

Observed Classroom Practices and Academic Behavior in Physical Education 1 of Freshman Psychology and Education Students

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Abstract - *Identifying the level of various classroom practices would provide baseline information for teachers to understand the needs of the freshmen to improve their attitude towards studies. This study aims to determine the differences of classroom practices and academic behavior between Psychology and Education Freshmen in Physical Education 1 as observed by their professor; and to test the relationship between the final grade in PE 1 and the observed classroom practices and academic behavior. Descriptive type of research method was utilized in the study. Results showed that class practices and academic behavior of Psychology and Education students were highly observed in the class of Physical Education 1. They also have very good academic performance in terms of their final grade in PE 1. Education students have significantly higher academic behavior compared to Psychology students. Students with higher level of classroom practices and academic behavior are also those students who obtained higher final grades in PE 1 and those who were observed with lower level are also those with low final grades.*

Keywords: *Classroom activities, academic behavior, leadership, Physical Education*

I. INTRODUCTION

Classroom is an environment where students expressed their behavior related to academics during lecture session, physical and mental activities. Observing them every class meeting would generate substantial information that would help them develop and improve certain skills necessary for the achievement of their full potential.

Everyone is involved in shaping the values of the students towards an end of achieving the character and wisdom of a champion. Developing positive mental attitude of the students in the early years of college

would provide them greater opportunity as they step-up to higher year level of studies to broaden the scope of their responsibility and maturity to be more confident and independent (Laguador, 2013a).

Classroom behaviour is considered important factor in identifying some causes of academic related problems of the students. Behaviours can help to change a person's level of stimulation or mood (Bobrow, 2002).

Academic performance describes certain ability of the students in accomplishing specific task with numerical value. It quantifies the capability of the students in terms of the level of their achievement but it does not measure the overall capacity to excel in certain activity. Few things affect a student's performance as much as the development of productive study skills. Study skills encourage areas such as work attitudes, time management, homework strategies and test-taking skills (Laguador, 2013b).

How the students behaved inside the classroom sometimes affect their performance due to their frequent absences and tardiness as well as their level of motivation to pursue their college education and interest towards the course. Students who committed several absences sometimes are lacking of motivation and interest to get high grade in the subject (Laguador, 2013c).

Coggins (2009) stated that most expert teachers have classrooms that are organized, clean, and accessible. Their procedures are well defined, visible, and follow an established routine. These teachers have learned how to teach appropriate behaviour and procedures and to be proactive. Students need to know how things are to be done and why. The teaching of this characteristic is important (Wong, 2005).

Schiming (2012) emphasized that one of the most common areas where classroom practices of individual faculty members differ is attendance policy. Some

faculty require attendance. Some faculty members count attendance positively in grade determination while others count the lack of attendance against the student's grade. Inherently most faculty probably believe that attendance is important in student success but most of them can provide only anecdotal evidence to support the belief.

Monitoring the behaviour of the students inside the classroom frequently would provide better understanding of their performance in a certain course. Given the data of the observation would define how good or bad they are in carrying out some tasks during discussions and seat works (Laguador, 2013c).

Achievement goal theory considers that in an environment of achievement, such as PE classes, the student is motivated by obtaining success (Granero-Gallegos et al., 2014).

Identifying the level of various classroom practices would provide baseline information for teachers to understand the needs of the freshmen to improve their attitude towards studies in other general and professional courses not only in Physical Education. The differences between Psychology and Education students would reveal the natural characteristics most common to each group. Relationship between final grades in PE 1 and the practices and behavior is also important to discover in order to establish certain variables that would describe the result of academic performance.

II. OBJECTIVES OF THE STUDY

This study aims to determine the differences of classroom practices and academic behavior between Psychology and Education Freshmen in Physical

Education 1 as observed by their professor; and to test the relationship between the final grade in PE 1 and the observed classroom practices and academic behavior.

III. METHODS

Descriptive type of research method was utilized in the study. There were 46 Psychology Students and 23 Education Students were included in the study utilizing the total population of the class under study. A self-made instrument was utilized in the study. This questionnaire passed through the content validation of expert in education and research. The researcher answered the questionnaire before the end of the semester based on her keen observation with the behavior and practices of the students during classes. Weighted mean was used to analyze the result of the classroom practices and academic behavior while t-test was used to determine the significant difference between Psychology and Education students and Pearson-product Moment Correlation Coefficient was used to test the relationship between the final grade in PE 1 and the observed classroom practices and academic behavior.

The given scale was used to interpret and analyzed the result of the observed classroom practices and academic behavior.

Weight	Range	Interpretation
4	3.50 – 4.00	Always (A)
3	2.50 – 3.49	Sometimes (So)
2	1.50 – 2.49	Seldom (Se)
1	1.00 – 1.49	Never (N)

IV. RESULTS AND DISCUSSION

Table 1. Observed Classroom Practices in PE 1 between Psychology and Education Students

Classroom Practices	Psych	Educ	WM	VI	Rank
1. Submitted his assignments and projects on or before the deadline	3.98	3.96	3.97	A	1
2. Substantially answered the questions of teachers	3.88	4.00	3.92	A	2.5
3. Attend classes on-time	3.78	3.91	3.82	A	8
4. Attended classes regularly	3.47	3.48	3.47	So	10
5. Listened attentively to the classroom discussions	3.80	4.00	3.86	A	6
6. Asked the help of teachers or classmates to understand the lesson	3.80	3.96	3.85	A	7
7. Raised questions during discussions.	3.67	3.96	3.76	A	9
8. Showed interest and motivation towards the subject.	3.86	3.96	3.89	A	4
9. Prioritized working with academic projects.	3.86	3.91	3.88	A	5
10. Accomplished Physical Education activities on specified time	3.90	3.96	3.92	A	2.5
Composite Mean	3.80	3.91	3.83	A	

Students always submit their assignments and projects on or before the deadline; substantially answered the questions of teachers and always accomplished physical education activities on specified time. They always showed interest and motivation towards the subject and they always prioritized working with academic projects.

Likewise, they also listened attentively to the classroom discussions and they always asked the help of teachers or classmates to understand the lesson. They always attend classes on time and they raised questions during discussions. However, they sometimes attended the classes regularly with the least weighted mean score. Absenteeism takes place when students are

already uneasy with the pressures coming in from their daily school activities. This is where the role of the Counselling Center comes in to prevent the problems of the students to become unbearable (Laguador & Pesigan, 2013). The composite mean score of 3.83 implies that the classroom practices were always observed in the Physical Education 1 class among Education and Psychology students. Interest is an intrinsic motivational factor that stimulates the enthusiasm of a person to perform better or more than what is expected of him to accomplish (Laguador, 2013d) which need to be developed among the students.

Table 2 presents the observed academic behaviour in PE 1 between Psychology and Education Students.

Table 2. Observed Academic Behaviour in PE 1 between Psychology and Education Students

Academic Behavior	Psy	Educ	WM	VI	Rank
1. Worked for a team with full cooperation	3.73	3.96	3.81	A	7.5
2. Has a high sense of responsibility	3.71	3.96	3.79	A	9.5
3. Took examinations without signs of cheating*	3.88	3.96	3.90	A	2
4. Showed respect to teachers *	3.96	3.96	3.96	A	1
5. Acted as leader rather than merely a member in a group	3.71	3.96	3.79	A	9.5
6. Demonstrated high level of self-confidence	3.71	4.00	3.81	A	7.5
7. Maintained high level of interest towards studies	3.84	4.00	3.89	A	3.5
8. Actively participated in classroom discussion	3.73	4.00	3.82	A	6
9. Is a well-disciplined student*	3.86	3.96	3.89	A	3.5
10. Patiently and attentively followed class instructions	3.78	4.00	3.85	A	5
Composite Mean	3.79	3.97	3.85	A	

* No Significant difference

Students always showed respect to teachers and they took examinations without signs of cheating. They always maintained high level of interest towards studies and they are well-disciplined students. They always patiently and attentively followed class instructions and they actively participated in classroom discussion. Meanwhile, they always worked for a team with full cooperation and demonstrated high level of self-confidence. They acted as leader rather than merely a member in a group and have a high sense of responsibility obtained the least weighted mean score. The composite mean score of 3.85 implies that the positive academic behavior was always observed in the Physical Education 1 class among Education and Psychology students.

Laguador et al. (2013c) emphasized that dealing with conflicts and differences appropriately is the least among the situations which shows the leadership capability of the students in terms of communications which denotes that the students have the need to

improve their skills on how to deal with the individual differences of the people in different situations.

Table 3. Final Grade in Physical Education 1

Course	Mean	N	SD	Interpretation
Psych	93.26	46	2.44	Very Good
Educ	94.53	19	2.36	Very Good
Total	93.63	65	2.47	Very Good

Scale: 96 – 100: Excellent; 89 – 95: Very Good; 82 – 88: Good; 75 – 81: Fair; Below 75: Poor

Both groups have very good academic performance in terms of their final grade in Physical Education 1 as denoted by 93.26 percent final grade of Psychology students and 94.53 for education students. The average of 93.63 implies that the students obtained a very good overall performance in Physical Education 1. This course measures primarily the physical attributes of the students and secondarily their ability to think logically. High performance of the students can be attributed to the nature of the course where they can enjoy the physical fitness and gymnastics activities.

Table 4. Difference on the Observed Classroom Practices and Academic Behavior when grouped according to Program

	t-value	Sig. (2-tailed)	Interpretation	Decision
Classroom Practices	-1.521	.133	Not Significant	Accept
Academic Behavior	-2.638	.010	Significant	Reject
Final Grade	-1.916	.060	Not Significant	Accept

There is a significant difference in the academic behavior of the students as denoted by the computed p – value of .010 which is less than the 0.01 level of significance. Therefore, the null hypothesis of no significant difference between the two groups of respondents is rejected on this variable. This signifies that Education students have observed significantly higher in academic behavior compared to psychology students. Education students have demonstrated high level of self-confidence, they also maintained high level of interest towards studies and they actively participate in classroom discussion compared to psychology students.

However, there is no significant difference between the two groups of respondents in terms of classroom behavior and final grade as denoted by the computed p-values of .133 and .060 which are greater than the 0.05 level of significance. Therefore, the null hypothesis of no significant difference is accepted.

Table 5. Relationship between Final Grade in PE 1 and the Classroom Practices and Academic Behavior of Psychology and Education Students

	r-value	p-value	Interpretation	Decision
Classroom Practices	.325(**)	.008	Significant	Reject
Academic Behavior	.348(**)	.005	Significant	Reject

** Correlation is significant at the 0.01 level (2-tailed).

There is a significant relationship between the final grades of the students and the observed classroom practices and academic behaviour of the students as denoted by the computed p-values of .008 and .005 which are less than the 0.01 level of significance. Therefore, the null hypothesis is rejected. This signifies that the higher the classroom practices and academic behaviour of the students, there is a possibility of getting higher final grades in Physical Education 1. Several factors might have been affecting the performance of the students in certain aspects of their college life that need to be discovered in order to achieve greater success (Laguador, 2014). Classroom

practices might be a factor that would influence the performance of the students. Teachers as keen observer can consider various teaching strategies to help the students express and demonstrate their full potential in Physical Education.

V. CONCLUSION AND RECOMMENDATION

Class practices and academic behavior of Psychology and Education students were highly observed in the class of Physical Education 1. They also have very good academic performance in terms of their final grade in PE 1. Education students have significantly higher academic behavior compared to Psychology students. Students with higher level of classroom practices and academic behavior are also those students who obtained higher final grades in PE 1 and those who were observed with lower level are also those with low final grades.

Students should be given more tasks that would enhance their leadership skills through Physical Education wherein teamwork is necessary in some sports activities. Giving them responsibilities through accomplishing classroom assignments would stimulate their perseverance to complete the assigned tasks in due time. Encourage active participation in class discussion and acknowledge the initiative of the students in taking part of the academic exchange. Teachers must provide enough encouragement and motivation to students to strive harder to achieve higher grades in the subjects. They may establish a reward system that will recognize the students with exemplary performance during quizzes or major examinations to increase their motivation to exert more effort in dealing with their studies (Laguador, 2013c).

Exposing them to various physical activities and let them feel important part of the team would develop their self-confidence to participate in various sports event even in the college or institutional level.

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