



BEHAVIORAL AND ORGANIZATIONAL TECHNIQUES AND ACADEMIC PERFORMANCE OF GRADE VI LEVELS

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ABSTRACT

Behavioral and organizational techniques of pupils relate to academic performance. This study investigated the behavioral and organizational techniques and academic performance of Grade VI Learners in East City Central School, East I District, Division of Cagayan de Oro City. Specifically, it determined the learners': 1) behavioral and organizational techniques; 2) academic performance in English, Mathematics, and Science and Health; 3) relationship between their behavioral and organizational techniques and their academic performance; and 4) difference in their academic performance when grouped according to their behavioral and organizational techniques.

The descriptive-correlational research design was used through a survey questionnaire. Purposive sampling was used because the target respondents were 216 Grade VI learners only but only 204 were able to respond in the survey.

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The data revealed that time management was rated the highest, and motivational skill was the lowest. English obtained the highest rating for the first and second quarters, while Science and Health, with a satisfactory rating, got the lowest. No significant relationship exists between the respondents' Study, Motivation, and Time Management Skills and their academic performance in all subjects. However, there is a significant difference in the respondents' average grades in English, Mathematics, Science, and Health when grouped according to their mean scores in their Study, Motivation, and Time Management Skills.

Keywords: *behavioral, organizational techniques, and academic performance*

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INTRODUCTION

This study aims to determine the behavioral and organizational techniques and academic performance of Grade VI learners of East City Central School, Division of Cagayan de Oro City. Also, this study aims to ascertain the learners' academic performance for the first and second quarters. Student behavior in the classroom is one of the current issue's teachers are dealing with worldwide. The student's actions frequently produce a classroom atmosphere unsuitable for learning. Not only in the Philippines but also abroad, teachers need help to control their students' conduct while delivering the required curriculum.

Nowadays, student behavior in the classroom takes many forms depending on the social and cultural environment in which the schools are located. Along the same line, millennial learners' learning styles in the 21st century are as follows: they have a shorter attention span; they favor interactive, experiential, and collaborative learning; are adept at multitasking, seek rapid gratification, and enjoy social and exciting surroundings; Millennials want less formal learning environments where they can communicate informally with the instructor or professor and one another.

This research is based on eminent psychologists' and authorities' theories, conclusions, and concepts. It is based on "behaviorism theory," also known as behavioral psychology, which is a theory of learning based on the idea that all behaviors are acquired through conditioning. In

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an educational context, academic performance is the educational goal to be achieved by a student, teacher, or institution over a certain period. Examinations or continuous assessments measure it, and the plan may differ from one individual or institution to another.

METHODOLOGY

Research Design and Setting

This research used a descriptive-comparative research design to assess learners' behavioral and organizational techniques when grouped according to their academic performance variables. A descriptive composition will be used in the study. It is concerned with conditions and relationships that exist, opinions-held processes, and evident effects. It dealt with the relationship of the variables that had universal validity.

This study was conducted in East City Central School, a school in Cagayan de Oro City located on Claro M. Recto Avenue, Lapasan, Cagayan de Oro City. East City Central School (ECCS), formerly Lapasan Elementary School, was established in 1949. The actual enrolment of 3258 would mean that a ratio of 1:42 pupils in the class opening was achieved. We also have seven non-teaching personnel and 102 teachers. East City Central School has consistently committed to educating lifelong learners and removing the barriers that hinder educational equity and excellence for all our students. We assure you that every Lapasanon learner will enjoy educational equity during this time.

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Respondents and Sampling Procedure

The study's respondents were the 204 Grade VI learners of East City Central School, East I District, Division of Cagayan de Oro City, for the School Year 2022- 2023. The total population of Grade VI learners of East City Central school is 412 learners. From these 216 participants were randomly selected from 10 sections of the said grade level and school. Purposive sampling was used because the target respondents of the study were taken from 5 sections only of Grade VI learners of East City Central School. From 216 learners of the said 5 sections, only 204 participants responded the survey.

Table A
Distribution of Respondents

Grade and Section	Total Population	Sample Size
Grade VI- Jupiter	42	42
Grade VI- Mars	45	39
Grade VI- Andromeda	42	40
Grade VI- Nebula	42	40
Grade VI- Neptune	45	43
Total	216	204

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Research Instruments

This research utilized a survey questionnaire that was patterned and modified. The study skills, motivation skills, and time management skills questionnaires were adapted from the tool used by Tuntirojanawong (2013), who conducted the study on Students' Readiness for e-learning: A Case Study of Sukhothai Thammathirat Open University, Thailand. This has been modified and categorized by the researcher to suit the requirements of the present study. The questionnaire contained the main variables used in the study, namely: study skills, motivation skills, and time management skills, and the other one is the academic performance of learners in the first and second quarters in English, Mathematics, and Science and Health subjects.

The instrument used a 4-point Likert scale with responses such as 4- All the time, 3- Most of the time, 2- Sometimes, and 1- Rarely. It is employed as the primary data-gathering tool in identifying and establishing the relationships between and among the variables.

Data Gathering Procedures

Before the administration of the survey questionnaire, the researcher was seeking approval to conduct the study from the Schools Division Superintendent of the Division of Cagayan de Oro City with the recommendation of the School Principal and endorsements from the Office of the Dean of the Graduate School of PHINMA, Cagayan de Oro City.

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After the approval, the researcher administered the survey questionnaire; the respondents were given enough time to answer the questionnaire and retrieved it immediately after each respondent provided their responses to the survey item to ensure 100% retrieval. Assurance was shown that the answer would be held confidential. The researcher also asked for the list of all the pupils from the advisers with their grades as reflected on Deped Order Number 26 s., of 2005. The participant's responses from the retrieved survey questionnaire were tallied, summarized, tabulated, and submitted to the statistician for appropriate statistical analysis.

Results and Discussions

The following are the salient findings of the study:

1. The respondents' level of behavioral and organizational techniques is High level based on the overall mean scores of Study Skills, Motivation Skills, and Time Management Skills, which indicate that the indicators of these variables were Most of the Time observed.
2. The respondents' academic performance in all three core subjects, English, Mathematics, Science and Health are Satisfactory during the first quarter and Very Satisfactory during the second quarter.
3. There is no significant relationship between the respondents' assessment of their behavioral and organizational techniques and academic performance in English, Mathematics, Science and Health during the first and second quarters.

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4. There is a significant difference in the respondents' academic performance in English, Mathematics, and Science and Health when grouped according to their behavioral and organizational techniques: Study Skills, Motivation Skills, and Time Management Skills.

Conclusions

Behavioral and organizational techniques are necessary aspects that are relevant to the learners' academic performance. However, based on the study's findings, it can be inferred that most learners today need to work out and improve their analysis, motivation, and time management skills. It was found that there is still room for improvement in these aspects of their education. In addition, they need to improve their academic performance in the core subjects: English, Mathematics and Science and Health. Learners need to develop and improve these skills since these areas of learning are vital in their day-to-day living and future personal and professional life. Learners must realize that to be successful in life, their behavioral and organizational techniques and academic performance must be fully developed. The study's results further disclose that the learners' behavioral and organizational techniques have some bearing on their academic performance in English, Mathematics, Science, and Health subjects.

Recommendations

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

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1. To increase pupils' motivation, teachers might employ a variety of techniques and fostering a positive learning environment. By employing the proper techniques that boost student motivation, a competent teacher will assist students in realizing their objectives. Teacher should give the students a feeling of leadership and establishing clear objectives, introducing competition, and rewarding students are all excellent ways to increase their motivation both inside and outside of the classroom.

2. To the learners, must develop the ability to think critically so that they can directly identify problems, seek appropriate solutions, make decisions, gather scientific information, formulate critical questions, foster the construction of reliable knowledge, and engage in argumentation, debate, and idea defense that can be used to reject or accept hypotheses, explain discrepancies, and reach true conclusions. indulging children in real-life case studies will uplift collaboration, peer to peer interaction.

3. To the parents they should follow up their children in their study time and should have a different place at home when they study, and parents should have ample time to their children, because this could help students' focus more effectively. Parents should know that every student has to devise a method for regaining concentration during study time. Children need to discover their personalities to stay motivated and accomplish their goals.

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4. Teachers can participate in various professional development events to broaden the breadth of them in-person teaching skills. They can maintain nurturing relationships with parents to ensure successful teaching delivery among pupils.



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