressive behavior in various situations. He also quick to escalate minor conflicts and often reacting impulsively or defensively to perceived threats. He also demonstrate lack of conflict resolution skills, preferring physical confrontation among other students of school. His behavior can create an atmosphere of tension and fear within the school community.

The family structure can indeed influence a student's behavior, and certain negative behaviors may be correlated with specific family dynamics. Here are some ways in which family structure can potentially impact negative behaviors in students. It's crucial to note that while family structure can contribute to negative behaviors in students, it's not deterministic. Many factors, including individual personality traits, parenting styles, socio-economic status, peer influence, and community support, also play significant roles in shaping a student's behavior.

Effective interventions, such as family counseling, parental support programs, and fostering healthy communication within the family, can mitigate the impact of negative behaviors associated with certain family structures. Understanding and addressing these dynamics can significantly contribute to a student's well-being and behavioral outcomes.

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### 3.1.2 Occupation of Parents

Parental occupation is one of the determining factors of generating income which affect the overall development of children especially their academic development and progress. In this study was examined the effect of parental income has on the academic and behavior of their children. (Hussain, 2021)

**Table 2. Occupation of Parents**

Participant's ID	Parents' Occupation
M18ICTSMOKER	Stepfather: Farmer Mother: Owner of business
M16ICTBULLY	Father: OFW IN Saudi Arabia Mother: Housewife
M19ICTFIGHTER	Father: Farmer Mother: Housewife

#### Theme: Employed

When asked about the occupation of their parents, M18ICTSMOKER stepfathers' occupation is farmer, and his mother is sewer. M16ICTBULLY, fathers occupation is OFW in Saudi Arabia and his mother is housewife. And lastly, M19ICTFIGHTER fathers occupation is farmer and his mother is housewife.

Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2004). Socioeconomic status is one of the most important factors that affect the education of children. High socioeconomic status may result well with high quality education, whereas low socioeconomic status results with low quality education. Moreover if parents have less income they work many hours to accomplish the necessities of their children and cannot spend time with children and have no strong bond of relationship with children. It is proved from various studies that family income is directly related with the outcomes of children. Parent's economic status affects children in many ways. Well off parents can provide good quality education and appoint tutors, while low-income parents cannot provide such facilities to their children. Sometimes financial pressures on the parents cause a child to leave school early to work (Anwar, 2014).

### 3.1.3 Parents' Monthly Income

Family or parents income is the income from all sources like salary, rents and interest received and earning of both parents. Parents or family income has significant influence on the educational level and behavior of students. (Han Lv, 2017)

**Table 3 Parents' Monthly Income**

Participant's ID	Monthly Income
M18ICTSMOKER	Not Aware

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M16ICTBULLY	Not Aware
M19ICTFIGHTER	Not aware

### Themes: Irregular Income

When asked about the monthly income of their parents majority of the participants are not aware of the income of their family. Mayer (2002) observed the impact of parent's income on children outcomes in different ways. He used simple analyses to check the correlation between parent's income and children outcomes and also examined the impact of family organization and parent's education on children outcomes. He suggested that income of parents certainly related with all the outcomes of children. Barry (2005) examined the impact of socioeconomic status on academic achievements of students. She collected data from Educational Longitudinal Study (ELS:2002) and selected sample by applying sampling technique of two-step selection process. She performed ANOVA and Ordinary Least Squares (OLS) regression to identify the significance of factors and concluded that socio-economic status has significant impact on academic achievements of students.

### 3.2 Causes of Specific Behaviors of the Participants Subjected to Behavioral Contract.

Yi.E (2018), coding will make qualitative data quantifiable. She also put emphasis on the importance of coding comparing it with the significance of numbers in quantitative study and that it gives credibility when presenting the data with proper coding, you can say with confidence that these findings are fact, representing the majority of user feedback,' Yi added. Category is the result of the codes with similarities grouped together. After thorough gathering, coding, categorizing, formulation of themes and analysis of the data, the researcher came up with codes, categories and themes of this study.

There are a number of things that might affect the inappropriate behavior of the students, family, peers, school and wider environment of the child. The way we behave is also influences by personal characteristics such as age, sex, personality, and mental and physical health.

In this section, the researcher presented the coded responses of all the participants to the guided questions.

**Table 3. Coded Responses for Research Question No.5**

<b>Question: When did you first learn about smoking, fighting, and bullying?</b>			
<b>Participant's ID</b>	<b>Key Points</b>	<b>Code</b>	<b>Category</b>
M18ICTSMOKER	<i>Una po akong natuto noong grade 5 po ako ma'am. Nahihiwagaan po kasi ako ma'am kapag nakikita kong naninigarilyo si papa ko. Kaya triny ko lang po manigarilyo kasama ang mga kaibigan ko.</i>	Father Influence  At an early age	Curiosity
M16ICTBULLY	<i>Noong kasama ko po si alexis , nainis kasi kami sa kaklase naming noon. Parang konukorsonada po niya ako ng tingin. Kaya kada magrerecite siya noon parang tinatawatawanan po naming siya para masaktan yong loob niya. Di naman po naming alam na hindi pala Maganda ang</i>	Friends initiating trouble	Peer Pressure

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	<i>kahihinatnan ng ginawa naming sa kaklase ko. Hindi na siya pumasok dahil sa ginawa naming sa kaniya . kaya pinatawag po ang mga magulang naming.</i>		
M19ICTFIGHTER	<i>Sa mga kaibigan ko po natutunan makipag away lalo na po lalaki kami. Kapag may kaaway na yung mga kaibigan ko noon sumasama na po ako sa suntukan . At yun din po kasi ang turo sa akin ng tatay ko ma'am kapag mag nang-away sa akin pinapagalitan niya ako dapat daw marunong akong gumanti. Gantihan ko din daw, huwag ko daw hahayaan na hindi ako makaganti kasi nakakalalaki daw po ma'am</i>	Peer pressure  Father taught him to fight back	Gang influence  Parents Influence

**Theme: Influence of the environment at a young age**

Peer Pressure is another dominant theme in the engagement of participants in smoking, fighting and bullying. Peer simply refers to someone who is in the same age, has same education, or belongs to the same social class as you. Peer pressure is defined as when members of the same age group actively encourage or pressure them to do something , and they are motivated to act and think in specific ways as a result of being urged, encouraged, or pressured to do so by a peer (Santos, Messervey, & Kusamakar, 2000,p.165).

The impact of peer group concerning health attitudes is very important in adolescents. Smoking during adolescence is primarily a social activity, and research has consistently identified peer group influences as a significant factor in uptake of smoking. Peer influence is important in future smoking intentions among adolescent smokers and non-smokers, as well as in the development of nicotine dependence in adolescent smokers. Peer groups may variously be defined as best friendships, romantic attachments, small social 'networks' and larger social 'crowds. Peer pressure is one aspect of peer socialization, in which adolescents are influenced by their friends. Some commentators have argued that the importance of peer influence has been overestimated, and that the clustering of smoking behaviour within peer groups could be because adolescents seek out friendships with individuals who share similar interests, of which smoking may be just one signifier. In a review of peer influence and smoking behaviour, the author concluded that the effect of peer pressure as an influence on adolescent health behaviour is not proven, and is in practice very complex to decipher. It is important to understand that young people are not a homogeneous group, and that there are distinct peer clusters who smoke and do so for different reasons. It is probable that peer influences both interact with and are compounded by a host of other predictive factors: selection and socialization processes can operate independently, but may also have reciprocal effects. Studies have found support for an important role of either and/or both processes, but their relative importance is strongly debated.

M18ICTSMOKER shared his story when he first learned to smoke. He first idolized his father while smoking, he come up with the idea to try it because he saw it from her father and treated it as a role model in smoking. Same with M19ICTFIGHTER their parents became a major source of information about smoking and fighting through their experiences. Parenting is multidimensional. To respond to the varied needs of their children, parents must develop

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both depth and breadth of knowledge, ranging from being aware of developmental milestones and norms that help in keeping children safe and healthy to understanding the role of professionals (e.g., educators, child care workers, health care providers, social workers) and social systems (e.g., institutions, laws, policies) that interact with families and support parenting. This section describes these areas of knowledge, as well as others, identified by the available empirical evidence as supporting core parenting practices and child outcomes. It is worth noting that the research base regarding the association between parental knowledge and child outcomes is much smaller than that on parenting practices and child outcomes ([Winter et al., 2012](#)).

Parent's level of strictness variable was created using the adolescent's responses to some questions which reflect perceived parent's attitudes towards some social behaviors/activities. In the survey, the respondent was asked if he/she thinks their father and mother will approve or disapprove of certain social activities including: going to parties at short notice; going out on a date unchaperoned; smoking; drinking beer or alcoholic beverages; living away from home; getting married at an early age and participating in overnight study groups. Those who claimed that their parents approved of at least 3 of the seven activities were classified to have "liberal" parents; those who say their parents approved of any 2 activities were classified to have "moderately strict" parents; while those who identified only 1 activity were classified to have "strict" parents. Adolescents who claimed their mother or father did not approve any of the said activities were categorized to have "very strict" parents.

Another indicator of family control variable is the adolescent's perception of the father and mother's attitude toward risk behaviors such as smoking, drinking and early marriage. This measure provides a glimpse on the defining influence of parents. Following the line of symbolic interactionism, agents of socialization are the ones who set the expectations on certain behaviors (Starrels & Holm 2000). Adolescents who perceived their parents to frown upon such practices are more likely to restrain from engaging in such behaviors. This is particularly true in the Filipino context where children are socialized to respect and obey the older members of the family, particularly parents. The child's unquestioning obedience is perceived as an expression of gratitude for having been given life by their parents (Go 1993). Young members of the family are also expected to adhere to family norms due to their economic dependence.

<b>Question: Why do you like smoking, bullying and fighting?</b>			
<b>Participant's ID</b>	<b>Key Points</b>	<b>Code</b>	<b>Category</b>
M18ICTSMOKER	<i>Noong grade 5 ako ma'am unang beses ako nahuli na naninigarilyo. Nagulat sina mama ko. dahil sa sobrang nacucurious ako kung anong pakiramdam na manigarilyokaya triny ko na hanggang sa nagustuhan ko na manigarilyo. (Nakakailang stick ka maghapon?) nakaka-10 na stick ako ma'am maghapon, Naadik na ako sa usok ng sigarilyo di ko kaya na walang sigarilyo. ('Pag naninigarilyo ka ano bang nararamdaman mo?) wala po, nagiging pampakalma ko nalang po ang paninigarilyo lalo na</i>	Feeling interested  Curious  Addicted	Curiosity

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	<i>kapag may problema po ako .</i>		
M16ICTBULLY	<i>Noong una po Ma'am naiinis po ako sa kaklase ko kasi tinatawanan niya ako sa recitation. Tapos po nung siya po ang nagrecite tinawatawanan din po namin, binully po naming para masaktan din po siya hanggang sa hindi na po siya pumasok sa School. Yung kay Jomar naman po mam napagtripan lang po naming ni Alexis (kaklase siya) na picturan tapos iedit po ung picture. Nakita po ni Mam Jinky yun kaya napatawag po kami noon sa Guidance Office. Nasaktan din po naming ang loob niya kaya nagtransfer po siya ng ibang section.</i>	High emotions  Bullying  Trip	Behavioral issue
M19ICTFIGHTER	<i>Madali po akong magalit noon basta makita ko lang po na parang masama na ang tingin sa akin ng ibang studyante, pupuntahan ko na po siya kasama ang mga kaibigan ko at mag-aaya ng suntkan sa loob o labas ng school. Minsan po umaabot sa labas tinatambangan po naming sila.</i>	Short Tempered They challenge to fight	Anger issue

**Theme: Curiosity and Behavioral Issues**

**Table 4. Coded Responses for Research questions No. 6**

Curiosity about cigarettes is a reliable predictor of susceptibility to smoking and established use among youth. Related research has been limited to cigarettes, and lacks national-level estimates. Factors associated with curiosity about tobacco products, such as advertising, have been postulated but rarely tested. Data from the 2012 National Youth Tobacco Survey, a nationally representative survey of 24,658 students, were used. In 2013, estimates weighted to the national youth school population were calculated for curiosity about cigarettes, smokeless tobacco, and cigars among never users of any tobacco product. Associations between tobacco advertising and curiosity were explored using multivariable regressions.

Curiosity has been associated with smoking experimentation and subsequent progression to established smoking, even after accounting for susceptibility.<sup>2</sup> In a national [cohort study](#), adolescents who were curious about cigarettes had nearly three times the odds of increased susceptibility or smoking experimentation during 6 years of follow-up, compared to those who were not curious (J Nodora, University of California, San Diego, unpublished observations, 2014). Similarly, results from a California cohort found that youth curious about cigarettes were nearly two and a half times more likely to become established smokers as adults (D Strong, University of California, San Diego, unpublished observations, 2014).

Exposure to advertising is thought to be a key determinant of curiosity. A causal relationship exists among tobacco advertising and experimentation, uptake, and progression in young people. Whereas pro-tobacco advertising may increase curiosity, warnings about risks and harms (a form of anti-tobacco advertising) may reduce curiosity each time the package or advertisement is viewed by communicating risks.

To date, only curiosity about cigarettes has been explored, limiting understanding of curiosity about other products. In addition, whether exposure to specific forms of advertising

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are associated with curiosity, and whether those associations are consistent across tobacco products, has not been examined. Given that nearly one third to one half of youth report poly-tobacco use, exploring curiosity about tobacco products other than cigarettes and determining factors that are associated with curiosity are critical. Finally, although curiosity has been examined in large cohorts, nationally representative estimates of its prevalence have not been published.

This study examines curiosity about the three most widely used tobacco products among youth, cigarettes, SLT, and cigars, to (1) describe the prevalence of curiosity about cigarettes, SLT, and cigars among youth who reported never having used any tobacco product and (2) examine associations between exposure to tobacco advertising and curiosity about cigarettes, SLT, and cigars.

Question: Are you aware of what is going to happen when you do it?			
Participants ID	Key Points	Code	Category
M18ICTSMOKER	<i>Opo ma'am aware po ako kung anong magiging problema. Dati po kasi mam 5 na stick lang ako, ngayon 10 stick na po ako maghapon. Hindi ko na po matanggal. nagiging pampakalma ko na po kasi ang paninigarilyo. (anong pampakalma?) kapag kinakabahan po ako mam pampakalma ko na po ang sigarilyo. Pero sinusubukan ko naman pong alisin paunti-unti kasi si papa ko (stepfather) tinanggal na din po niya ang paninigarilyo para lang daw po tumigil na din po ako sa paninigarilyo. Aware naman po ako mam kung ano ang magiging dulot nito sa kalusugan ko .</i>	Aware of smoking effect  Hard to stop  Calming effect of cigarette	Respiratory health diseases
M16ICTBULLY	<i>Aware po ako ma'am. Nakakasakit po ako ng damdamin ng ibang tao. Dahil na rin siguro sa sobrang inis ko sa kaniya noon sa kklase ko kaya binully ko po siya. Noong una po parang nagUILTY po ako kasi po yung binully naming noong grade 10 kami di na po siya pumasok sa school. 'Di ko po alam na ganon na po yung mangyayari sa kaniya na hindi na siya papamasok. Kaya pinatawag po kami sa Guidance Office kasama po ang magulang namin. Pinagalitan po ako ng magulang ko noon ma'am at hindi ko na po ulit inulit. Tapos po ngayong grade 11 naman po kami napasama lang po ako kina Cyber na binully si Jomar. Nagpalipat na naman po siya ng section nung binully namin. Para samin katuwaan lang naman</i>	hurt other people  aware of bullying effect  guilty  bullied stopped going to school	They may not like to study anymore

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	<i>po yun 'di ko inexpect na masasaktaan po namin loob niya . kaya hindi na po naming uulitn talaga</i>		
M19ICTFIGHTER	<i>nadala lang po ako sa mga kaibigan ko . kapag may kaaway po sila sumasama din po ako . kasi ayaw ko pong naagarabyado mga kaibigan ko . at yun din kasi ang turo sakín ng tatay ko. Kung kaya kong gumanti dapat gumanti ako po ako para maipagtanggol ko ang sarili ko sa mga nangaaway sakín. Nasasaktan ko din po pisikal ang mga kaaway ko aware din po ako doon at minsan natatakot din po ako baka mapuruhan ko po sila. Pero kapag andun na po ako sa mismong away naming hindi ko na po nakontrol ang sarili ko nasasaktan ko po sila .</i>	Hurt other people  Taught by the father to fight back  Fear of hitting hard the enemy	They may not like to study anymore

**Theme: Aware of Consequences on Health**

**Table 5. Coded response for question number 7**

Many of the chemicals in cigarettes, like nicotine and cyanide, are poisons that can kill in high doses. The body is smart. It goes on the defense when it's being poisoned. First-time smokers often feel pain or burning in their throat and lungs, and some even throw up the first few times they try tobacco. Studies show that smokers get sick more with [colds](#), [flu](#), bronchitis, and pneumonia than nonsmokers. And people with some health conditions, like [asthma](#), get sicker if they smoke (and often if they are just around people who smoke). Teens who smoke as a way to manage their weight often light up instead of eating. So their bodies can lack the nutrients needed to grow, develop, and fight off illness well.

Bullying and peer victimization always have either a direct or indirect impact on the victims, and they lead to poor academic performance (Holt, Finkelhor, & Kantor, 2007). Any form of learning has a goal of excellent academic performance, and when it is not attained, learning is not effective. Based on such assumptions, several efforts must be made to ensure that academic achievement is achieved. Academic achievement is the outcome that shows the level of performance recorded by any individual in the learning process with goals that were set for the instructional environment in schools, colleges, and universities (Steinmayr et al., 2016). Any form of motivation has a significant effect on academic achievement (Effie, 2005). For instance, in a case where students are not motivated but find themselves in environments that scare them away from studying, their academic achievement is low (Dweck, 2007)

Bullying is prevalent in schools and boys, and girls are victims. Bullying remains a serious threat to the entire school population, and boys appear to be more involved in bullying than girls across all bully status groups (Cook, 2010). There are also some populations of students who are at an increased risk of peer victimization. Students with disabilities, especially those lacking age-appropriate social skills and displaying behavior problems, are at an increased risk of being targets of peer victimization.

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### **3.3 Proposed a Behavioral Contract to Instill Discipline Among Senior High School Students.**

The researcher aimed to develop a behavioral contract to instill the discipline among senior high school students of Villa Aglipay National High School. It is beneficial for the students to recognize and transform their negative or inappropriate behavior of the students.

A behavioral contract is an agreement between learner, parents of the learner, teacher, guidance designate or guidance counselor and the school principal. The contract outlines expectations for the learners' behavior. It lays out any specific behaviors the learner struggles with or is working on, along with goals for those behavior. Below is the sample of behavioral contract made by the researcher.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

In this study, these conclusions are presented for each of the research questions.

1. The common themes that emerged from the participants' demographic profile are: extended family, conditionally separated and nuclear family, their parents are employed and they have irregular income.
2. The common themes that emerged from the causes of the specific behavior of the participants influence of the environment at a young age, curiosity and behavioral issues and aware of consequences on health.
3. A behavioral contract and handbook were developed to address inappropriate behavior of students.

### **Recommendations**

The researcher made the following recommendations based on the findings of the study.

1. School should conduct individual inventory and keep an anecdotal record for each students.
2. Peer facilitator must be trained to whom they can talk or seek guidance. Peer facilitator can come from a variety of sources, including students leaders in various groups. Peer education can be useful supplement to a comprehensive school-based training and seminar program.
3. Implement the proposed or developed behavioral contract to instill discipline of the Senior High school students .

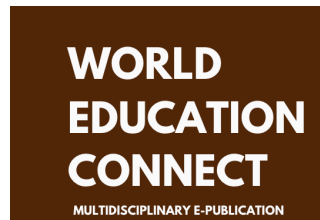
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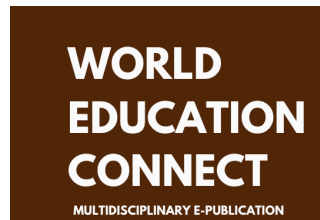
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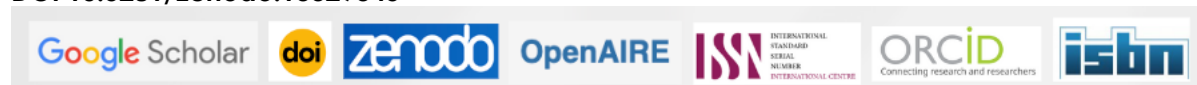
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