STRENGTHENING SENSITIVITY AND PROACTIVE BEHAVIOR OF STUDENTS

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Abstract: This study is aimed to find out the relationship between strengthening sensitivity and proactive behavior of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on strengthening sensitivity and proactive behavior of students were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a high level of strengthening sensitivity This means that the provisions relating to strengthening sensitivity is embodied in the item is often manifested. The study revealed a high level of proactive behavior of students. This indicates that the provisions relating to proactive behavior of students are embodied in the item is often manifested. The results of the study also confirm that there is a significant relationship between strengthening sensitivity and proactive behavior of students. This implies that the higher the strengthening sensitivity, the higher is the proactive behavior of students of students. Thus, the null hypothesis of no significant relationship between strengthening sensitivity and proactive behavior of students was rejected.

Keywords: Strengthening Sensitivity and Proactive Behavior of Students, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

On a daily basis, teachers deal with numerous behavioral issues of the students. These problematic behaviors of students oftentimes destruct the flow of the lessons and worst, they disturb the students who are engaged in the tasks at hand. The behavioral issues of the students if not addressed accordingly will most likely result to bigger issues in the classroom (Larson, Pas, Bradshaw, Rosenberg & Day-Vines, 2018).

One common problem that students do is being out of their seat. While the teacher is at the peak of the discussion, students are seen transferring from one seat to another as if they do chair hopping that it disturbs others. This common problem definitely affects the momentum of the teacher's discussion and learning is sacrificed as teachers have to deal with the students who are transferring to different seats and disturbs their classmates (Clements & Kamau, 2018).

Apart from changing from seat to another, teachers also deal with students who swear or shout. Without any serious reasons, students shout at their classmates that it creates chaos in the class. The noise that shouting or swearing disrupt classes and it is not a good sight to see in the class especially that classrooms are supposed to be a safe learning space for all the students (Nagro, Fraser & Hooks, 2019).

Students' misbehavior concerns parents, teachers, school administrators, and guidance counselors in most Philippine schools. There are students who display aggressive behavior through different forms of bullying like boxing and kicking or stealing and verbal abuses. There are also self-centered students who monopolize class discussions, argue often with the teacher or classmates and lack respect for others' opinions. In addition, being consistently tardy to class and getting up often to leave the room disrupts the energy of everyone in the room (Huang, 2017).

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In Malita South District, teachers keep records of student's issues on misbehavior as they happen in the classroom. Teachers reported at least two cases daily of students boxing another student or simple shouting to one another that resulted to a petty quarrel among the students. Although these instances are nothing serious in nature, but these have affected the order in the classroom and the peace of some students.

This study would therefore like to inquire on the authenticity of the claims of the authority regarding the problem situations on proactive behavior of the students. The researcher has not come across a similar study especially in the local setting. It is in this considerable perspective that the researcher decided to conduct the study.

Research Objectives

This study aimed to find out the significance of the relationship between strengthening sensitivity and proactive behavior of students. Specifically, this study sought to answer the objectives:

1. What is the extent of strengthening sensitivity of students in terms of the following:
   - 1.1 reward interest;
   - 1.2 goal drive-persistence;
   - 1.3 reward reactivity, and
   - 1.4 impulsivity?
2. What is the extent of proactive behavior of students in terms of:
   - 2.1 school adjustment;
   - 2.2 peer preferred behavior; and
   - 2.3 teacher preferred behavior?
3. Is there a significant relationship between strengthening sensitivity and proactive behavior of students?

Hypothesis

There is no significant relationship between strengthening sensitivity and proactive behavior of students.

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012). The descriptive-correlational research design is the most appropriate design used in the study since it determined the relationship of the variables in this research.

3. Results

Level of Strengthening Sensitivity of Students

Shown in Table 1 is the level of Strengthening Sensitivity of Students with an overall mean of 4.11 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

For the indicator *reward interest* obtained a mean score of 4.10 or high.
For the indicator *goal drive persistence* obtained a mean score of 4.09 or high.
For the indicator *reward reactivity* obtained a mean score of 4.15 or high.
For the indicator *impulsivity* obtained a mean score of 4.10 or high.

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Table 1. Level of Strengthening Sensitivity

Indicators	Mean	Descriptive Level
Reward Interest	4.10	High
Goal Drive Persistence	4.09	High
Reward Reactivity	4.15	High
Impulsivity	4.10	High
Overall	**4.11**	**High**

Level of Proactive Behavior of Students

Shown in Table 2 is the level of Proactive Behavior of Students with an overall mean of 4.12 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

For the indicator *school adjustment* obtained an overall mean of 4.14 or high.
For the indicator *peer preferred behavior* obtained an overall mean of 4.10 or high.
For the indicator *teacher preferred behavior* obtained an overall mean of 4.12 or high.

Table 2. Level of Proactive Behavior of Students

Indicators	Mean	Descriptive Level
School Adjustment	4.14	High
Peer Preferred Behavior	4.10	High
Teacher Preferred Behavior	4.12	High
Overall	**4.12**	**High**

Significance on Strengthening Sensitivity of Studentsand Proactive Behavior of Students

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.325 with a probability value of $p<0.01$ which is significant at 0.05

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level. Doing an in-depth analysis, it could be gleaned that the indicators of strengthening sensitivity of students and proactive behavior of students revealed a computed r-values ranging from .412 to .325 with probability value of $p<0.01$ which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant difference between strengthening sensitivity of students and proactive behavior of students is rejected.

Table 3. Significance on the Relationship between Strengthening Sensitivity of Students and Proactive Behavior of Students

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Strengthening Sensitivity of Students and Proactive Behavior of Students	0.325	0.000	Reject

CONCLUSION

With the findings of the study, conclusions are drawn in this section. The study found it to exhibit a high level of strengthening sensitivity. This means that the provisions relating to strengthening sensitivity embodied in the item is often manifested.

The study revealed a high level of proactive behavior of students. This indicates that the provisions relating to proactive behavior of students are embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between strengthening sensitivity and proactive behavior of students. This implies that the higher the strengthening sensitivity, the higher is the proactive behavior of students of students. Thus, the null hypothesis of no significant relationship between strengthening sensitivity and proactive behavior of students was rejected.

The results of this study revealed that the strengthening sensitivity is high. The researcher recommends to teacher to help students improve their level of goal-drive persistence by making them motivated to be successful in their personal life and make them overcome hurdles to achieve their goals especially in academics. The researcher also recommends to students to regularly evaluate their goal-drive persistence through monitoring their effort to accomplish important simple goals.

The study revealed a high level of proactive behavior of students. The researcher may recommend teachers to check the peer-preferred behavior of students by monitoring their engagement with their peers. Teachers may also reward students who have demonstrated good values that make them good models to their peer.

The researcher may recommend to students to be involve with classmates frequently in terms of doing tasks in school so that they will be able to get acquainted with different personalities in the classroom thereby increasing their chances of developing their skills in dealing with others.

The results of the study also confirm that there is a significant relationship between strengthening sensitivity and proactive behavior of students. The researcher recommends to School Guidance Counselor to organize activities that will strengthen students' sensitivity in order to provide them with opportunities to become well-rounded children while they are at the young age.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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