

Conference Paper

Classroom Etiquette, Social Behavior and the Academic Performance of College of Teacher Education Students at the Laguna State Polytechnic University, Los Baños Campus, A.Y. 2015-2016

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Abstract

This study aimed to determine the significant relationship between students' classroom etiquette, students' social behaviour and their academic performance of College of Teacher Education students at Laguna State Polytechnic University, Los Baños Campus, Academic Year 2015-2016.

Descriptive correlational research design was employed in this study. The respondents of the study were the 207 Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education students (BEd) from second year, third year and fourth year level. A valid survey questionnaire on acceptability of students' classroom etiquette and social behavior was utilized. Mean and Chi-square were used as statistical tools.

Results revealed that students' classroom etiquette is slightly acceptable with a mean of 1.25 as well as social behavior with a mean of 2.72. Most of the respondents GWA is range form 1.75-2.00.

The results determined that a significant relationship was found between the level of acceptability of students' classroom etiquette and academic performance with the p-value of 0.002 as well as social behavior and academic performance of the respondents with the p-value of 0.000.

The researcher concluded that the students' classroom etiquette and social behavior affect their academic performance. Those with higher level of acceptability of etiquette and social behavior performed better academically.

The researchers recommended the continuous implementation of proper classroom etiquette by instructors. Seminars on values formation and social behavior may be conducted by the College to deepen the students' values as future educators.

Further study is also recommended by the researchers since it is limited only in the College of Teacher Education.

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Keywords: Academic Performance, Classroom Etiquette, Social Behavior

1. Introduction

The way student present himself/herself in the classroom makes an impression of him/her to their instructor and classmates. As a college student, he/she are expected to act in a mature manner to create and facilitate a learning centered atmosphere.

As a student he/she must possess good classroom etiquette and behavior to be considered as educated individual and to achieve good standing in class.

According to Merriam-Webster dictionary, etiquette is the rules indicating the proper way and polite way to behave or by its full definition, it is the conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life. Therefore classroom etiquette refers to the way the students behave inside the classroom.

As stated in the book of General Psychology (*Sevilla, C. G., et.al.,2006*) behavior includes feelings, attitudes and mental processes (all internal events that cannot be directly observed), for ways had been found to measure these processes through what people report and how they react to certain problems and situations. The individual is a social, as well as biological organism. Social interaction is one of the individual's most obvious traits; it is fundamental to human existence.

A review of literature has shown etiquette makes people to behave in a polite manner. This info graphic provides information on different types and basic rules of etiquette. It acts as a awesome tool for the people for their bright future (Emersonrose, 2013).

The Laguna State Polytechnic University vision states that the university shall be the center for sustainable development transforming lives and communities. The result of this study will contribute an evaluation to the university system on the compliance of Los Baños Campus to the university vision.

Administrations will be guided on the appropriate policies that must be included in the student's handbook.

Instructors/ Professors will be aware on the proper classroom policies to be implemented and explain to his/ her students the importance of proper classroom etiquette and social behaviour and its contribution to them as a person and as a learner.

Parents will be aware on the major role they play in the life of their children and how it contributes to the classroom etiquette and social behaviour of their children as well how its affect their academic performance.

Student will realize the importance of having good classroom etiquette and proper behavior inside and outside classroom.

2. Objectives of the Study

This study aimed to determine the relationships between classroom etiquette and social behavior to the academic performance of the students and to help them be self-assured on the college campus and promote the awareness that proper behaviors and respect are important for one’s success in college.

3. Materials and Methods

Descriptive correlational research design was employed in this study. The respondents of the study were the 207 selected second year to fourth year students enrolled in the first semester Academic Year 2015-2016 of Laguna State Polytechnic University, Los Baños Campus, Los Baños, Laguna. The sample size of the respondents is computed using Slovin’s formula and selected through stratified random sampling.

Researchers’ adapted and modified survey questionnaires that serve as an instrument of this study in determining the quality of classroom etiquette and social behavior of the respondents was evaluated by the experts. Frequency count, percentage, mean, and Chi-square test were used as statistical tools in this study.

This study sought to describe the respondents’ level of acceptability of classroom etiquette and social behaviour and their level of academic performance and to determine significant relationship between students’ classroom etiquette and their academic performance and also between students’ social behaviour and their academic performance.

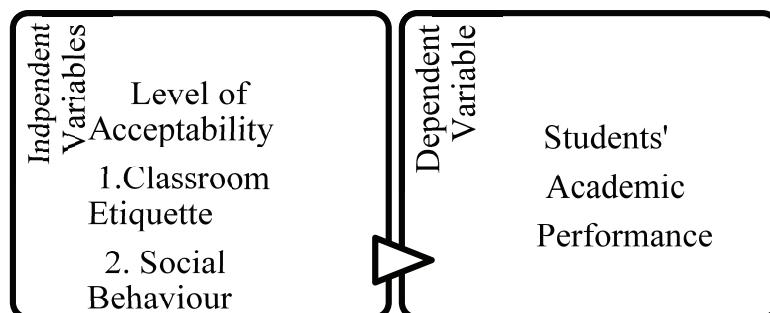


Figure 1: Research Paradigm.

4. Results and Discussion

The students' classroom etiquette is slightly acceptable with a mean of 3.26 as well social behaviour with a mean of 2.72. Asking the professor questions during class ($x = 3.76$); offering personal comments/views during class ($x = 3.61$) and Cleaning the rooms before and after class session ($x = 4.38$) were acceptable to the respondents. The rest of the indicative statements were slightly acceptable which include eating/drinking during class, leaving class to use the restroom, arriving 15 minutes late among others. Unacceptable is cheating on exam ($x = 1.38$).

TABLE 1: Mean Distribution on the Level of Acceptability of the Respondents' Classroom Etiquette

Statements	Mean	SD
1.Asking the professor questions during class.	3.76	1.19
2.Eating/drinking during class.	2.37	1.01
3. Cheating on an exam.	1.38	0.87
4.Leaving class to use the restroom.	3.18	1.02
5.Arriving 15 minutes late.	2.22	1.11
6.Offering personal comments/views during class	3.61	1.12
7.Using the professor's first name	2.34	1.20
8.Responding "I don't know" to a question.	2.41	1.02
9.Whispering to a classmate for clarification	2.75	1.00
10.Answering a cell phone call during class	2.47	1.02
11.Using digital devices (phone, tablet, laptop) in class	2.92	1.25
12.Yawning in class when you're tired or bored	2.04	1.11
13.Correcting a professor's error in computation or fact	3.09	1.04
14.Not responding to the professor's / presenter's questions.	1.85	0.99
15.Cleaning the rooms before and after class session.	4.38	1.08
Weighted Mean	2.72	0.79

4.51-5.00 Highly Acceptable;3.51-4.50- Acceptable;2.51-3.50-Slightly Acceptable;1.51-2.50- Slightly Unacceptable;1.00-1.50-Unacceptable

The respondents' level of acceptability of social behaviour is illustrated in Table 2. Highly acceptable means ranging from 4.52 to 4.8 include willing to help other people, being considerate on the feelings of others, respect other's opinion, giving respect to older classmates, being totally honest, helping my professors bringing his/her things and respect and honour thy parents. Slightly acceptable is thinking that you are better

than other with a mean of 2.51. Slightly unacceptable means ranging from 2.22 to 2.5 which include saying bad words to other, doesn't share feeling to other, changing mood quickly, going home late and go out with barkada and saying or doing things without thinking first. Unacceptable is often arguing with people ($x = 1.5$) and being liberated ($x = 1.4$).

TABLE 2: Mean Distribution on the Level of Acceptability of the Respondents' Social Behavior.

Statements	Mean	SD
1. Willing to help other people.	4.80	0.77
2. Being considerate on the feelings of others.	4.70	0.82
3. Often arguing with people.	1.50	1.01
4. Respect other's opinion.	4.60	0.95
5. Giving respect to older classmates.	4.70	0.69
6. Being totally honest.	4.63	0.75
7. Helping my professors bringing his/her things.	4.52	1.07
8. Saying bad words to other.	2.41	0.90
9. Thinking that you are better than other.	2.51	0.91
10. Doesn't share feeling to other.	2.22	1.06
11. Changing mood quickly.	2.20	1.03
12. Going home late and go out with barkada.	2.04	1.15
13. Respect and honour thy parents.	4.80	1.11
14. Saying or doing things without thinking first.	2.50	1.04
15. Being liberated.	1.40	1.23
Weighted Mean	3.30	1.37
<i>4.51-5.00 Highly Acceptable; 3.51-4.50- Acceptable; 2.51-3.50-Slightly Acceptable; 1.51-2.50- Slightly Unacceptable; 1.00-1.50-Unacceptable</i>		

The respondents' GWA is illustrated in Table 3.

Most of the respondents GWA range from 1.75 to 2.00 consist of 97 of 46.86% while there were 7 of 3.38% got a GWA of 1.00 to 1.24.

The results revealed that the null hypothesis stating that there is no significant relationship between students' classroom etiquette, social behavior and academic performance of the respondents is rejected with the p-value of 0.002 which is lower than the level of significance of 0.05. A significant relationship was found between the level of acceptability of students' classroom etiquette and academic performance with the p-value of 0.002 as well as social behavior and academic performance of the respondents with the p-value of 0.000.

TABLE 3: Student's Academic Performance.

GWA	Frequency	%
1.00-1.24	7	3.38
1.25-1.49	35	16.91
1.50-1.74	50	24.15
1.75-2.00	97	46.86
2.01-above	18	8.70
Total	207	100

TABLE 4: Analysis on the Relationship between Level of Acceptability of Classroom Etiquette, Social Behavior and Academic Performance.

Variables	X ²	p-value
Classroom Etiquette & Academic Performance	89.94	*0.002
Social Behavior & Academic Performance	98.32	*0.000
*p-value < 0.05		

5. Conclusion and Recommendation

Based on the findings of this study classroom etiquette is significantly correlated with the students' academic performance same with students' social behavior which also shown significant relationship. This determined that those students with higher level of acceptability of etiquette and social behavior performed better academically.

The researchers recommended the continuous implementation of proper classroom etiquette by instructors. Seminars on values formation and social behavior may be conducted by the College to deepen the students' values as future educators.

Further study is also recommended by the researchers since it is limited only in the College of Teacher Education.

Author's Note

The main author of this study is Mrs. Victoria E. Tamban, an Instructor I at the College of Teacher Education, Laguna State Polytechnic University, Los Baños Campus and her co-author and colleague, Asst. Professor Marlyn P. Lazaro.

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