| **RESEARCH ARTICLE**

Education Management Intervention in Managing School Problems

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| **ABSTRACT**

This study was carried out with the intention of developing a complete management intervention program for the purpose of managing issues that arise in schools. For the purpose of this study, the descriptive documentary-developmental research approach was executed. The study investigated the behavioral and academic issues of students attending public high schools in relation to their academic performance in English and Mathematics. As a result, the descriptive approach was chosen to conduct the evaluation. As stated by Travers (1978), the primary objectives of conducting descriptive research are to offer a description of the nature of a situation as it is at the time of the study and to investigate the factors that contribute to certain events. The behavior problems of public high school students are greatly affected by their social environment like home; students were troubled in school and presently encountering a lot of problems in school work. Those student-respondents of public secondary schools were having difficulty in terms of finances.

| **KEYWORDS**

Comprehensive Management Intervention Program, Education Management, School Problems.

| **ARTICLE INFORMATION**

1. Introduction

Student conduct is an important factor in educational institutions. On the one hand, it can be a helpful ally to a teacher, but on the other, it can be detrimental. Poor behavior has a negative impact not only on the academic performance of other students but also on their participation in extracurricular activities. Those kids who have behavioral issues are responsible for specific activities that hinder the academic achievement of other students by their actions. According to Scarpaci (2006), pupils that exhibit poor behavior may inspire other students to skip classes or even engage in violent activity as a form of retaliation because of their behavior. In addition, it is an essential component of every curriculum that exists in alternative schools. The findings of the research carried out by D'Angelo and Zemanick (2009) appeared to indicate that pupils who have historically been considered to be on the lower end of the academic spectrum have behavioral issues. There is no doubt that education is the most valuable inheritance that a nation can bestow upon its population, particularly the younger generation. There is no denying that the young of today will be the citizens and leaders of tomorrow. Due to the fact that this is the case, the development of a nation is dependent on the quality of education that fosters the development and shaping of the youth. When it comes to the development of human resources, which the formal educational system is obligated to achieve in such a way that it continues to be an important instrumental vehicle for the socio-economic, psychological, and environmental development of any society, it is still generally assumed that the foundation for any genuine progress could be achieved through the development of human resources. This important function of the educational system is stressed in the curriculum that is used from kindergarten through high school. The curriculum's purpose is to produce higher levels of student success and a lower rate of student retention. The educational system is made more responsible for ensuring that students behave in a manner that is conducive to quality educational results among learners as a result of greater standards and longer schooling years. In addition, it is held accountable for preventing or lowering the development of prevalent behavioral disorders in order to contribute to the improvement in the academic performance of pupils.

The research literature has increased in tandem with the growing interest in the subject of behavioral and academic issues that children face, particularly in the past five years (Bariga et al., 2002). However, the majority of the most recent studies concentrate solely on particular parts of the problem, such as bullying, for instance. There is a need to investigate the issue in a more in-depth and all-encompassing manner, and it is for this reason that a comprehensive study on the behavioral and academic problems of students as a strong predictor of achievement is being conducted. The findings of this study will be helpful in developing an appropriate school intervention program as a contribution to the quality of education that is provided.

2. Review of Related Studies
2.1 On Academic Problems
According to Redick and Nicoll (1990), pupils who attend school on a consistent basis have higher marks than children who have a disproportionately large number of absences. Despite the fact that their academic performance is negatively impacted by their absence from school, this study acknowledges the significance of school attendance. In point of fact, Fleming and Zafirau (1982) discovered that more than three-quarters of the rates of school failure were experienced through the percentages of those students who attended school.

The variables that affect student accomplishment and influence student attendance were investigated by Zamudio (2004). These variables include school attendance policy, socio-economic position, and mobility. Zamudio (2004) also evaluated the presence of mobility. These, on the other hand, were disproved by Bracht (2010), who came to the conclusion that there was a slight inverse link between student attendance and student achievement at the high school in question. Accordingly, the majority of the time, a student's grade point average will decrease in proportion to the number of absences that they have had. Bracht (2010) conducted a survey with the same sample population in order to determine if factors connected to the home or factors related to school were more major reasons for nonattendance. A total of four sections were included in the survey, the first three of which were designed to gather information about the factors that led to the absence of participants. In the final section of the survey, the participants were asked to identify themselves and provide information about their family backgrounds and demographics. The findings of the study led the researcher to the conclusion that factors linked to the student's home environment were more significant than ones related to the student's school. However, when it comes to the factors that influence student attendance, it was shown that the opinions and attitudes of students toward both their homes and their schools are equally essential. Through the use of the study surveys, the researcher was able to gather some unexpected information, the consequences of which are extremely important in terms of finding a solution to the issue of nonattendance. In addition, the researcher pointed out a few areas in which her data suggested that additional research would be advantageous. The impact of race on student attendance, the relationship between parents' levels of education and student attendance, and the perceptions and attitudes of parents regarding school are some of the issues that fall under this category. However, this list is not exhaustive. The current study has a significant connection to this topic due to the fact that the students were most concerned about issues pertaining to their families and homes. The findings of the research had an impact on the current study in the sense that it suggested that family circumstances were the primary source of academic difficulties experienced by students, which the recommended management intervention program ought to make an effort to address.

According to Marcus Credé and Nathan R. Kuncel (2008), in their research conducted at the University of Albany, it was discovered that study habits, skills, and attitude inventories have a significant effect in relation to standardized tests and previous grades and that they also serve as predictors of academic performance, yielding incremental validity in relation to it.

According to the evidence, the academic issue is related to the students' study habits, which have a significant impact on their overall accomplishment. An additional point that was made abundantly obvious in the findings was that the academic abilities and attitudes of the students played a significant impact in exacerbating the academic issues that the kids were experiencing.

In his article from 2002, Crosnoe explored the relationship between academic performance and academic failure, which is frequently considered in a narrow sense, as an individual action and which is also related to a limited early life course. At the same time, academic success has repercussions that are felt throughout the various phases of life and on a variety of different levels. Academic difficulties are a strong indicator of short-term problem behavior and dropout, and they have the potential to derail educational and professional outcomes well into adulthood. This prediction is substantial on an individual level. There is a strong connection between this study and the one that is now being conducted since the academic problem, which was the primary focus of the study, is connected to the academic performance of the pupils. It seems to imply that the level of academic accomplishment in English and mathematics is inversely proportional to the severity of the behavioral issues that pupils are experiencing.

On the institutional level, Ross (2003) argued that academic problems among students can produce instability and undermine the general mission of schools. Both of these outcomes are detrimental to the institution. In terms of the population as a whole, widespread academic failure has an effect on the rates of fertility, mortality, marriage, and unemployment. This is because of its

connection to educational achievement and the growth of human capital. That which appears to be merely a component of the adolescent experience actually has far-reaching implications across a variety of social phenomena is a fact that has been demonstrated beyond a reasonable doubt.

In their study from 1996, Steinberg and colleagues discovered a number of factors that contribute to academic failure. These categories include family, peer, and economic concerns. The authors Cameron and Heckman (1993) assert that kids with low academic performance are less likely to graduate from high school and enroll in college than children with higher academic performance. Compared to those who graduate from high school or college, those who do not complete their high school education have much lower adult wages. Failure to achieve academic success can have a negative impact on an individual's life trajectory, and variations in the rates of academic failure have the potential to have significant repercussions for the stability of society. Consequently, the failure to achieve academic success is a significant component of the individual's life course that has ramifications for larger social issues and, as a result, requires additional attention than it now receives.

Blancia (2003) conducted a study on the topic of "Factors Affecting Academic Achievement of Students." The findings of this study revealed that the academic performance of Chemistry students is significantly impacted by various factors. These factors include teaching competence, the attitude of teachers towards their work and students, the library facility, the educational attainment of parents, the attitude of parents towards their children's studies, and the attitudes of students themselves towards their own studies.

Villaflor (1990) conducted research on the factors that determine academic accomplishment and came to the conclusion that the academic performance of students is positively correlated with both the level of money and the quality of the family bond that exists inside the house.

The research on student behavior issues that were just mentioned brings to light the necessity of examining this aspect of the educational system and locating solutions that can help alleviate, if not completely eliminate, these issues in the context of the school environment.

2.2 On Behavioral Problems
Cortez (2001) provided a description of conduct as a significant aspect of man's endeavors. To be more precise, it might be either innate or acquired, constructive or destructive. In the sense that man's behavior is generally endowed, it is innate; nevertheless, it is also acquired in the sense that man's behavior is solely modified by his or her interactions with other social beings. In other words, it is a combination of the two elements. Therefore, alterations in the surroundings of man have an effect on his conduct. Up until the present day, the environment of the school has been plagued by a persistent problem of behavioral issues. As an illustration, disruptive behavior prevents students from studying and poses a threat to their safety inside the school setting. As a result, the issue has started to receive greater attention. Because there is a lack of discipline, students are encouraged to act out without fear of the repercussions, which can be rather severe. Numerous

In their analysis of the data, experts came to the conclusion that the behavior problem is not a new issue. Schools are concerned about students' behavior. At this point, it appears that it has been a persistent issue for a hundred years.

The current study, which was conducted in relation to the study that was described earlier, focused on behavioral and academic difficulties and how they affect academic progress. In a survey that was carried out by Public Agenda (2004), 97 percent of educators were in agreement that in order for schools to develop, they require student discipline and appropriate behavior. It would appear that children are susceptible to being impacted by the bad atmosphere that is present in their environment.

In her research, Alamo (1999) found that children who came from families with higher incomes were more likely to engage in inappropriate behavior. Children were left alone to look after their own needs, despite the fact that at the same time, children desired and clamored for attention from their parents. This was due to the fact that parents with higher incomes have less time to spare for their children. The marital status of the parents was also found to be a factor in determining who would have custody of the child, according to the findings of the study. It is in the presence of both parents that children experience a sense of safety and security. Single-parent households face a greater number of challenges, and this may be a contributing factor that has an impact on the children's ability to transition to school. A child's behavior at school may be an indication of the stress that they are experiencing as a result of the death of a parent or the separation of their parents due to disagreement.

In terms of the challenges that student-respondents faced with respect to Home and Family (HF), this survey was comparable to the one that is currently being conducted. As was also mentioned in the Focus Group Discussion, the experiences that they had at home, particularly those that involved having single parents and the difficulties that arose from the separation of their parents, were quite high.

In his study, Rogel (2012) reaffirmed that adolescents and young people have a strong affinity for luxury. Their manners are poor, they show a lack of respect for those who are older, they have no respect for authority, and they talk rubbish while they should be working. There is no longer a customary practice among young people to show respect by standing up when adults enter a room. They are contrary to their parents; they talk excessively in the company of others, they gorge themselves on their food, they put their eggs on the table, and they are tyrannical people. She also provided an explanation of the world that adolescents discover for themselves. Many children are forced to live with working parents or with a single parent who is also employed in today's society.

Because there is so much mobility as a result of the demands of employment or study, children are entrusted with new social milieus, which can lead to feelings of loneliness and loss of relationship connections. In addition, technology has the potential to bring both gifts and curses. The aberrant lifestyle, the presence of violence, drugs, and extreme pornography, as well as the secrets of the lives of celebrities and corrupt public figures and messages that appear to be unacceptable, are all around them.

Teenagers in today's generation are striving to make their own decisions, which causes them to feel overwhelmed by the numerous possibilities that are accessible to them. This generation is being inundated with choices. Finally, as a result of the profusion of information media, today's young have developed a deep-seated mistrust of the government, parents, teachers, heroes, and institutions. It is true that adolescents live in a different world, and it appears that they do not have any role models to look up to.

With regard to the current investigation, the issues that students are facing in the present day are being influenced by the mass media as well as the rapidly developing technology that is available today. Problems at home and with their families, challenges with finances, and difficulties adjusting to schoolwork are all factors that students recognized as contributing variables that have a significant impact on their choices at the present time.

According to Goodman (2007), kids gradually develop a lack of moral discredit for rule violations and become less receptive to disciplinary measures. According to Goodman's explanation, although teachers do enforce classroom rules and other disciplinary measures, it is vital to note that explicit rules, clear authority, proportionate consequences, and group participation are all important but not sufficient.

Rynders (2006) held the belief that choices are available to us throughout our lives, and that we choose those decisions depending on the information that we possess. Unlike Rynders, Brannon (2008) suggested that children's opinions about what is right and wrong have typically been highly impacted by their families. This is in contrast to Rynders' position. When this is taken into consideration, teachers should feel forced to watch out for the best interests of their students and guide them in the right direction. Before engaging in disruptive or similar actions, the pupils need to give it some serious consideration before acting out or repeating them. Only then will positive behavior be able to be effective. When children observe the world around them, they form their personalities depending on what they observe and what they are taught.

There is a connection between this and the current study in the sense that it is important for students to be guided and assisted, particularly in the process of exhibiting appropriate behavior in educational settings. Simonsen, Sugai, and Negron (2008) explained that schools all over the country are having a difficult time meeting the academic, behavioral, and safety needs of their entire student body. The Reality Therapy Model is really connected with this as a basis for intervention, and it is anchored on the idea that students' behavior should be supported by positive reinforcement. In an effort to address the issues posed by students' conduct, schools have implemented punishments that are both negative and exclusive. For instance, schools have a tendency to raise their reactive consequences by implementing zero tolerance policies for children who do not respond to the behavioral consequences that have been imposed on them. Teachers and principals typically experience immediate relief as a result of these reactive consequences, which work toward the elimination of problematic behaviors. Unfortunately, the elimination is only temporary, and it is highly possible that these behaviors may occur again in the future. Many school districts operate under the assumption that reactive consequences, such as zero tolerance, will unwittingly teach students how to behave in an appropriate manner.

In light of this, the conduct should be reduced or eliminated. The objective of the current study is to address the challenging academic and behavioral issues that students are experiencing at the present time. From the very beginning, the management intervention program has been a significant focus as the output of the current study.

Lewis and Sugai (2004) reaffirmed the terrible reality that there is either very little or no instruction on appropriate behavioral standards being carried out. As a result, inappropriate actions are likely to occur once more. It has been discovered that kids are more likely to engage in aggressive conduct, vandalism, absenteeism, and dropouts when they are punished for negative behaviors without receiving support from positive interventions. Glasser (1965) is in total agreement with these remarks, which are backed by the Reality Therapy viewpoint that bringing about an atmosphere that is characterized by trust and positive reinforcement is

beneficial to the improvement of behavior. While it is true that students are capable of being rational and responsible for their decisions, it is equally true that they require guidance and inspiration in order to successfully complete their academic journey. At this point, the instructor takes on the role of the "confronter," requesting that the students investigate the issue at hand and pressing that they commit to developing a strategy to address the issue.

In his 2006 article, Cohen described the School-Wide Positive Behavior Supports program, which is a new approach that has demonstrated success in enhancing the classroom environment. This is an example of a system that educates kids about the expectations that are placed on them and demonstrates to them in a straightforward manner how they should conduct themselves within a positive school environment. On the other hand, there has been a paucity of studies conducted to investigate the implications that this program will have on students who have
extraordinary requirements must be met.

According to the findings of Harrison, Vannest, Davis, and Reynolds (2012), the most common problem behaviors for children and adolescents were classified as externalizing, internalizing, and inattentive behaviors. These behaviors were reported by their teachers in general education classrooms in the United States. Schmid and Malone (2004) came to the conclusion that children who did not exhibit any externalizing, internalizing, or inattentive behavioral difficulties were more successful in their academic endeavors. According to the findings of Masten et al. (2004), pupils who lacked skills in these areas were more likely to struggle academically. To be more specific, students who exhibit potentially troublesome behaviors at school, students who exhibited behaviors such as being easily distracted, expressing emotional distress, disobeying school rules, and behaving improperly with others had lower test scores, lower academic grades, and increased likelihood of dropping out of school because of these behaviors. Studies found that children who exhibited more positive school behaviors, such as remaining on task, attending to the teacher, and getting along well with others, tended to have higher academic grades and higher test scores. This is consistent with the popular expectation that students should exhibit such behaviors.

As an additional point of interest, students who have problems, such as externalizing behavior, which is characterized by activities that channel problematic energy outward, are more likely to engage in behaviors that are harmful to other people, as opposed to lashing out at themselves, which is an example of internalizing behavior. Physical aggressiveness, verbal bullying, relational aggression, defiance, theft, and vandalism are all examples of aggressive acts that are considered to be externalizing. Behaviors that are considered to be internalizing are those that focus problematic energy toward the individual. To put it another way, individuals who exhibit difficulties in internalizing behaviors engage in actions that are detrimental to themselves rather than turning their anger toward other people. Behaviors that are considered to be internalizing include eating excessively or insufficiently, experiencing feelings of depression, misusing narcotics, and skipping classes.

Academic difficulties have been connected to externalizing, internalizing, and inattentive behavioral disorders, according to the findings of Bohnert, Lucia, and Schweitzer (2009). As a result, it is essential to conduct additional research on these behaviors and the ways in which they influence the academic performance of the kids in order to better provide the children with treatments that are more relevant and effective.

For the purpose of developing an intervention program that is based on the findings of the study, the researcher would like to identify the factors that are predictive of academic and behavioral issues among students attending public high schools, regardless of whether these issues are internalizing or externalizing.

According to Hankin, Stone, and Wright (2010), adolescents who have behavioral issues are more likely to provoke feelings of disappointment and stress from other people, such as teachers or peers of the same age. Doctoroff (2006) provides an explanation for this phenomenon by stating that when students behave in ways that are not in accordance with societal standards, teachers and classmates may react unfavorably to them. Because of this, the climate that is created for students, teachers, and classmates is one that is difficult to navigate. At the same time, not being aware of the most effective ways to assist those pupils,

It is possible for instructors to avoid spending time with students who have behavioral issues and instead refer them to other members of the school, such as a specialist or the principal. It is also possible that peers may not know how to communicate or interact with the students who are causing problems, which is another reason why peers may avoid contact with these individuals. This results in the troublesome children becoming more isolated and less involved in their studies, missing out on opportunities to experience effective interactions and having less opportunities to learn from their teachers and peers. Without further help from the teachers and peers, these students will continue to struggle. The presence of this pattern makes it impossible to create an ideal learning environment and reduces the effectiveness of the instructor's classroom instruction.

The objective of the researcher is to address problematic behaviors shown by students in the classroom as well as in the school environment in order to reduce the frequency of these behaviors and to assist students in achieving higher levels of academic success. According to Koth, Bradshaw, and Leaf (2008), although behavioral issues at the individual level are significantly related to the academic growth of students, the setting of the classroom has also had an impact on the academic achievement of these individuals. Students in a classroom that is characterized by a high level of aggression, for instance, are more likely to struggle academically.

The current study reveals that kids who exhibit behavioral issues have an impact not just on their academic results but also on the percentage of pupils who drop out of school. Subsequently, researchers explored the ways in which individual behaviors interact with the context of the classroom to influence the academic progress of the pupils. There has not been a regular pattern of results reported. According to research conducted by Kellam, Ling, Merisca, Brown, and Ialongo (1998), kids who have behavioral issues tend to have less success in their academic endeavors when they are in a classroom that is highly confrontational. On the other hand, Petras, Masyn, Buckley, Ialongo, and Kellam (2011) found that kids who had behavioral issues did not have a lower level of academic performance as a result of being in a classroom that was extremely violent.

In addition to Russell W. Rumberger, S., It has been asserted by L. Thomas (2000) that larger student–teacher ratios are typically associated with higher dropout rates. The inability of students to establish meaningful social ties within the school environment, as well as the absence of a caring and supportive atmosphere, appear to be related to the rise in the number of kids who drop out of school. Positive relationships between teachers and students, as well as among students, as well as an atmosphere of shared purpose and concern, have been recognized as essential components in educational institutions that keep students under their care until they graduate.

The organizational characteristics of schools that are conducive to positive social relations were identified by Nettie Legters and Edward L. McDill in the year 1994. These characteristics include small school size, teacher and student contacts that are concentrated on a limited number of people within the school, and teachers who have been sufficiently prepared to focus on the requirements of students, as well as the requirements of their families and communities.

There is an essay written by Tinto (1982) about dropouts. The article focuses primarily on the theory of student attrition from post-secondary education, and the insights that are presented can be expanded to academic settings. The author draws attention to the fact that there is no definitive model or formula that can adequately explain the reasons why any student decides to withdraw from school. The most effective formulae, on the other hand, are those that are meant to describe certain links between individuals and institutions that may account for particular sorts of dropout behaviors. The author makes the observation that a great amount of research has been conducted to establish a connection between financial circumstances and dropouts in general but that specific subgroups of dropouts have received a very small amount of attention. In order to construct models that are more efficient, it is possible to gather meaningful statistics by dividing the total group of dropouts into categories based on factors such as ethnicity, gender, age, and socioeconomic status (SES). Because there is a dearth of research on these subgroups at the moment, educational institutions are unable to fine-tune programs that are intended to assist students who are considered to be at risk. On the other hand, the author makes a resolute assertion that any efforts to extend the attractiveness of education at the expense of decreasing its quality will only serve to drive away the more capable and discerning students who will perceive the lessened worth of education.

According to Rumberger (1983), the influence of factors such as race, gender, and family background could be significant in explaining why kids drop out of school. In this study, high school dropouts are broken down according to race and gender, and an attempt is made to discover which factors have the most significant influence on the decision to drop out of high school for each of these categories. Hispanics often identify economic concerns as the primary reason, whereas the majority of females report that marriage or pregnancy is the primary reason. The most common reasons given by whites and blacks are a lack of interest or skill. On the other hand, the actual figures appear to indicate that family background is the primary influencer; in most cases, a higher level of education and income for the parents leads to a lower number of students dropping out of school. As a result of the simulations conducted by the researchers, it was discovered that minorities who shared the same background as whites were equally as likely (or even less likely) to cease their high school education. Dropout rates, on the other hand, are less affected by the student's family history when the student's socioeconomic status is higher.
Similar to the previous point, it appears that higher levels of skill, self-esteem, and aspirations are inversely connected with the dropout rates of all groups. Although the researchers believe that the particular combination of factors varies for each subgroup, they also believe that practically all of the factors that have been identified have some kind of influence on all of the groups.

After that, Rum Berger makes an additional effort to determine the reasons that kids in the United States drop out of high school in their entirety. After identifying a number of different factors, he classifies them into seven distinct categories—demographic, family-related, peer-related, academic/behavioral-related, institution-related, economic, and individual—and then makes an

attempt to evaluate the impact of each of these categories. He determines that several of these factors may not be causes of the behavior but rather correlated responses to dropping out (i.e. a symptom of a deeper underlying problem rather than the actual cause of dropping out). Additionally, he believes that there may be more than one "model" of a dropout because not all students drop out for similar reasons.

In the work of Eckstein and Wolpin, K. I., An investigation was carried out in 1998 that established a correlation between the rates of high school graduates and dropouts, as well as concurrent employment and schooling, among other criteria. According to the findings of the researchers, dropping out of school is associated with a number of specific characteristics, including a lower level of academic competence and motivation, a lower expected value of a high school diploma, a higher level of achievement in employment that do not require a diploma and a higher value placed on leisure time. A modest number of criteria, including the education levels of the parents, the income of the family, and the composition of the household, are required to evaluate the effects of family background on dropout choices. They also discovered that family history had a significant impact on dropout preferences. They came to the conclusion that having a job while attending high school does have an impact on the likelihood that a student will voluntarily withdraw from school. However, they are of the opinion that measures that are exclusively aimed at reducing the number of hours that a student can work while they are enrolled will have very little impact, if any at all, on the number of students who drop out of school. Rather, they feel that in order for these policies to be effective in reducing the number of students who drop out of school, they need to be linked with programs that teach young people the importance of finishing high school.

Goldschmidt, P., and Wang, J.: In addition to the current study, dropping out of school is also taken into consideration when analyzing the academic and behavioral issues that are experienced by students attending public high schools. Furthermore, this phenomenon is utilized as a source of information for the comprehensive management intervention program. (1999) carried out a study with the purpose of determining the reasons and events that lead to pupils dropping out of school. An attempt was made in the research to determine whether there are any significant differences in the combination of factors that account for a student dropping out of school between early (middle school) and late (high school) dropouts. The study split dropouts into two categories: early (middle school) and late (high school). According to the findings of the study, the mix does alter between the two time periods; nevertheless, the researchers were unable to identify a discernible pattern on the basis of this variation. They discovered that certain family characteristics, such as educational background, single parent family, and so on, appear to have a greater impact on late dropouts than they do on early dropouts. However, they also discovered that the socioeconomic status of the family (and the community as a whole) is strongly correlated to both groups, showing that families with lower socioeconomic status tend to have higher dropout rates. In addition, the retention rates for both groups are practically identically connected with one another. The findings of the study indicate that early identification of children who are considered to be at risk can have a major impact on preventing a kid from dropping out of school.

Nowicki et al. (2004) informed that, similarly, students from low-income families have been shown to greatly benefit from having an internal locus of control and higher levels of self-esteem. The primary objective of the study is to determine the behavioral and academic problems of public high school students. The findings of the study seem to indicate that the problems are primarily related to financial difficulties, but the dropout rate is relatively low. It has been demonstrated via research that there are various factors that contribute to students dropping out of school, and the trajectory of each student may vary depending on the personal and social circumstances of the student. Following the formal withdrawal of pupils from school, they are confronted with a multitude of obstacles that are related to the adult world of jobs and survival.

It has been observed by Dynarksi and Gleason (2002) that kids who are identified as being at risk and who receive early intervention appear to be able to avoid the bad life trajectories that are linked with dropping out of school. These some of the most well-known repercussions of being a high school student.

A lower economic status, higher rates of delinquency, a greater reliance on government-sponsored programs, higher rates of criminality (75 percent of inmates are high school dropouts), lost local and state tax revenues, four times higher unemployment rates, lower self-esteem, increased drug use, and a higher incidence of mental health problems are all associated with dropping out of school. Given the severity of these unfavorable life outcomes, the study is of the utmost relevance in regard to the intervention and prevention programs that are designed to reduce, control, and eliminate these, if at all feasible.

2.3 On Comprehensive Management Intervention Program School Interventions
It was explained by Maguin and Loeber (1996) that academic failure is frequently linked to the onset of delinquency as well as the progression of more serious offenses. On the other hand, it has been demonstrated that interventions that enhance a child's academic achievement can contribute to a reduction in delinquency. Five different types of school interventions were evaluated. These interventions targeted a variety of risk factors, such as academic failure, social alienation, low commitment to school,

association with violent and delinquent peers, and aggressive behavior. Additionally, they introduced a number of protective factors, such as bonding to school, social and cognitive competencies, recognition of positive behavior, and positive norms regarding behavior. The results of these interventions serve as part of the backbone in the development of a comprehensive intervention program that is suitable for the types of student behavior problems among the target students who were included in the study.

Murphy, Hutchinson, and Bailey (1983) found that a school playground program in Tallahassee, Florida, which included both boys and girls in kindergarten through second grade, greatly reduced aggressive conduct on the playground. The program was implemented for both boys and girls. Three hundred and forty-four youngsters who came to the playground before school started were given the opportunity to participate in structured games such as jump rope and races. A timeout mechanism was implemented for pupils who were extremely disruptive, and three assistants were responsible for supervising the activities. The majority of the disruptive episodes featured aggressive behavior, and the findings of the program demonstrated a 53 percent reduction in aggressive behavior as a result of the planned activities.

It is compatible with the intention to have a management intervention program that is based on different activities that kids engage in in order to redirect their behaviors in a positive manner and provide engaging activities that have been done with clear-cut rules and guidelines. During the course of the current investigation, the intervention program consisted of six distinct phases of activities called the aspects of the intervention that are significant.

It was reported by Mayer et al. (1983) that there were two comprehensive school intervention programs that were aimed to prevent vandalism in schools. They advocate for the concept that altering the conduct of students is one method that can be utilized to prevent delinquent behavior. Graduate students who had been trained in applied behavioral analysis and behavioral consultation assisted in the program that lasted for one year.

Among the anti-vandalism program interventions that were developed by elementary schools in Los Angeles County were the following: the matching of academic materials to the skill levels of students, the increase of positive reinforcement for appropriate classroom behavior and academic progress, the reduction of the use of punishment; the application of learning and behavioral management principles; and the education of school counselors and psychologists regarding behavioral consultation methods. Following the adoption of the program, there was a drop in the costs associated with vandalism and disruptive behavior at the elementary schools where the program was implemented. Concurrently, there was an increase in classroom behavior that was focused on the job at hand. Despite the fact that the intervention in this study was aimed at preventing vandalism, the outcomes of the academic issues that were investigated focused on increasing productivity and finding solutions to difficulties. This study is significant because it applies learning and behavioral management ideas, which are also accepted by the researcher. This is the reason why this study is important. One area in which the present study and the intervention share similarities is behavioral consultation. This is because the intervention also involves a process of this kind.

Vandalism was shown to be reduced with the implementation of a similar behavioral consultation program that lasted for many years and was offered to elementary and junior high school students in Los Angeles County. Participating schools experienced a considerable reduction in the costs associated with vandalism as well as disruptive conduct, and the impacts of the initiative continued to be felt for a number of years after it was completed.

According to the findings of a program evaluation that focused on low-achieving, disruptive seventh-grade kids who had difficulty interacting with their families, Bry (1982) asserts that closely overseeing student behavior and praising positive conduct appear to be successful interventions. This has been demonstrated by the fact that these interventions appear to be beneficial. As part of the two-year program, intervention staff and instructors got together once a week to talk about students' tardiness, how well they performed in class, how well they behaved, and how well they prepared for class. The faculty also conferred with kids in small groups and discussed the manner in which they conducted themselves at school. For positive ratings from the teacher interviews, good attendance, absence of disciplinary referrals, and absence of inappropriate behavior during the weekly meetings, students were awarded points, which might later be redeemed for a special vacation. Additionally, as part of the program, the staff communicated with parents on a regular basis regarding the development of their children. Additionally, they continued to do interviews with teachers and held brief "booster" review sessions for the students every two weeks for a period of one year following the intervention. It was via the use of rewarding positive behaviors that the programs were able to maintain them in their efforts to modify problematic habits.

In the same vein, the current study might make use of the provision of rewards in the form of monetary or certificate sums for both parents and students, depending on the degree to which they stick to the routine information that they are required to follow.

In order for parents to be aware of the steps involved in the intervention program, it is essential that they be involved in the process of carrying out the intervention.

According to Bry and George (1980), students who participated in an intervention program had much higher grades, improved attendance, and significantly fewer problem behaviors at school compared to students who were part of a comparison group that did not get any intervention. The modifications in behavior persisted even after the program had come to an end. One and a half years later, it was discovered that students who had participated in the program reported lower rates of engagement in criminal activity and the use of illegal drugs compared to young people who had not received the intervention. The program had a long-term impact on delinquency, as evidenced by the fact that five years after the program's conclusion, adolescents who participated in the program had a 66 percent lower likelihood of having a juvenile record with the county probation office compared to youth who had not participated in the organization.

Ginsberg and Loffredo (1993) said once again that metal detectors are utilized by numerous schools in order to limit the amount of violence that occurs within school premises by preventing the possession of firearms. A poll that was conducted using a sample that was representative of high school students in New York City found

It was shown that students who attended schools that had metal detectors were only half as likely to carry a gun, knife, or other weapon to or from school or within a school facility as students who attended schools that did not have metal detectors. However, both groups of students reported having similar experiences in terms of being threatened or engaging in fights at or away from school. Additionally, both groups of students were equally likely to report carrying a gun, knife, or other weapon during the thirty days before the survey. The study warns that metal detectors do not appear to minimize the number of weapons that are carried outside of school, despite the fact that these data suggest that metal detector programs may have an influence on particular locations (particularly with regard to the number of weapons that are brought to school). One of the most notable aspects of school organization interventions is the thorough and methodical approach to prevention that they use. These interventions are those that alter or improve the way schools operate. According to the findings of a comprehensive evaluation of numerous programs of this kind, a number of them appear to reduce risk factors, such as academic failure, dropping out of school, and rebelliousness, while simultaneously increasing protective characteristics, such as commitment to school and good attendance. Additionally, several school reform plans have resulted in a large reduction in both violent and antisocial characteristics. However, none of the programs that were examined utilized a genuine experimental design. Furthermore, a number of assessments did not conduct a comprehensive analysis of the outcome data, which unfortunately hindered a clear interpretation of the evaluation results. This finding was incorporated into the research in the sense that the proposed intervention would not necessitate a high level of maintenance, in contrast to the program.
implemented and assessed the results.

In 1988, Cauce, Comer, and Schwartz conducted research on an intervention program in New Haven, Connecticut. This program, which included parental engagement and a multidisciplinary mental health team, assisted students in two public elementary schools located in the inner city in improving their academic performance. One hundred and ninety-nine percent of the students who received the intervention were African Americans, and the majority of them came from homes with low incomes. A social calendar that incorporated athletic and artistic programs into school activities; a parent program that supported academic and extracurricular activities; a multidisciplinary mental health team that assisted staff in managing student behavior problems; and a team consisting of school administrators, teachers, support staff, and parents who oversaw the implementation of the program were all components of the program. It is possible that this intervention would be comparable to the study that was conducted on the concept of involving the parents in the academic and behavioral issues that the students are experiencing. A component of the current investigation is an intervention that is referred to as School and Home Initiated Partnership, or SHIP for short.

Student performance in middle school was significantly higher for students attending the two schools that received the intervention compared to a comparison group of students attending elementary schools that did not get the intervention. Students who received the intervention had much higher grades, scores on academic achievement tests, and self-perceived levels of social competence that were significantly higher.

According to Olweus (1991), a large-scale school intervention program that addressed bullying in Norwegian schools seemed to have prevented violence by reducing aggressive behavior and general delinquency. However, the program did not appear to have prevented violence. The initiative distributed a packet of information and advice to all households in Norway that had children of school age. The packet contained information and advice regarding bullying and strategies to counteract it. In addition to that, it disseminated a packet of information for teachers and other school workers to all comprehensive schools in Norway (grades 1 through 9). The brochure gave an explanation of the issues surrounding bullying, offered recommendations on how educators and schools may combat and prevent bullying issues, and debunked common misconceptions about the nature of bullying and the

factors that contribute to it. There was also a video about bullying that was made accessible at a fee that was significantly reduced by the initiative. This program produced results that were quite encouraging. Remarkably, when kids were questioned eight and twenty months following the program's inception, they reported being victims of bullies at a rate that was over fifty percent lower than before. Students also reported that they had considerable reductions in their own delinquent behavior, such as vandalism, stealing, and truancy, eight and twenty months after the program began. It indicates that this program has directly reduced the risk factors of early and persistent antisocial behavior as well as violent and assaultive behavior. This is possibly due to the fact that bullying frequently entails repeated assaults on pupils who are victims of bullying.

In a similar vein, Gottfredson (1986) reported that a comprehensive school organization intervention for secondary school students in Charleston County, South Carolina, known as the Positive Action Through Holistic Education (PATHE) program, led to considerable reductions in the amount of delinquent behavior. The PATHE program included six components: teams of teachers, school staff, students, and community members who planned and implemented school improvement programs; curriculum and discipline policies that were continually reviewed and revised, involved students, and provided ongoing in-service teacher training in instructional and classroom management practices; academic innovations, such as study skills programs and cooperative learning; school climate innovations, such as expanded extracurricular activities and peer counseling; career-oriented innovations, including job skills and career exploration programs; and special academic and counseling services for low-achieving and disruptive students.

Compared to the control group, high school students who participated in the PATHE program reported significantly lower rates of delinquency and drug participation, as well as fewer instances of school suspensions and other forms of discipline. Furthermore, students who participated in the program and were provided with specific academic and counseling services reported much higher grades and were significantly less likely to repeat a grade than students who were not provided with these forms of assistance. It was also found that high school seniors who received these services had a higher likelihood of graduating from high school compared to those who did not receive these programs. A decrease in the number of suspensions was observed among middle school students who participated in the intervention. Gottfredson (1987) reported Project CARE, a school intervention program that was implemented in Baltimore, Maryland, with the goal of reducing delinquent conduct among junior high school students. The program utilized classroom management strategies and cooperative learning and was designed to help students learn together. Not only did the program feature a parent volunteer component, but it also included a community support and advocacy program. The program was created and conducted by a group of educators, administrators, and other members of the school administration. There was a considerable reduction in the amount of delinquency that students reported to themselves throughout the duration of the two-year curriculum. Additionally, teachers noticed a considerable improvement in the orderliness of their classrooms. Gottfredson, Karweit, and Gottfredson (1989) reported on two different aspects of the same phenomenon.

The results of an evaluation of a program that was designed to improve the classroom environment and student behavior in several middle schools in Charleston County, South Carolina, that had high levels of student misbehavior. The intervention consisted of a revised school discipline policy, a behavior tracking system, consistent classroom organization, and behavior tracking system approaches of management and behavior change as well. The outcomes of the were more or less mixed.

There were two assessments carried out. According to the findings of the initial review, children attending schools who participated reported seeing considerable improvements in the order, structure, and clarity of rules in their classrooms. In the second evaluation, which looked at the influence of the program on the classroom environment and student behavior, it was discovered that the program had a generally beneficial effect on student behavior, but only in schools where the intervention had been fully implemented. On the other hand, schools with high and medium implementation levels saw improvements in rule clarity. Teachers in schools with a high level of implementation noted that students became substantially more focused on their work, while disruptive behavior became significantly less prevalent.

On the other hand, educators working in medium and low implementation schools made the following observations:

A little or unfavorable shift in the students' conduct while they are on task. A different intervention program called the Multimodal School-Based Prevention Demonstration program was the subject of another study conducted by Gottfredson and Skroban (1996). This program was designed to improve academic success, social competency, and social bonding in order to prevent problem behaviors among middle school students in Charleston, South Carolina. Among the academic treatments that were implemented were approaches for cooperative learning, a program for career and educational decision skills, and one-on-one instructional sessions. The program addressed social competency by providing a course on life skills training for sixth graders, a course on cognitive self-management for seventh graders, a course on cognitive self-instruction for all students, and a curriculum on violence prevention for all students. Through a mentoring program and adult models who taught proper skills and behaviors, the program attempted to boost the amount of social bonding that occurred among the participants. In addition to that, it featured organizational development techniques that were established with the intention of improving the quality of program execution.

According to the findings of the evaluation, the program was successful in raising the grade point averages of the children and reducing their vulnerability to the influence of their peers to engage in drug use. It was explained by Hyndman et al. (1992) that public health methods have had a significant impact on a number of recent community interventions, notably those that target risk factors and introduce protective variables in order to avoid antisocial behavior. Despite the fact that many of the programs that were examined by the Study Group did not specifically target social violence juvenile (SVJ) offenders, the findings of the study suggest that comprehensive prevention strategies that involve more than one entity (for example, the police and neighborhoods), take place in a variety of settings (for example, the home and the school), and are maintained for a number of years have the potential to have a positive impact on that population. In particular, this is the case for community-wide initiatives that focus on identifying risk and protective variables for substance abuse, alcohol consumption, and tobacco use. The following are some examples of the eight different types of community interventions: citizen mobilization, situational prevention, comprehensive community interventions, mentorship, afterschool recreation programs, policing methods, policy change interventions, and media interventions. It was enlightened by the research to use each and every intervention that would address the issues that are faced by public high school pupils. This was done from the many interventions that were proposed in the review of related literature.

The eight different forms of community-wide interventions that were investigated by the Study Group focused on a number of risk variables. These risk factors included easy access to firearms and drugs, disorganization within the community, and patterns or attitudes within the community that support antisocial conduct. The therapies also concentrated on protective variables like social connection and other similar aspects in addition to unambiguous communal rules that prohibit antisocial behavior. Based on the findings of the investigations and

According to the findings of the study group's evaluations of these interventions, the most effective prevention measures are those that span many domains, are mutually reinforcing, and have been sustained for a number of years.

As a result of the fact that they frequently address risk factors and provide the protective elements that are required to dissuade or intervene with significant juvenile offenders, programs that organize citizens to prevent crime and violence have the potential to reduce serious juvenile crime. Block watch programs in neighborhoods and citizen patrols are the two types of citizen mobilization programs that are most commonly used.

The assumption upon which neighborhood block watch programs are founded is that citizens are in the best position to monitor suspicious actions and individuals in their areas is the rationale behind these programs. However, only a small amount of evidence was identified in the evaluations of three such programs.

The programs have a major impact on the amount of crime that occurs in the community. It was discovered in a similar manner that a citizen patrol program did not have a substantial impact on the rate of crime. Continuing with the topic of behavior issues, Patterson (1982) determined that the interactions between parents and children are the most thoroughly explored and in close proximity to the root causes of behavioral issues in children. According to research, there are certain parents who are unable to demonstrate certain essential parenting abilities toward their children who are excessively violent. It's possible, for instance, that the parents of such children are less positive and more permissive, erratic, and inconsistent than they are positive. Through the teaching of constructive, nonviolent techniques of punishment and supportive parenting, parent training programs contribute to the reduction of the risk factors that are associated with the parents and families. These programs encourage children to develop self-confidence, prosocial behaviors, problem-solving abilities, and academic success. The purpose of parent interventions is to assist parents in properly responding to normal behavior difficulties in order to prevent these problems from becoming more severe. It is important for parents to acquire the skills necessary to bolster their children's intellectual, social, and emotional development. Additionally, parent training programs can assist parents in effectively communicating with teachers and advocating for their child's academic and social growth.

The facilitation of parent support, the reduction of parental isolation, and the provision of techniques to deal with stressful life events are some of the ways in which group-based parent training that also focuses on family concerns, such as communication and problem-solving skills, tackles some of these family risk factors.

Comprehensive research conducted by Taylor and Biglan (1998) reveals that parent training is the single most effective intervention that is currently available for minimizing the occurrence of early conduct issues. Parent training programs and videotape modeling were found to be useful in an evaluation of 82 psychosocial therapies for children and adolescents who present with conduct problems. The review was conducted to determine which interventions were most effective. The former was taken directly from Patterson's social learning model (Patterson & Chamberlain, 1988), whilst the later was based on videotape modeling established by Webster-Stratton (Webster-Stratton, 1996; Webster-Stratton & Hancock, 1998). Both models were published in the year 1988.

With regard to the ten additional programs that were deemed to be "probably efficacious," three of them were programs that focused on family therapy or parent training.

Similarly, Kazdin and Kendall (1998) conducted a review of interventions for the treatment of antisocial children and discovered that two of the four interventions that showed the best potential placed an emphasis on the family of the kid. As stated by Webster-Stratton (1997), throughout the course of history, professional development for parents has not been considered an essential component of educational services. In contrast, providing parent training within the context of a school-based preventative paradigm provides a number of advantages over doing so inside a mental health setting. To begin, school-based programs are in an ideal position to address numerous risk factors located inside the child, the family, and the school, as well as to establish connections between these three sectors. Second, school-based programs are more accessible to families and eliminate the stigma that is associated with services that are provided in traditional mental health settings. Additionally, school-based programs eliminate some of the practical and social barriers that are currently preventing individuals from receiving treatment, such as a lack of transportation, insurance, child care, or financial resources. Third, school interventions can be provided before low-level behavior problems have developed into severe difficulties that require a referral and substantial clinical care. This is possible before the problems have escalated to the highest degree. In addition, when intervention is provided in communities, such communities inevitably become natural sources of support for both teachers and parents. In conclusion, on-site school interventions have the potential to offer assistance to a large number of families and children who are at high risk at a relatively low cost affordable price.

According to the review that came before it, Tremblay et al. (1996) discovered that there is a substantial amount of information about the development and treatment of conduct disorders through the utilization of parent training. Furthermore, the work that is being done in the field of preventing behavioral issues is quite promising. Early parent–school intervention has been proven to be effective in reducing rates of later delinquency and school adjustment difficulties, according to a number of preventative programs that have been conducted over the past decade. These programs have been multidimensional, randomized control, and longitudinal. According to the findings of Tremblay and colleagues, a combination of parent and child training for high-risk children in kindergarten and first grade resulted in a reduction in both delinquency and school-related problems. At the age of 12, people have difficulties adjusting.

The idea of delivering parent workshops and incorporating them in the complete intervention program for resolving behavior and academic student problems is similar to the one that was presented in the current study. According to Taylor and Biglan (1998), a number of exemplary literature evaluations suggest that cognitive-behavioral family interventions are beneficial for the prevention and treatment of conduct disorders as well as the promotion of social competence. These reviews can assist educational institutions in determining whether or not particular parenting programs are suitable for meeting their requirements. In order to select an intervention that is effective for parents and teachers, schools are recommended to apply the following recommendations, which are based on research.

According to Kazdin et al. (1992), this means that the content and procedure of the program must be pertinent and sensitive to the specific needs and circumstances of each particular parent. In addition to parental skills, it is more effective to place an emphasis on problem-solving, communication with instructors, personal family concerns, and other risk or protective factors. Furthermore, the combination of training for both children and their parents leads to improved interactions with peers at an earlier age, as well as decreases in antisocial behavior and substance misuse in the future. Despite the fact that not all of these aspects of interventions are necessary for every family, the ability to incorporate them into treatment unquestionably improves the efficacy of parent training. This is especially true in situations where parents are dealing with issues such as severe depression, substance abuse, marital discord, or extreme poverty.

2.4 Cognitive, Behavioral, and Affective Components of Intervention Program
Programmes that place an emphasis on the emotions and thoughts of parents, encourage self-management, and teach behavioural "principles" have been shown to have greater levels of customer satisfaction and effects that last for a longer period of time. Programs should contain both behavioral methods, such as time-outs and loss of privileges, as well as positive parenting practices and child-directed play in order to foster healthy relationships between parents and children. Rather than depending just on one or the other, programs should include both of these behavioral strategies.

Webster-Stratton and Herbert (1994) stated that programs that are collaborative (that is, parents are given responsibility for identifying their own goals and developing their own solutions with the guidance of the group leader) result in more parental engagement and fewer dropouts and there is a perception that these programs are more culturally sensitive. When parents are involved in self-management (for example, determining their priorities for home activities), and a coping or problem-solving model (as opposed to a mastery model) is employed, programs are viewed as being more meaningful and relevant to the needs and cultural traditions of parents. Because of this, there will be an increase in the number of parents who attend, remain, alter their

conduct. Assuming that even the most stressed-out parents contribute knowledge and experience regarding their child and their requirements, programs that zero in on the strengths of parents (as opposed to their weaknesses) lead to a reduction in the number of students who drop out of school, an increase in the number of parents who participate, and a change in their behavior.

Webster-Stratton (1985) provides support for the viewpoint that programs that are presented in a group format not only encourage the participation of partners but also create connections within the group. Furthermore, these programs are more cost-effective. Moreover, they lessen the feeling of isolation that parents have, boost their sense of support, lower the rate of students dropping out of school, and produce impacts that are long-lasting.

Training methods should be responsive to a range of parental learning styles and should utilize "performance-based" training methods such as videotape modeling, role playing, and home practice assignments. These methods should be relevant to the needs of the parents. Direct feedback, training, and active practice of abilities are more effective than "verbal-based" learning approaches such as discussion and written handouts. Direct feedback emphasizes the importance of actively practicing skills.

2.5 "Principles" Training
Parents who are taught behavioral concepts, as opposed to just specific tactics, see larger improvements in their children's conduct and higher generalization of those behaviors. Parents who have a better understanding of the reasoning behind parenting practices and the outcomes they produce over the long term are more likely to put such tactics into practice. Parent–Teacher Partnership is a parenting program that helps parents and teachers build consistent home–school behavior plans. It also encourages abilities in school collaboration and helps parents develop effective communication skills. A greater number of people believe that they are more effective than programs that are provided in isolation from schools and teachers. It is possible to achieve more generalization and consistency of behavior improvements across contexts through the implementation of programs that involve teacher training.

2.6 Group Leader Clinical Skills
It is more beneficial for program leaders to demonstrate a coping model by being friendly, collaborative, non-hierarchical, non-blaming, and supportive. This is in contrast to program leaders who are "expert," aloof, and prescriptive. The active engagement and interaction of parents is made easier by the use of a collaborative method, in which the leader takes on the role of a "coach" to offer support and encouragement. When it comes to parenting, the "expert" approach typically encourages parents to engage in passive opposition. In order for leaders to become proficient in the execution of interventions, it is essential that they receive the required training and continuing supervision.

A great number of programs that have been empirically tested have created certification methods in order to guarantee that the program is carried out with honesty and a high degree of quality. Webster-Stratton (1998) makes the point that the program ought to be approachable and realistic with regard to the limits that low-income families face in their daily responsibilities. The provision of child care, transportation, food, flexible meeting hours, and community gathering venues are all examples of what this may include. Group "buddy systems" and weekly support calls from leaders are effective ways to engage families, which in turn leads to lower dropout rates and higher attendance rates, particularly in families that are under a great deal of social pressure. Parents can also be assisted by leaders in making up for missed group meetings through the use of a home visit approach.

2.7 Intervention: Getting Help for Troubled Children
School communities have been able to reduce the frequency and severity of behavior problems via the use of prevention strategies, which have proven to be beneficial. On the other hand, prevention programs cannot solve all of the issues that come up with students on their own. It is estimated that between five and ten percent of pupils will require more extensive interventions in order to reduce the high-risk behaviors they exhibit; however, the percentage may differ from school to school and community to community.

Both prevention and intervention should be taken into consideration in planning for the prevention and response to violence. Additionally, plans should make it simple for all employees to get in touch with a group of specialists who are equipped to evaluate major academic and behavioral issues when they arise. Students who are eligible for special education services should have access to such programs, and teachers in the classroom should have the ability to consult with school psychologists, other mental health specialists, counsellors, reading specialists, and special educators.

Practices that have been shown to be effective in modifying the behavior of children who are experiencing difficulties are extensively established in the research literature, as stated by the Center for Effective Collaboration and Practice. Culturally relevant therapies, interventions that are supported by families, interventions that are tailored, coordinated, and monitored are all beneficial, according to research. Additionally, interventions are more effective when they are created and performed consistently throughout time with involvement from the kid, the family, and the appropriate specialists. This is necessary for the interventions to be effective.

In addition, schools have the ability to utilize the resources available within their community in order to reinforce and improve intervention planning.

The utilization of continuous, multiple, and coordinated interventions is the second premise. Only in the school setting do youngsters typically behave in an aggressive or disruptive manner. Therefore, interventions that are not only broad but also maintained and carried out in the appropriate manner are the most successful. When it comes to helping the child, they assist families and professionals in working together. Efforts that are coordinated receive resources from community organizations that are considerate of the needs of families and responsive to those requirements. Interventions that are isolated, inconsistent, short-term, and fragmented will not be beneficial and, instead, may even be harmful to the target population.

The third component is to conduct an investigation into the circumstances that give rise to violent behavior. By undertaking a functional study of the conditions that set off violent and problem behaviors, school communities have the potential to improve their efficacy. Taking into account the child's age, cultural background, as well as the experiences and values of the family, is necessary in order to arrive at a decision regarding the suitable course of action. When making decisions on interventions, it is important to gauge them against a reasonableness criteria in order to increase the possibility that they will be carried out successfully upon implementation.

Last but not least, it is essential to build upon and coordinate the resources that are already available within the institution. Effective schools make use of the resources provided by a variety of school-based programs and personnel in order to establish and implement strategies for the prevention and response to violence. These programs and staff include special education, safe and drug-free school programs, pupil services, and other resources.

Behavior that is violent is a problem that affects everyone. When you are in the presence of a child who is violent, it is understandable that you could have feelings of anger or even fear. On the other hand, it is absolutely necessary to exercise power over these emotional responses. The objective should always be to make sure the child is safe and to look for assistance for them.

When it comes to engaging early with kids who are at risk for behavioral problems, it is essential to take into consideration the low prevalence of violent acts committed against students or staff. Pre-violent behaviors, on the other hand, are rather widespread. These behaviors include threats, bullying, and disruptions in the classroom. Therefore, the most efficient way to stop problems from getting worse is to respond quickly to warning indicators as soon as they appear.

Intervention programs that aim to eliminate behavior issues and the violence that is associated with them in schools are often multi-faceted, long-term, and have a wide range of impacts. In addition, they are implemented with great care. In order to provide direct assistance to children and their families, effective early intervention activities include working with small groups or individual students. Additionally, these efforts may involve linking children and their families to appropriate community services or delivering these services within the school setting. Providing training and support to staff, students, and families in order to get an awareness of the elements that can trigger and/or worsen angry outbursts should be one of the components of an intervention program that is effective. In addition to this, it is necessary to instruct the youngster in alternate, socially suitable replacement responses, such as abilities in problem solving and anger management. In a similar vein, the provision of skill training, therapeutic aid, and other forms of support to the family through community-based services is an important component of the intervention programs. It is necessary for the family to make an effort to ensure that the firearms are not within the child's immediate reach, for instance. The information that law enforcement personnel can provide to families regarding the safe storage of firearms, as well as guidelines for dealing with the issue of minors having access to and possession of firearms, is available to them. In certain instances, more thorough early interventions are required in order to meet the requirements of children who are experiencing difficulties. In a nutshell, interventions that are targeted, coordinated, and have been shown to reduce violent behavior are effective. As a result of these characteristics, the comprehensive school intervention approaches that have been presented need to integrate these characteristics in order to be effective. Some schools have implemented social skills programs that are expressly geared to avoid or lessen antisocial conduct in children who are having difficulties. This is despite the fact that the majority of schools do teach healthy social interaction skills indirectly. In point of fact, the direct instruction of social problem solving and social decision making is now a typical component of the majority of those programs that are successful in preventing drug abuse and violence. Additional assistance is required for children who put themselves or others in danger of becoming violent toward themselves or others. The majority of the time, they need to acquire skills in interpersonal communication, problem solving, and conflict resolution both at home and at school.

Additionally, it is possible that they require additional guidance in learning how to pause and reflect before reacting, as well as how to listen in an effective manner. It is possible that the early intervention will require receiving services from families in certain instances. A complete intervention plan is developed by the violence prevention and response team in collaboration with the child

and the family. The plan's primary objective is to reduce violent behaviors and to encourage responsible behaviors at school, at home, and in the community. Additionally, psychological counseling and continual consultation with classroom teachers, school staff, and the family are required in situations where various treatments are required. This is done to guarantee that the desired outcomes are achieved. Each and every service, including community services, needs to be coordinated, and the progress that has been made needs to be thoroughly monitored and reviewed. With regard to this particular scenario, the support of the school and the families is taken into consideration for the comprehensive intervention program that is being provided in order to prevent the onset of behavior complications.

It is possible that it would be appropriate to perform a formal evaluation in order to evaluate whether or not the kid is impaired and, hence, entitled to special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA). This would be the case if there is evidence of persistent problem behavior or poor academic success. An individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and other individuals as appropriate. This is the case if a multidisciplinary team determines that the child is eligible for services under the Individuals with Disabilities Education Act (IDEA). This group will determine the necessary support in order to make it possible for the child to learn. This support will include the methods and support systems that are required in order to address any behavior that may hinder the child's learning or the learning of his or her peers.

Interventions that are more rigorous are typically required for children who exhibit harmful tendencies and have the potential to engage in more serious forms of violence. These interventions typically involve numerous agencies, community-based care providers, and intense family support. Schools have the ability to intervene in a comprehensive and efficient manner if they collaborate with families and different community services. The pupils receive a variety of services when they are provided with effective personalized interventions. It is possible to lessen the likelihood of continued infractions and the possibility of violence by employing a number of different, intensive, and targeted tactics throughout the course of time. Participation from the kid, the child's family, and the appropriate school staff during the process of planning and monitoring the interventions is recommended.

In severe circumstances, where the safety of children and staff continues to be a worry, or when the intricacy of the intervention plan demands it, it may be necessary to provide non-traditional instruction in an alternative school or therapeutic institution. It has been demonstrated through research that alternative programs that are successful can have good long-term effects by lowering the number of expulsions and referrals to the court. Alternative programs that are effective provide kids with the support they need to reach rigorous academic and behavioral standards. In addition to providing training in anger management and impulse control, they also offer psychological counseling, effective academic and remedial instruction, and vocational training when it is deemed necessary. These kinds of programs also include options for the active participation of families. In addition to this, they provide the child with direction and support from the staff when the youngster returns to his or her usual school.

2.8 Academic Intervention Program
The Back on Track program offered by Academic Intervention (AI) provides a regulated environment with the goal of bringing about behavior change through numerous channels. This program encourages positive behaviors and norms while simultaneously discouraging behaviors that are considered to be high-risk. It involves a wide range of services, including environmental change accomplished through sober living in the community, as well as group and individual counseling with the goal of addressing fundamental issues that students are having difficulty contending with. One last point to consider is that these are connected to spiritual health programs that are designed to bring about pleasure and contentment in one's life. The students are provided with the opportunity to repair the harm that they have caused to their academic career, their relationships, and most importantly, to themselves. Students are provided with instruction and treatment for substance misuse, as well as the development of skills and discipline pertinent to adult living, which are important for sustained academic achievement. Sessions of counseling and therapy are the only genuine way to address the underlying problems that are the cause of the individual's high-risk actions and behaviors that have resulted in the necessity for the intervention. In the event that these fundamental issues are not addressed, the outcomes will prove to be nothing more than merely applying a bandage to the situation being faced.

With a large number of interventions indicated in the review of related literature, the unique aspect of each intervention is similar to the current study to make the intervention comprehensive in managing school problems, as stated by Response to Intervention (RTI). All of these interventions are mentioned in the review.

3. Significance of the Study
The researcher believe that the results of the study would be beneficial to the following:

School Leaders. In order to address the academic as well as behavioral issues that students are experiencing, they would receive assistance.

Teachers. They would have access to more information and guidance regarding how to address the behavioral and academic issues that pupils are experiencing.

Curriculum planners. They would be urged to include therapy sessions in the curriculum or in the time allotment, particularly for high school pupils who are struggling with both academic and behavioral issues.

Curriculum writers. At some point in the future, they would be put under pressure to participate in an intervention program that would address both academic and behavioral issues.

Instructional Material Writers. It would provide them with an idea of how to write an intervention program, particularly one that addresses the behavioral and academic issues that students are experiencing for themselves.

Future researchers. They would be motivated to carry out the same intervention that, if successful, would be beneficial to the children. They would also benefit from the study in terms of carrying out the intervention program or experimenting with various instruments in order to determine the difficulties that students from other year levels are experiencing in terms of their conduct and academic performance.

Guidance counselors. They would be enlightened on the role of indigenous and back to basic intervention programs in relation to academic and behavioral problems.

Principals. If they were motivated, they would be motivated to incorporate the intervention program into the School Improvement Plan in order to provide administrative support. as an alternative to contemporary and technologically-based content.

3.1 Theoretical Framework

The foundation of this research was based on a number of different ideas on student behaviors. These theories included constructivist, cognitivist, and behaviorist perspectives, which were embodied in social learning, planned behaviors, social norms, and cognitive-behavioral perspectives.

On Student Behaviors. The nature of student behaviors can be explained by the theories of social learning, problem behavior, planned behavior, social norms, and cognitive-behavioral views. Sears (1975) developed the Social Learning Theory (SLT) as a result of combining the stimulus-response theory with the psychoanalytic view in order to provide an all-encompassing explanation of human behavior. This theory asserts that people acquire knowledge through modeling and observational learning within the context of social interactions. People, particularly children, learn from their surroundings and seek approval from society by learning from influential models. This is especially true for youngsters. Observing and mimicking the activities of other people is the primary method by which social conduct (any sort of behavior shown socially) is acquired, according to social learning theory (SLT). Rewarding and/or punishing individuals for their behaviors is another factor that might have an effect on their social behavior. Using the therapeutic depth of psychoanalysis and the rigorous nature of stimulus-response learning, Sears and others were able to draw conclusions about the subject matter. Albert Bandura (1977), on the other hand, abandoned the psychoanalytic and drives aspects of the method. Instead, he placed an emphasis on the cognitive and information-processing qualities that contribute to the facilitation of social behavior. Although both theories provided a general context for the understanding of human behavior, it was Bandura's theory that provided a stronger theoretical beginning to understanding human behavior from a different angle. This is due to the fact that the foundation of such an understanding is more intentional, being cognitive as a result of the information processing capabilities of individuals.

As a result of its perception of an interaction process between cognitive, behavioral, and environmental factors, SLT places a strong emphasis on the need to pay attention to and mirroring the actions, cognitions (such as attitudes and beliefs), and emotions of other people, as stated by Ward and Gryczynski (2009). A representation of these can be found in the concepts of observational learning, the adoption of the behavior that is being modeled, and the integration of the modeled behavior by the observer.

Modeled behavior is attained by observational learning when the conduct is planned or organized, and it is also repeated symbolically and outwardly enacted at the same time. This results in the adoption of the behavior that is being modeled, which reinforces the ownership of the conduct since the outcomes of the activity are valued and viewed as essential to the individual. As a result of this, the observer is able to include the admired conduct that has been modeled into their cognitive behavior link. This is because the purposeful adoption of the behavior that has been chosen has been accepted for its practical and functional worth.

In addition, the Problem-Behavior Theory (PBT) is considered to be connected to SLT, particularly when taking into consideration its third principle, which focuses on the practicality and functionality values of the behaviors that are adopted. According to Lewin (1951), behavior is the outcome of the interaction between a person and their environment. This viewpoint is representative of the "field theory" position in the field of social science. One such viewpoint provides a conceptual framework that is multivariate, systematic, and social-psychological in nature. This framework is initially drawn from the fundamental ideas of value and expectancy. Lewin, taking into consideration the fundamental premise of the theory, asserts that problem behavior is a behavior

that is socially defined as a problem, as a source of concern, or as undesirable by the social and/or legal norms of conventional society and its institutions of authority; it is a behavior that typically elicits some form of social control response, whether it be a minimal response, such as a statement of disapproval, or an extreme response, such as incarceration.

In order to function properly, the PBT system adheres to three fundamental concepts: the first is the perceived environment system, the second is the behavior system, and the third is the personality system. Social controls, models, and support are the concepts that make up the perceived-environment system. These concepts are differentiated from one another based on the degree to which they are conceptually similar to problem behavior or how directly they are related to it. To put it another way, proximal variables, such as peer models for alcohol consumption, directly implicate a specific behavior, but distal variables, such as parental support, are further removed from the chain of causality and, as a result, require a theoretical linkage to behavior. Low parental disapproval of problem behavior, high peer approval of problem behavior, high peer models for problem behavior, low parental controls and support, low peer controls, low compatibility between parent and peer expectations, and low parent (relative to peer) approval are all factors that contribute to problem behavior proneness in the perceived environment system have an impact.

The concepts that make up the personality system consist of a structured and interrelated set of socio-cognitive variables that are relatively long-lasting. These variables include values, expectations, beliefs, attitudes, and orientations toward both oneself and society. These variables are reflective of social learning and developmental experience. Within the framework of the personality system, problem behavior proneness is characterized by a lesser value placed on academic performance, a larger value placed on independence, a greater societal critique, a higher level of alienation, a lower level of self-esteem, a bigger attitude of tolerance toward deviance, and a lower level of religion.

In the meantime, the concepts that make up the behavior system include both problematic behaviors and behaviors that are considered to be the norm. The following are examples of problematic habits: drinking alcohol, drinking alcohol with problems, smoking cigarettes, using marijuana, using other illegal drugs, engaging in general deviant behavior (delinquent behaviors and other norm-violation acts), engaging in dangerous driving, and engaging in sexual activity at an early age. Because of their linkages in the social ecology of youth—with socially organized opportunities to learn and to practice them together—and the similar psychological meanings and functions that the behaviors may have (for example, overt repudiation of conventional norms or expression of independence from parental control), involvement in one problem behavior increases the likelihood of involvement in other problem behaviors. This is because of the fact that the behaviors are linked to one another. In the context of teenagers, conventional behaviors are defined as actions that are socially acceptable, normatively expected, codified and institutionalized as being appropriate for adolescents. Examples of this include participation in academic course work and achievement, as well as attendance at religious services. The church and the school are both examples of institutions that can be considered to be institutions of conventional socialization. These institutions encourage a conventional orientation and recruit young people into the established and traditional networks of the greater community. When it comes to the behavior system, issue behavior proneness is characterized by a high involvement in other problem behaviors and a low involvement in conventional behaviors.

It is often the case that the psychological proneness for engagement in problem behavior is determined by the balance of instigations and controls within each of the three different explanatory systems. Additionally, it is the balance of instigations and controls that determines the tendency to engage in problem behavior.

According to this, the overall amount of problem behavior proneness, also known as psychosocial unconventionality, of the adolescent is determined.

PBT is greatly related to the present study because the overall behavioral problems of student respondents are being explained based on its theoretical perspectives. Still, another theoretical support of the study is anchored on the Theory of Planned Behavior (TPB), which started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. Fishbein and Ajzen (1975) put up this hypothesis, which was founded on the reasoned action stance, with the intention of providing an explanation for all actions that individuals are able to exercise self-control over. Behavioural intent, which is impacted by people's attitudes on the likelihood that the behaviour will have the intended effect and the subjective judgment of the risks and advantages of that outcome, is the most important component of this paradigm.

It has been demonstrated that the TPB is capable of accurately predicting and explaining a wide variety of health-related behaviors and intents, such as smoking, drinking, utilization of health services, breastfeeding, and substance use, amongst others. When it comes to behavioral achievement, the TPB asserts that it is dependent not only on motivation (intention) but also on ability (behavioral control). It makes a distinction between three different kinds of beliefs: behavioral, normative, and control. These beliefs are further elaborated through the six constructs that collectively represent a person's actual control over the behavior. These constructs are as follows: attitudes, behavioral intention, subjective norms, social norms, perceived power, and perceived behavioral

control. An attitude indicates that one is taking into consideration the results of carrying out the conduct. On the other hand, behavior intention refers to the motivational variables that influence a specific activity. With regard to behavior intention, the stronger the intention to do the behavior, the greater the likelihood that the behavior will be performed. In addition, a subjective norm might be defined as the belief regarding whether the majority of people agree or disapprove of the action in question. It is related to a person's beliefs regarding whether or not the person's peers and other individuals who are significant to the person believe that the person ought to engage in the conduct. In a similar vein, social norms are the usual regulations of behavior that are observed within a group of people or within a larger cultural framework.

The term "perceived power" refers to the perceived presence of elements that may either promote or impede the performance of an action, whereas social norms are regarded to be normative or standard in a group of individuals. A person's impression of their ability to manage their conduct in relation to each of those circumstances is influenced by their perceived power. Last but not least is the concept of perceived behavioral control, which means that an individual's perception of how easy or difficult it is to carry out the activity of interest is taken into consideration. It is possible for a person to have different impressions of their own behavioral control based on the circumstances they are in since perceived behavioral control varies depending on the acts and circumstances they are in. After some time had passed, this particular construct of the theory was incorporated, which resulted in the transition from the Theory of Reasoned Action to the Theory of Planned Behavior.

However, TPB is not without its limitations, and as a result, it has been given a great deal of criticism for the following reasons:

(1) the individual has obtained the opportunities and resources necessary to successfully conduct the desired behavior, regardless of whether or not the action is intended to be performed. It does not take into account other factors that should be considered when determining behavioral intention and motivation, such as dread, threat, mood, or previous experience;
(2) despite the fact that it takes into account normative effects, it does not take into account environmental or economic aspects that may be present.
(3) it assumes that behavior is the outcome of a linear decision-making process and does not take into consideration the possibility that these factors could alter a person's intention to engage in a particular behavior;

The situation may shift over time. Indeed, the addition of the construct of perceived behavioral control was a significant addition to the theory; nevertheless, it does not provide any information regarding actual control over conduct; and finally, (4) the theory does not address the time frame that exists between "intent" and "behavioral action."
Despite this, the TPB has demonstrated greater utility in the field of public health than the Health Belief Model (HBM), but it is still limited in that it is unable to take into account the effects of environmental and economic factors. A more integrated model has been developed by researchers over the course of the past few years by utilizing certain constructs from the TPB and adding other components from behavioral theory. This model was developed to address the limitations that were discussed earlier, with the goal of highlighting the concept that the behavioral issues that students experience are significantly influenced by their own choices.

In light of the explanations that were presented before, TPB was able to secure a position within the research. Due to the fact that the majority of the academic issues that were found among students were caused by their own decisions, such as their study habits and their level of productivity.

The Social Norms Theory (SNT), which was initially applied by Perkins and Berkowitz (1986) to investigate the patterns of alcohol consumption among college students, is another piece of evidence that lends credence to the study. The findings of this study have been recognized for their usefulness in lowering the amount of alcohol consumed and injuries that are caused by alcohol consumption among college students. Additionally, the strategy has been utilized to address a wide variety of public health issues, such as the cessation of tobacco use, the prevention of driving under the influence, the utilization of seat belts, and, more recently, the prevention of sexual assault. This theory seeks to understand the environment and interpersonal influences (such as peers) in order to change behavior, which can be more effective than focusing on the individual in order to change behavior. The target population for social norms approaches is typically considered to be college students; however, it has recently been used with younger student populations (i.e., high school).

The primary focus of social network theory (SNT) is on peer influence and the function that it plays in the decision-making process of individuals and behaviors. When it comes to addressing behaviors in young people, peer influences and normative views are particularly essential topics to discuss. It is vital to note that perceived norms have a considerably greater impact on these behaviors than actual norms do. A misperception is the gap between what is perceived and what is actually occurring, and this mistake serves as the basis for the social norms approach.

The Social Network Theory (SNT) proposes that behavior might be impacted by erroneous beliefs of how peers think and behave. For example, when people overestimate the problem behavior of their peers, it will lead to an increase in their own problem behaviors. On the other hand, when people underestimate the problem behavior of their peers, it will discourage them from engaging in problematic conduct themselves. In a nutshell, identifying and resolving misunderstandings regarding perceived standards will almost certainly lead to a reduction in problematic conduct or an increase in the behavior that is wanted.

The purpose of social norms interventions is to provide individuals with accurate knowledge regarding the norms of their peer group in an effort to alter their erroneous perceptions. A great number of social standards, in particular

When misperceptions are addressed through community-wide electronic and print media, interventions are media campaigns that promote true and healthy norms regarding behavior. These intervention campaigns are referred to as "interventions."

A social norms media campaign consists of several phases, which include the following: the evaluation or collection of data to inform the message, the selection of the normative message that will be distributed, the testing of the message with the target group to ensure that it is well received, the selection of the mode in which the message will be delivered, the amount, or dosage, of the message that will be delivered, and the evaluation of the effectiveness of the message. Media campaigns that promote social norms are currently being supported by a variety of organizations, including foundation grants, state agencies, federal agencies, and non-profit groups, and occasionally by a select few industries.

On the other hand, there have been a significant number of evaluations carried out on social norms campaigns, which have pointed out a number of limitations that must be taken into consideration before the theory can be utilized. One of these limitations is the initial message that is being presented to the participants, as well as the misperceptions that they have about them. As a result, there has been a need for the presentation of reliable information in order to correct these misperceptions. A further constraint is the insufficient data gathering that occurred during the beginning stages of the campaign. This can result in incorrect data as well as an inadequate selection of normative messages, both of which undercut the campaign and promote misperceptions. An unpleasant message that undermines the campaign can be the result of untrustworthy sources or sources that are not credible to the population that is being targeted, even if the message is chosen appropriately. The final limitation is the dose or amount of the message that is received by the population that is being targeted. This dose or amount must be sufficient to have an impact, but it must not be so high that it becomes routine.

When utilized appropriately, SNT has the potential to be very effective in influencing individual behavior by concentrating on modifying misperceptions at the group level. This is despite the fact that these restrictions will always be there. Interventions that focus on social norms can be put into practice on their own or in conjunction with other types of intervention tactics. The treatments that are most successful in terms of social norms are those that have messages that are directed toward the population that is at risk and that are both accurate and influential. A significant amount of time and effort must be invested in research and data collection in order to gain an understanding of the norms that are prevalent within the group of interest in order to target messaging. There is a correlation between the presentation of social norms interventions in interactive formats that actively engage the target audience and the highest level of effectiveness. There is a connection between this hypothesis and the selection of classmates by the students, which also had a substantial impact on their behavior. Consequently, these behaviors are exhibited as a result of the stipulations that are imposed by the gang and peers in their environment.

Last but not least, the Cognitive-Behavioral Theory (CBT), asserts that cognition plays a significant part in the process of behavior change, more specifically in the cognitions or thoughts of a client. These thoughts have an effect on people's behaviors, and when a client has negative thoughts or beliefs, it can be especially challenging for them to change their behavior in a good way.

Both Rational Emotive Behavior Therapy (REBT) and Cognitive Therapy were among the earliest forms of cognitive behavioral therapy. REBT was developed by Ellis in the 1950s, and Cognitive Therapy was developed by Aaron T. Beck in the 1960s.

A wide range of behavioral and psychological issues can be addressed through the utilization of cognitive-behavioral therapies, which combine cognitive and behavioral intervention methodologies. The objective is to alter the irrational or flawed thoughts and behaviors of an individual by providing them with education and reinforcing positive experiences that will ultimately result in significant improvements in the manner in which the individual manages their emotions and behaviors. So, to put it another way, clients are able to think more clearly about the decisions they make and the behaviors they engage in when they learn to shift or adjust their thinking processes.

There is a degree of comprehension that can be gained from each of these approaches about the development of behavioral issues among students. They share a lot of similarities, despite the fact that each one makes a distinctive addition to further emphasizing the need to understand the behavior of children. When attempting to conceptualize the dynamics and elements that

are responsible for the behavior problems that students are experiencing, it is helpful to apply these diverse models. In light of the problematic behaviors exhibited by the children, it is essential to take note of each crucial element. Any and all that an individual the way a person thinks and views oneself has a significant impact on his or her conduct

The behavior of the students, which is mostly that of the students, is significantly influenced by cognition of the primary emphasis of the current investigation in order to facilitate the resolution of issues based on the findings regarding the probe.

On Students' Learning. Various learning theories, including behaviorism, cognitivism, humanism, and constructivism, have served as the theoretical foundations for our current investigation. The term "behaviorism" refers to the school of psychology that was established by John B. Watson (1928), and its foundation is built on the assumption that behaviors can be monitored, trained, and altered. This was the first theory that was utilized in the study. With the publication of Watson's seminal paper "Psychology as the Behaviorist Views It" (1913), behaviorism was established as a distinct intellectual movement. Behaviorism, which is often referred to as behavioral psychology, is a theory of learning that is founded on the concept that all behaviors are acquired through the process of mental conditioning.

Interaction with one's surroundings is what contributes to the process of conditioning. The belief held by behaviorists is that our behaviors are shaped by our responses to the stimuli that we get from our surroundings. A school of thinking asserts that conduct may be analyzed in a methodical and visible manner, without taking into account the mental states that are occurring on the inside of an individual. It claims that only visible behaviors should be investigated because internal states such as cognitions, emotions, and moods are too subjective to be studied. According to Watson, strict behaviorists are of the opinion that any individual is capable of being trained to perform any task, regardless of factors such as their genetic background, personality traits, and internal thoughts (within the limits of their physical capabilities), and all that is required is the appropriate conditioning, whether it be classical or operant conditioning. A strategy that is utilized in the field of behavioral training is known as classical conditioning. This technique involves pairing a naturally occurring stimulus with a response. In the following step, a stimulus that was previously neutral is combined with the stimulus that occurs normally. At some point in time, the stimulus that was initially neutral will eventually come to provoke the response even when the normally occurring stimulus is not there. The conditioned stimulus and the conditioned response are the names given to the two components in this arrangement. Operating conditioning, on the other hand, is a form of learning that takes place via the use of incentives and penalties for behavior. This type of conditioning is also frequently referred to as instrumental conditioning. A connection is established between a behavior and a consequence that is associated with that behavior through the process of operant conditioning.

The study's primary focus is on the relationship between students' learning and their behavior, and behaviorism makes a contribution to this knowledge for the reasons stated above. It is helpful in explaining the significance of conditioning in the behavior of students since the manner in which children respond to their surroundings is the primary factor that determines the kind of behavior they exhibit while they are at school. There is also a contribution that cognitivism makes to the understanding of the mind, which gained credibility in the 1950s. Because cognitivists believed that behaviorism failed to adequately explain cognition, the movement emerged as a reaction to behaviorism. The term "cognitive psychology" originates from the Latin word "cognos ere," which means "knowing" and "information." As a result, cognitive psychology is a style of psychology that focuses on the processing of information and is partially derived from prior traditions that investigated thought and problem solving.

Behaviourists acknowledged the existence of thinking, but they classified it as a behavior. On the other hand, cognitivists contended that the way people think influences their behavior, and as a result, thinking cannot be considered an action in and of itself. There are two primary aspects that make up cognitivism: the first is methodological, and the second is theoretical. Cognitivism is a school of thought that adheres to the positivist approach to methodology and the notion that the field of psychology may be (in principle) completely explained by the utilization of experimentation, measurement, and the scientific method. Additionally, this is a reductionist goal in the sense that it is based on the notion that specific components of mental activity, sometimes known as the "cognitive architecture," may be defined and understood within a meaningful context.

The second common misconception is that cognition is made up of discrete mental states that are internal to the mind (representations or symbols) and that the manipulation of these states can be defined in terms of rules or algorithms. During the latter half of the 20th century, cognitivism emerged as the preeminent school of thought in the field of psychology, supplanting behaviorism as the most widely accepted paradigm for comprehending mental activity. As a result of the acceptance of the existence of mental states, the simplistic nature of learning that is advocated by behaviorism was given a shift and extra dimension. This is not a complete denial of behaviorism; rather, it is an enlargement of the idea.

Cognitive psychologists are primarily interested in the inner workings of human cognition and the processes of knowledge. These are the primary concerns concerning cognitive psychology. Attempts have been made by cognitive psychologists to shed some

light on the alleged mental structures that are in a causal relationship to our physical actions. They have essentially argued that the "black box" of the mind should be opened and understood by utilizing the concept of the learner as an information processor, similar to a computer. This theory places emphasis on the inner mental activities, advocating for the opening of the "black box" of the human mind, which is considered important and essential for comprehending the process of learning that occurs in individuals.

Therefore, it is necessary to investigate mental processes such as thinking, memory, knowing, and problem-solving in such a way that knowledge can be interpreted as schema or symbolic mental constructions that are responsible for learning. Cognitivists describe learning as a change in a learner's schemata.

In contrast to the perspective of behaviorism, cognitivism asserts that individuals are not "programmed animals" that just react to environmental stimuli. Rather, individuals are rational beings that require active participation in order to acquire knowledge, and their behaviors are a direct result of their thinking. Therefore, changes in behavior are seen, but this is simply to provide an indication of what is going on in the learner's head on a mental level. The metaphor of the mind as a computer is used to describe the process by which information is received, analyzed, and generated in order to arrive at specific results.

The socio-cultural perspective proposed by Vygotsky (1978) is explained by a subset of this theory. Vygotsky believed that children learn through interactions with the culture that surrounds them and that learning is enhanced when children and adolescents work within their Zone of Proximal Development (ZPD) with the assistance of adults or individuals who are more competent to support or scaffold them as they are learning new things.

The range of activities that an individual is unable to carry out on their own at this time but is able to complete with the assistance of a more capable person is referred to as the ZPD. For instance, a kid might not be able to walk over a balance beam on her own, but she might be able to do it while clutching her mother's hand. The ZPD is subject to change as learners acquire new skills and as scaffoldings teach the skills essential for independent problem solving in the future. This is due to the fact that children are constantly making new discoveries and learning new things.

Cognitivism is relevant to the current study because it holds the belief that interactions with other people are necessary for the highest possible level of cognitive development to take place. The purpose of this research is to determine whether or not this is true in the context of learning, particularly in the areas of English and mathematics. In addition, Vygotsky's theory is helpful, particularly when it comes to comprehending the role that the home and family play in the academic and behavioral issues that students suffer from.

As a paradigm, philosophy, and pedagogical approach that considers learning as a personal act to fulfill one's potential, humanism also makes a substantial contribution to the study. This is because humanism regards learning as a possibility.

The humanist philosophy, as articulated by Carl Rogers (1983), places an emphasis on the significance of self-actualizing tendencies in the process of forming human personalities. The belief held by Rogers was that people are continually reacting with their own subjective reality, also known as their phenomenon field, which is constantly changing. A person, during the course of their lifetime, will construct a self-concept that is based on all of the feedback from this sphere of reality, with positive esteem being an essential component. An atmosphere that is devoid of any preconceived concepts of value is one that is characterized by unconditional positive respect. Conditional positive regard, on the other hand, refers to an atmosphere that is replete with numerous requirements of worth that must be accomplished in order to be regarded as successful. On the basis of the conditional status of positive regard, human beings form both an ideal self and a genuine self. The concept of congruity refers to the contrast that exists between the ideal self and the actual self.

People who are fully functional are able to accomplish "the good life," which is characterized by their persistent pursuit of realizing their full potential and allowing their personalities to emerge from the experiences they have acquired. When linked to the study, the theory of Carl Rogers proposes the concept of a positive environment that has an effect on the individual in relation to their sense of self-worth. This concept, when linked to the study, has the potential to provide an appropriate framework for understanding how management intervention programs could be successfully established in the self-actualization and creativity of learners.

Among the several theories that were mentioned before, the current study focuses on the paradigms of student behaviors, learning theories, and academic and behavioral difficulties. These theories and problems help to comprehend the complexities of the components that need to be included in the intervention program in order to meet the requirements of the students.

As a corollary to the intention to present an intervention program, the theory known as Reality Therapy (RT) by William Glasser (1960) offers an explanation that is pertinent to the studies that are now being conducted. This theory considers students as self-regulating individuals who are capable of learning to govern their own behavior. Students acquire the ability to behave responsibly by analyzing a comprehensive range of repercussions that are associated with their actions and by forming value judgments regarding their actions and the outcomes of those actions. In order to fulfill their personal needs for survival, belonging, love, power, freedom, and enjoyment, students behave in a manner that is an attempt to satisfy those needs. They have a one-of-a-kind approach to meeting their own requirements, and it is not possible to coerce them into altering their beliefs regarding the most effective means of meeting their requirements. This suggests that there is a requirement for a classroom setting that is welcoming and encouraging, one in which students are able to produce high-quality work and feel good about themselves. There should be a request made to them to perform only work that is of use, to perform to the best of their abilities, and to analyze their own work in order to enhance it. Moreover, this necessitates the establishment of norms in the classroom that are founded on the principle of mutual respect with the students.

When it comes to controlling student behavior in schools, the use of coercion should never be considered because it fosters a sense of distrust. RT contends that the true motivations of human beings are their need to belong and to be loved, as well as their desire to be free, which leads to the development of a strong feeling of duty, taking into account that freedom cannot exist without responsibility. Relationship therapy (RT) is a therapy that emphasizes choice and transformation. It is founded on the belief that although if people are frequently products of their past, they do not have to be held captive by it for the rest of their lives. Students should not engage in coercive behaviors such as criticizing, threatening, or punishing one another; rather, they should engage in positive behaviors such as encouraging, listening, and respecting one another.

Through the utilization of a stimulating therapy room and setting that encourages students to be productive, RT functions as a platform for positive behavior-based management intervention, which addresses the issues that students are experiencing. One way to provide kids with positive reinforcement is to acknowledge their efforts in completing the tasks that are assigned to them in the therapy room. In the therapeutic program, the chance to change undesirable behavior is provided by redirecting it to experiences that are valuable to the individual. Additionally, issues pertaining to financial challenges are also addressed, as the goods that are made by the students have the potential to serve as a primary source of revenue.

3.2 Conceptual Framework

The following illustration of the operating framework illustrates the four significant concepts that were investigated in this study. These concepts include behavior, student learning, academic performance, and intervention program. In the context of education, behavioral difficulties are defined as learning-related bad activities that take place in the classroom as a result of negative characteristics that impede the attainment of learning. It is possible for academic troubles to be tied to behavior problems if the behavior in question causes problems in the academic realm. Regarding behavioral issues, the Theory of Problem Behavior was utilized in the research project in order to gain insight into the issues that the kids were experiencing as a result of the perceived environment system. This system includes low levels of support from both parents and peers, as well as low levels of control. A lower value is placed on academic accomplishment, lower self-esteem, a larger attitude of tolerance toward deviance, and a lower level of religion are also parts of this phenomenon.PBT is an intend behavior of students as influenced by students' attitudes about the outcome and advantages both connected to motivation and ability to regulate. This theory is distinct from the first theory because it is still related to the behavioral problem. However, it is different from the first theory because PBT is an intent behavior of students.

The Social Norms theory is the final theory that applies to the study and is also related to it. The behavior of the pupils is a reflection of the norms and standards of society, and it is related to those norms and standards.

Academic problems, on the other hand, are problems that arise in the classroom as a result of negative characteristics that impede the achievement of learning. Behaviorism, cognitivism, and humanism are the three schools of thought that are utilized in this research project in relation to student learning.

Regarding the process of conditioning and the way in which individuals interact with their surroundings, behaviorism was an essential component of the current investigation. Cognitivism, on the other hand, made contributions to the research in terms of methodology and interaction with people as a vital component of optimal cognitive growth. Humanism, on the other hand, centered its attention on self-actualization and positive esteem for students.

The Social Learning Theory and the Cognitive Behavior theory are two examples of theories that are applicable to both academic and behavioral issues. Also included in this category are. The first one emphasizes the significance of modeling the behavior, cognitive processes, and emotional states of other people because it is believed that these aspects are influenced by a process that is interactive between cognitive and behavioral patterns. The latter approach places emphasis on the fact that the thoughts

of students play a significant part in the process of behavior transformation. These kinds of beliefs have an effect on the conduct of students in such a manner that a negative thought or belief might make it challenging for kids to shift their behavior in a healthier direction.

Students in public high schools are thought to have a very strong relationship between these two variables on student learning and conduct, which is perceived to have a very strong relationship with academic success. According to the findings of the study, academic performance is defined as the grades that children receive in English and Mathematics. It is proposed that the Comprehensive Management Intervention Program, which is based on the Reality Therapy and Behavioral Model, be implemented in order to improve the academic performance of the students.

The term "intervention program" refers to a plan of procedures or a series of developmental activities or strategies on school and classroom discipline that are utilized to improve the behavior of students as well as academic aspects of students' development as well as academic performance in order to achieve efficient and effective instruction.

One of the implications of this premise is the concept of implementing an intervention program. The concepts that are derived from Reality Therapy are applicable to the research in the sense that the study takes into consideration teaching students how to self-regulate and manage their own behavior by meeting their needs for survival, belonging, and love, as well as power, freedom, and excitement. It is not possible to coerce them into changing their beliefs about the most effective way to fulfill their requirements. This suggests that there is a requirement for a classroom setting that is welcoming and encouraging, one in which students are able to produce high-quality work and feel good about themselves. In addition, one of the most significant inputs for the implementation of the intervention program is the establishment of norms in the classroom that are based on mutual respect with the pupils. Reality therapy inspires human people to fulfill their need to belong and to be loved by promoting listening and respect rather than using coercive methods such as criticizing, threatening, or punishing them.

Applied behavior analysis (ABA) serves as the foundation for the behavioral model that was utilized in this research. Applied behavior analysis (ABA) is predicated on the idea that the environment is the root cause of many of the behaviors to occur. The focus of Applied Behavior Analysis (ABA) is, therefore, on the investigation of how the environment influences behavior and how altering the aspects of the environment that are responsible for behavior change.
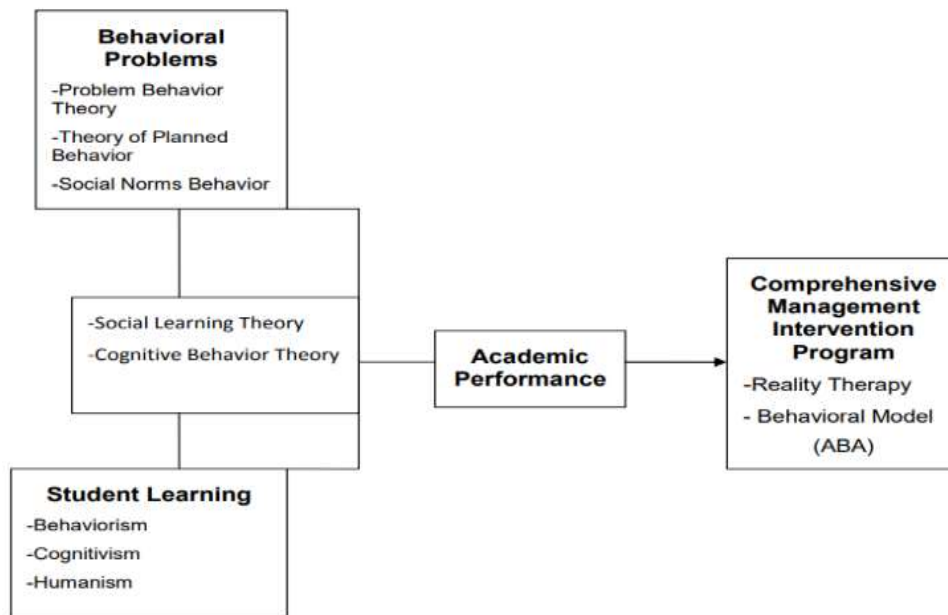

Figure 1. Conceptual Framework of the Study

3.3 Statement of the Problem
This study was carried out with the intention of developing a complete management intervention program for the purpose of managing issues that arise in schools.

Specifically, the following were the goals that were anticipated:

1. How do the respodents assess the common behavior problems of government school students in terms of:
     1.1 Health and Physical Development;
     1.2 Finances, Living Conditions and Employment;
     1.3 Social/Recreational Activities;
     1.4 Social/Psychological Relations;
     1.5 Physiological/Psychological Relations;
     1.6 Courtship, Sex and Marriage;
     1.7 Home and Family;
     1.8 Morals and Religion;
     1.9 Adjustment to School Work;
     1.10 Future and Vocational Education; and
     1.11 Curriculum and Teaching Procedure?

2. How do the respondets rate the common academic problems of government school students with respect to:
     2.1 Attendance;
     2.2 Comprehension;
     2.3 Attention Control;
     2.4 Academic Skills;
     2.5 Emotional Control;
     2.6 Social Skills;
     2.7 Productivity;
     2.8 and Problem Solving?

3. Does behavior and academic problems significantly relate to the government school students academic performance?

4. How can the findings of the study be utilized in preparing a comprehensive management intervention program?

3.4 Definition of Terms

Academic Performance. This is in reference to the grades that the pupils have received in the courses of English and Mathematics.

Academic Problem. The term "learning-related negative actions and traits" refers to behaviors and characteristics that, as a result, impede or reduce the rate at which learning is accomplished. On the Taylor Academic Checklist, kids are regarded to have academic problems if they also have issues with attendance, understanding, attention skills, emotional control, social skills, productivity, and problem solving. kids who fall into this category are also considered to have problems with attendance.

Behavior Problem. It is a reference to the issues that arise in the classroom as a result of unfavorable characteristics.

Comprehensive Management Intervention Program. It is a plan of action or sequence of things to be done that is all-encompassing, all-encompassing, and interventionist. It applies the principles and practice of management in regard to the academic and behavioral issues that are faced by kids attending public high schools.

Counselling. In this context, the term "essential core" refers to the process of providing guidance services, which involves providing assistance to students in the process of navigating complex life circumstances, doing self-evaluations, and developing action plans. It entails providing guidance to pupils as part of the process.

Guidance. This is a reference to the services that are provided to a student with the intention of maximizing the development of individual potentialities by providing aid to young people in dealing with the personal challenges and decisions that they encounter in their lives as they continue to mature.

Intervention Program. In this context, "plan of procedures" refers to a series of developmental activities or tactics on school and classroom discipline that are applied to improve the conduct of children in order to produce efficient and effective instruction.

School Problem. Specifically, this refers to both academic and behavioral issues that were discovered over the course of the research.

Student 's Misbehavior. This refers to a pattern of behavior exhibited by students that is deemed inappropriate by the instructor, as well as any activity that the instructor considers to be disruptive to the order of the classroom. When a behavior is deemed unsuitable for the environment or circumstance in which it occurs, it is called inappropriate.

3.5 Scope and the Limitations of the Study

The purpose of the study was to investigate the behavioral and academic issues that individuals at a government school in China were experiencing in relation to their academic performance in the areas of mathematics and English. Using the Mooney Problem Check List (MPCL) is comprised of eleven general problems as follows: Health and Physical Development (HPD); Finances, Living Conditions and Employment (FLE); Social/Recreational Activities (SRA); Social/Psychological Relations (SPR); Physiological/Psychological Relations (PPR); Courtship, Sex, and Marriage (CSM); Home and Family (HF); Morals and Religion (MR); Adjustment to School Work (ASW); Future and Vocational Education (FVE); and Curriculum and Teaching Procedure (CTP). The scope of this study was limited to the evaluation of behavioral and academic issues that were experienced by the students who completed the survey.

Academic Problems from the Taylor Academic Problem Identification Check List (TAPICL) in relation to English and Mathematics is another instrument. This list was composed of Attendance, Comprehension, Attention Control, Academic Skills, Emotional Control, Social Skills, Productivity, and Problem Solving. It was used to evaluate students' performance in English and mathematics.

The pupils who participated in this study were students attending government schools who had been recognized as having a history of both behavioral and academic difficulty. The number of unruly behaviors and academic issues among the students who responded to the survey was taken into consideration during the selection process.

4. Methodology of the Study
Within this chapter, the techniques and procedures that were utilized in the process of data collection for the study are presented. The design of the research, the area of the study, the population, the sample, and the instruments that were utilized in the data collection process were described in this document. Despite the fact that the methodology that underpins this study is mostly quantitative, qualitative data analysis methodologies may also be utilized.

4.1 Methods and Techniques of the Study
For the purpose of this study, the descriptive documentary-developmental research approach was executed. The study investigated the behavioral and academic issues of students attending public high schools in relation to their academic performance in English and Mathematics. As a result, the descriptive approach was chosen to conduct the evaluation. As stated by Travers (1978), the primary objectives of conducting descriptive research are to offer a description of the nature of a situation as it is at the time of the study and to investigate the factors that contribute to certain events.

Documentary analysis was also utilized in order to combine, examine, and describe the documents that contain information about the phenomenon (Bailey, 1994). This was done in order to obtain greater clarity.

In their 2004 article, Payne and Payne define the documentary approach as the set of techniques that are utilized to classify, study, interpret, and determine the constraints of physical sources, which are often written records that are either in the public or private domain.

4.2 Respondents of the Study
4.2.1 Population and Sample of the Study
The respondents of the study were composed of the following:

Table 1 Distribution of Respondents by School

School	Number	Percentage
A	75	15%
B	162	33.40%
C	82	16.40%
D	98	19.60%
E	78	15.60%
Total	**500**	**100%**

The students who responded to the survey were selected thoughtfully. A subset of a larger population that is not typical of the whole is called a purposeful sample, and it is produced with the intention of satisfying a very particular need or goal. The widespread behavioral issues that were actually documented in the Guidance Office served as the basis for the selection of respondents that were identified in the study.

4.2.2 Instruments of the Study
A Mooney Problem Check List (MPCL) and a Taylor Academic Problem Identification Check List (TAPICL) were the two tools that were utilized in order to collect the necessary data for this investigation. Within the researcher's electronic message, Dr. John Taylor directly granted permission for the researcher to use the Taylor Academic Identification Check List. On the other hand, the Guidance Counselor of the selected government schools granted permission for the researcher to use the Mooney Problem Check List.

For the purpose of evaluating the behavioral issues that were present among the student responses, the researcher utilized the Mooney Problem Check List (MPCL). 330 problem checklists and eleven problem indicators are included in the MPCL, which is a five-page document. In order to determine the extent of the behavioral issues that are prevalent among pupils attending government schools, the MPCL was established.

Health and Physical Development (HPD), Finances, Living Conditions, and Employment (FLE), Social and Recreational Activities (SRA), Social and Psychological Relations (SPR), Physiological and Psychological Relations (PPR), Courtship, Sex, and Marriage (CSM), Home and Family (HF), Morals and Religion (MR), Adjustment to School Work (ASW), Future and Vocational Education (FVE), and Curriculum and Teaching Procedure (CTP) were some of the listed issues that were considered to be problematic.

It was determined that the Taylor Academic Problem Identification Check List (TAPICL) was the most appropriate tool for evaluating the academic difficulties of pupils attending public high schools. For the objective of assisting pupils in articulating their personal issues, the checklist was designed in the year 1940. Attendance, comprehension, attention control, attention skills, emotional control, social skills, productivity, and problem solving are the eight key components that make up TAPICL, which was developed by Dr. John Taylor (2010). A total of fifty-three subproblems are used to support the eight major components.

4.2.3 Data Processing and Statistical Treatment
Following the completion of the data collection process, which lasted for two weeks, the researcher collected the survey questionnaires that had been properly completed from the teachers of selected government schools in China. For the purpose of data processing, the data were arranged in a tally sheet and then sent to a statistician for further processing. Using descriptive statistics, we were able to describe the conduct of the students, the academic challenges they were experiencing, and their overall academic achievement as evaluated by the teachers. Both frequency and percentage were utilized for the social background of the respondents. On the other hand, calculated mean scores with verbal interpretation were utilized in the rating scale, as demonstrated in table 2, in order to measure the teachers' perceptions of the students' behavior, academic problems, and academic performance in the selected government school. This determination was made to examine whether or not the kids' conduct and academic problems have a significant relationship to their overall academic performance. A statistical technique known as analysis of variance (ANOVA) was utilized in order to determine the extent to which the respondents' perceptions differed about the connection between students' academic challenges and their academic success. Using analysis of variance (ANOVA) as the method of statistical analysis for the study, a comparison was made between the measured data sets that indicated the significance. Each and every statistical test of significance was conducted with a significance level of $\alpha = 0.05$.

4.3 Presentation, Analysis, And Interpretation of Data
This chapter presented the data that was acquired, as well as the analysis and interpretation of the questionnaires that were issued by the researcher. The tabular organization was used to show the data in a way that was both clear and simple, and each table was examined and studied in its entirety.

Purpose 1. Assess the behavioral problems of public high school students.
To assess the behavioral problems of public high school students the Mooney Problem Check List was utilized. The behavioral problems are defined as any behavior that disrupts or hinders students in the learning process. The Mooney Problem Check List helps a lot of students not only knowing their problems but also help them analyze and assess themselves. This simple check list means a lot to them because they appreciate answering the paper despite 330 items to underline and to encircle. Some of the student respondents would request to interpret the problems, and others are willing to tell their problems to their parents and teachers.

Some of them even commented that —why is only today that the checklist was given to them. After answering the Mooney, they discussed their problems with the

Guidance teachers and their advisers mean an indication that students are willing to open whatever problems they have as long as there are people around them who are willing to listen.

Table 3 Percentage and Ranking of Students with Behavioral Problems in Health and Physical Development

Health and Physical Development (HPD)	Percentage of Students	Ranking
Frequent headaches	62	1
Trouble with my feet	39.6	2
Not very attractive physically	39.2	3
Trouble with my hearing	37	4
Occasional pressure and pain in my head	36	5
Needing medical advise	34.8	6
Bothered by a physical handicap	33	7
Poor complexion or skin trouble	32.4	8
Having considerable trouble with my teeth	31.2	9
Not as strong and healthy as I should be	29.2	10
Too tall	27	11
Too short	25.6	12
Gradually losing weight	25.2	13
Poor posture	22	14
Nose or sinus trouble	22	14
Frequent colds	19.8	16
Speech handicapped (stuttering etc.)	19.6	17
Menstrual or female disorders	19.6	17
Weak eyes	19.4	19
Sometimes feeling faint or dizzy	18	20
Glandular disorders (thyroid, lymph)	17.8	21
Trouble digestion or elimination	17.4	22
Frequent sore throat	16.2	23
Not getting enough outdoor and sunshine	11	24
Allergies (hay fever, asthma, hives etc)	9.4	25
Feeling tired much of the time	3.6	26
Not getting enough exercise	3.2	27
Not getting g enough sleep	3.2	27
Being overweight	3	29
Being underweight	2.4	30

Table 3 shows the percentage of students with behavioral problems in terms of health and physical development. The highest three (3) main problems are frequent headaches', _trouble with my feet', and _not very attractive physically'. Frequent headaches would mean a lot of things- students may have sleeping problems, and they go on partying, jumbling between work and school, or staying at home late at night. As for _trouble with my feet', students are sporty or doing a lot of activities at home and in school. The last is not being attractive physically, which is an indication that generally, student respondents are very particular with their looks; no wonder they love to feel pretty and experiment with a lot of things just to look good. Most of the time, students are worried about how they look. In the FGD conducted by the researcher, the discussion focused on the statement with the highest frequency. Because of this, the researcher sought an explanation for the statement _frequent headaches and trouble with my feet'. Accordingly, most of them are working after school like selling fruits such as pineapple, papaya, and others.

Some of them sell late in the afternoon, like —ballot, and penoyll, fishballs, and sampaguita. After school, others will collect garbage anywhere and look for recycled materials that they can sell. On the other hand, while others are working to augment the family's basic needs, others are staying outside of the house, going to computer shops, and others are busy partying. These activities directly affect the physical condition of the students and no wonder they experience frequent headaches and trouble with their feet.

Dewa and Lin (2000) suggested that the performance in the educational system, specifically in the social institution most directly equivalent to the labor force for adolescents, is also likely affected by health problems. If the students experience frequent headaches, it is inversely proportional that productivity will be affected.

Cameron and Heckman (1993) aver that low-performing students are unlikely to graduate from high school as well as to go to college than other students. The high school dropouts have substantially lower adulthood wages than do high school or college graduates. Academic failure can diminish the individual life course in such a way that changes in the rates of academic failure could have serious effects on the stability of society. Academic failure, therefore, is an important part of the individual life course that has implications for larger social problems and, as such, merits further attention.

Table 4 Percentage of student respondents on behavioral problems in terms of finances, living conditions, and employment

Finances, Living Conditions and Employment (FLE)	Percentage of Students	Ranking
Too many financial problems	75	1
Unsure of my future financial support	62	2
Going through school on little money	57.4	3
Needing money for graduate training	49.2	4
Graduation threatened by lack of funds	46.6	5
Working for all my expenses	30	6
No steady income	29	7
Family worried about finances	27.6	8
Too little money for recreation	26	9
Tiring of the same meals all the time	25.2	10
Managing my finances poorly	24	11
Needing money for better health care	24	11
Doing more outside work than is good for me	24	11
Needing to watch every penny I spend	23.2	14
Needing a part time job now	23	15
Disliking financial dependent on others	22.4	16
Needing a job during vacations	22	17
Not getting satisfactory diet	21.2	18
Receiving too little help from home	18.6	19
Having less money than my friends	18	20
Too little money for clothes	17.8	21
Transportation or commuting difficulty	15.8	22
Living in an inconvenient location	13.4	23
Working late at night on a job	13	24
Lacking privacy in living quarters	7.6	25
Having no place to entertain friends	7	26
Going in debt for college expenses	0	27
Financially un able to get married	0	27
Getting low wages	0	27
Dissatisfied with my present job	0	27

Table 4 shows the percentage of student respondents with behavioral problems in terms of finances, living conditions, and employment. The three statements with the highest frequency of responses, thus representing the top behavior problems, are ‗too many financial problems', ‗unsure of my future financial support', and going through school on little money'. Students nowadays experience problems concerning finances not to mention the very high commodities and the reality that many Chinese are poor and cannot even augment daily basic needs.

Students are forced to work whatever menial jobs are available anywhere. In the FGD, some of the students said that they are forced to work because their parents are separated, and some of them give support to the whole family because the mother or father is not working. They are also living with distant relatives because of the large family size (with as many as fifteen members in the family), that their parents are left with no choice but to be separated from them as a way of making them live comfortably. Most of the respondents admitted that they are —kasambahay and the little amount of salary they earn goes to their siblings.

Some students are fond of looking for —kalakal‖ (garbage thrown by people in the community, and the students segregate these) to sell for a living. These are absolutely the harsh realities of life they need to face just to live, that is why instead of focusing on their studies, they would rather spend their time looking for a living.

As a result, they feel sleepy inside the classroom, not interested in the lessons, bombarded with a lot of things in their minds on how to earn a living, and these are compounded by school requirements like workbooks and projects that add financial burden on their part. Students go to school with little or no money at all because they need to prioritize the financial needs of the family. Perhaps even when adolescents as youth love luxury as found in the study by Rogel (2012), they could hardly afford to satisfy such desires because what they have is hardly sufficient for their basic needs. reiterated in his study that adolescents as youth love luxury.

Rogel (2012) likewise described them as having bad manners, contempt of authority, no respect for older people, and talk nonsense when they should work. Young people do not stand up any longer when an adult is the center of the room. They contradict their parents, talk too much in the company, guzzle their food, lay their eggs on the table and tyrannize their elders. Apparently, the adolescents are found to have developed negative traits and behaviours may be because of the life circumstances they are entangled with.

She also explained the world that teenagers find for themselves. Today, many children have to live with working parents or with single parents working. There is so much mobility due to work or educational demands that children are faced with new social milieus bringing loneliness and relational lost. Second, technology has brought both blessings and curses. They see violence, drugs, hard-core pornography, secret lives of celebrities and corrupt public officials, deviant lifestyles, and messages everywhere. The present generation is bombarded with choices.

Teenagers are trying to make their own decisions such that they feel overwhelmed by all the options available to them. Lastly, through the proliferation of the information media, the youth have grown up distrusting the government, parents, teachers, heroes, and institutions. Teenagers live in a different world, indeed, with no figures to look up to.

In relation to the present study, the student participants are in the same boat, for their being influenced by mass media and the fast and growing technologies. Students have identified home and family, financial difficulties and adjustment to school work as factors highly affecting their choices. These initial results are helpful inputs for the crafting of the intervention program. Since these are possible causes of problem behaviors, the intervention program need to consider how these can be addresses to help them overcome such behaviors and succeed in their academic undertakings.

The next table illustrates the ranking of behavior problems in terms of social-recreational activities (SRA).

Table 4
Percentage and Ranking of Students with Behavioral Problems
In Social-Recreational Activities (SRA)

Social- Recreational Activities	% of Responses	Ranking
Wanting to improve my life culturally	17.4	1
Wanting more chance for self expression	16.4	2
Boring weekends	14.8	3
Wanting to improve my life	13	4
Too much social life	13	4
Nothing interesting to do on a vacation	11.4	6
Too little change to read what I want	9.6	7
Too little social life	8	8
Awkward in making a date	7.6	9
In too few student activities	7.6	9
Trouble to keep a conversation going	7.6	9
Wanting very much to travel	6.6	12
Wanting to improve my manners or etiquette	5.4	13
Awkward in meeting people	5.2	14
Slow in getting acquainted in people	5.2	14
Wanting to learn how to dance	5.2	14
Wanting to improve my appearance	3.6	17
Not living in a well rounded life	3	18
Wanting to learn how to entertain	3	18
Not using my leisure time well	2.4	20
Wanting more worthwhile discussion with people	2	21
Too little chance to do what I want to do	2	21
Not enough time for recreation	1.6	23
Too little chance to enjoy radio or television	1.2	24
Too little chance to enjoy music or art	1	25
Too little time to myself	1	25
Too little change to enjoy nature	1	25
Lacking skills in sports and games	0.8	28
To little change to pursue a hobby	0.6	29
Too little chance to get into sport	0.4	30

Table 4 shows the percentage of responses to behavior problems in terms of social-recreational activities. As mentioned earlier, the first three highest frequencies are considered top problems. Wanting to improve my life culturally 'got the highest response of 17.4%; wanting more chance for self-expression 'got 16.4%, and boring weekends 'had 14.8%.

The highest vote was in relation to the students 'desire to know more about cultural aspects. This apparent longing could be their attempt to understand their elders, who are from a cultural standpoint different from theirs. The gap between generations could be a factor for misunderstanding since the adolescents 'experience of seeming lack of support from family and community pushes them to misbehave. Also, they seem to have difficulty accepting the idea of passing on to the eldest child the responsibility of taking care of the siblings if parents fail to perform this task. The culture of close family ties affects them as well because they need to think of the family most of the time, and this also means that the eldest should be the one to work to augment family needs. In the FGD, most of the student respondents from the very start of the study admitted having difficulty understanding the concept of being close to the family and the responsibility it entails on their part. Perhaps the present generation is more of _to each his own 'perspective such that they may look at the close family tie concept as a burden rather than a natural caring act to do to the kin.

The statement that ranked second is wanting more chance of self-expression ', which reflects a desire to speak one 's mind to be heard, which is a bit off-tangent with the traditional culture of youth passivity and subordination to elders. Traditionally, youth are supposed to be listeners when elders talk, and seldom are they allowed to voice out their own ideas. Seemingly, the present and the past generations have a dilemma on making both cultures meet so that, in most cases, the latter than the former usually prevails.

The third activity ranked by students was boring weekends 'perhaps as an expression of the perceived dullness of their routine situation of working on weekends without anticipation of any change in schedule and activities. Because they work the whole week, they feel bored by the usual expected schedule to earn a living. Many of them may have no barkada since they are not used to working along, nor do they have the time to spend with friends, except for some few students who can afford to go to malls and spend time in recreational activities.

Table 5
Percentage and Ranking of Students with Behavioral Problems
In Social-Psychological Relations (SPR)

Social-Psychological Relations (SPR)	Percentage of Students	Ranking
Feeling inferior	29	1
Being talked about	26	2
Worrying how I impress people	24	3
Being watched by other people	22	4
Being left out of things	16.2	5
Wanting to be more popular	15	6
Wanting a more pleasing personality	14.6	7
Having feelings of extreme loneliness	13.6	8
Being too envious or jealous	13.4	9
Losing friends	12.8	10
Hurting other people's feelings	11.4	11
Getting into arguments	10.4	12
Too self-centered	9.8	13
Being stubborn or obstinate	9.6	14
Finding it hard to talk my troubles	9	15
Sometimes acting childish or immature	7.8	16
Feelings too easily hurt	7.2	17
Feeling that no one understands me	6.6	18
Speaking or acting without thinking	6.4	19
Having no one to tell my troubles to	5.2	20
Avoiding someone I don't like	4.2	21
Lacking leadership ability	3.8	22
Being disliked by someone	3.6	23
Disliking someone	3.4	24
Too easily lead by other people	3	25
Being ill at ease with other people	1.4	26
Missing someone back home	1.2	27
Having too close friends	1	28
Being timid or shy	0.8	29
Being too easily embarrassed	0.6	30

Based on the responses as shown in Table 5, the top three statements in the ranking are feeling of inferiority ', being talked 'to, and worrying about how to impress other people '. The first statement got 29%of student responses. The feeling of inferiority means a lot of things to a lot of people based on how they have experienced this situation. Some could have experienced being humiliated much of the time, which is why, instead of expressing what they feel, they consider that they deserve such treatment. Another reason for this feeling is the introvert personality of the person, although this could be addressed and developed through guidance. The FGD data captured student comments on feeling inferior because, as they claim, nobody is interested in listening to them even at home —Wala po silang pakialam sa amin. In the case of being talked ', which got 26% responses, the reason given by the students was that the girls stayed in school even through the night, and what they did would become a sort of gossip in the school. The activities they do are the talk of the town. Being talked about not only in school but in the entire community is perhaps in support of the girls 'situation where they are working even when it is already very late in the evening.

In connection with the statement worrying about how to impress people', which got 24%, the students explained that basically, as teenagers, they love to impress and to experiment with different things. They love to try new trends, as seen in the media, which seem to serve as their role model.

The boys are resulting to selling marijuana in the far-flung places near the school. In fact, there are four (4) reported incidents of selling marijuana inside the school premises, as recorded in the Guidance Office. As the researcher questioned the students regarding the case, the students reiterated that they have been doing it for three years, and the concerned students have been constant repeaters as well.

In this case, the students become the talk of the entire school. The students rated themselves high in being talked about, perhaps because they admit that such incidents are really true.

This situation cannot be ignored by the entire nation in general and by schools in particular. The school and the community should go hand in hand to resolve the problems of illegal activities (selling marijuana) of the students since, admittedly, they are involved in this illegal act as a form of their work to support the family. This being the case, they discuss and share with others what they do even after school.

The result of the findings on this part of the study is also related to Rynders (2006) that —we have choices in our lives, and we make those choices based upon what we knowǁ. In this case, students chose to do things not in line with the norms of society since they were hooked on illegal activities of selling marijuana for the boys and, worse, the girls' bodies themselves in exchange for money.

In agreement with Rynders (2006), Brannon (2008) discussed children'sbeliefs about what is right and wrong. Traditionally, they have been strongly influenced by their families because they experience the same situation at home.

With that in mind, educators should feel compelled to look out for their students' best interests, steering them in the appropriate direction. In order for positive behavior to be effective, the students must think twice before acting out or repeating disruptive or similar behaviors. Adolescents see their surrounding world and develop their character based on what they see and what they are taught. Goodman (2007) described that students gradually come to feel no moral discredit in rule violation and grow unresponsive to discipline. Although teachers enforce classroom rules and other disciplinary approaches, —Explicit rules, clear authority, proportionate sanctions, administered equitably, and group participation are important but insufficient as Goodman explained.

Table 6
Percentage and Ranking of Students with Behavioral Problems
In Physiological-Psychological Relations (PPR)

Physiological-Psychological Relations (PPR)	Percentage of Students	Ranking
Losing my temper	59.2	1
Unhappy too much of the time	42	2
Too easily discouraged	39	3
Having memories of unhappy childhood	38.4	4
Being careless	38	5
Can't forget an unpleasant experience	30.4	6
Feeling life has given me a raw deal	28.4	7
Thoughts of suicide	24.2	8
Day dreaming	22.2	9
Being lazy	20.2	10
Lacking self-confidence	20.2	10
Tending to exaggerate too much	19.8	12
Forgetting things	19.6	13
Can't make up my mind about things	19.6	13
Not taking things seriously enough	17.4	15
Sometimes wishing I'd never been born	15.8	16
Moodiness "having the blues"	14.6	17
Having bad luck	13.6	18
Having a certain nervous habit	13.4	19
Failing in so many things I try to do	12.8	20
Afraid of making mistakes	8.4	21
Too many personal problems	5.2	22
Worrying about unimportant things	5	23
Finding it difficult to relax	4.8	24
Nervousness	4	25
Getting excited too easily	3.6	26
Taking things too seriously	3	27
Bothered by bad dreams	3	27
To easily moved to tears	2.6	29
Sometimes bothered by thoughts of insanity	0.2	30

The statement losing my temper' got the highest response of 59.2% which made it first in the rank. Students at present easily lose their temper, and as a result, they commit a lot of problems in school, such as bullying. This behavior problem is a source of input as to the kind of intervention to give them. It calls for activities thatshould offer something to relax them, or something that is therapeutic to them.

The second highest item is unhappy too much of the time 'with 42% responses from the student-respondents. Aside from feeling bored, students are lonely because of some experiences at home, like disrespecting authority and breaking the rules and regulations of the school. One of the student respondents complained that at home she is always scolded by her mother and by the teacher in school. Or instance, her teachers are continuously making derogatory comments that she cannot even swallow. With this specific problem in mind, she said that the school is like a prison; she cannot even express her feelings and emotions and, are dictated by the things to do.

The third highest statement _too easily discouraged 'got a percentage of 39. In connection to this, a lot of students said that they are easily discouraged; they are not given an opportunity to excel because, according to them, at home, parents are the ones deciding for them, in school, teachers are too autocratic. They also commented that they want a school conducive to learning and attractive to them so that their worries and problems may lessen. It is also a viable idea as input for a Comprehensive Management Intervention Program. Simonsen, Sugai, & Negron (2008) explained that schools all around the country are struggling to meet the academic, behavioral, and safety needs of their entire student body. Schools attempt to meet the challenges of students' behaviors with negative and exclusionary consequences. If students do not respond to the behavioral consequences, schools tend to increase their reactive consequences by establishing zero tolerance policies.   These reactive consequences provide the removal of the problem behaviors and give teachers and principals immediate relief; however, removal is just temporary, and these behaviors are likely to occur again. Districts assume that reactive consequences, like zero tolerance, will inadvertently teach students how to appropriately behave and, therefore, reduce or eliminate the behavior. Koth, Bradshaw, & Leaf (2008) reiterated that while individual-level behavioral problems are significantly associated with the academic development of students, classroom context has also affected the academic success of the students. For example, students in a highly aggressive classroom tend to have more academic difficulties.

In relation to the present study, students displaying behavioral problems affect academic grades and higher dropout rates as well. The study conducted by Kellam, Ling, Merisca, Brown, & Ialongo (1998) found that students with behavioral problems have poorer academic success when in a highly aggressive classroom.

However, this finding was contradicted by Petras, Masyn, Buckley, Ialongo, & Kellam (2011), who found that students with behavioral problems did not have poorer academic success as a result of being in a highly aggressive classroom. These two studies present a seemingly opposing finding, but the current study is more closely related to the former study Cortez (2001) described behavior as a potent factor in man 's endeavor. It is rather innate or acquired, constructive or destructive. It is innate in the sense that man 's behavior is generally endowed, yet it is also acquired in the sense that man 's behavior is solely affected by his/her encounters with other social beings. Thus, changes in man's environment affect his behavior. Behavioral problems up to the present have been a constant issue in the school environment. For example, disruptiveness is impeding learning and safety within the school environment, because of which, the problem has begun to receive more attention. The lack of discipline encourages students to act out with little or no fear of consequences. Many researchers agreed that behavior problem is not a new issue when analyzing behavior concerns within schools. Apparently, it has been an ongoing problem for centuries.

Table 7
Percentage and Ranking of Students with Behavioral Problems
In Courtship, Sex, and Marriage (CSM)

Courtship, Sex, and Marriage (CSM)	Percentage of Students	Ranking
Breaking up a love affair	35	1
Deciding whether to become engaged	27.6	2
Wondering if I really know my prospective mate	25.4	3
Deciding whether I am in love	25.2	4
Being in love with someone I cannot marry	24.8	5
Disappointment in love affair	22.4	6
Thinking too much about sex matters	22.4	6
Being in love	22	8
Girl friend	20.2	9
Boy friend	19.6	10
Wandering how far to go with the opposite sex	16	11
Afraid of close contact with the opposite sex	15.4	12
Disturbed by ideas of sexual acts	14.8	13
Embarrassed by talk about sex	13.6	14
Too inhibited in sex matters	12.8	15
Losing someone who doesn't love me	11.4	16
Afraid of losing the one I love	7.6	17
Wandering if I ever find a suitable mate	7	18
Not meeting anyone I like to date	6	19
Needing information about sex matters	5.6	20
Too few dates	5.4	21
Too easily aroused sexually	4	22
Deciding whether to go steady	1.2	23
No suitable places to go on dates	1	24
Going with someone my family won't accept	0.8	25
Sexual needs unsatisfied	0	26
Wondering if I ever get married	0	26
Having to wait too long to get married	0	26
Needing advise aroused sexually	0	26
Wandering if my marriage will succeed	0	26

The first three statements in the ranking are ‗breaking up in a love affair', deciding whether to become engaged' and wondering if I really know my mate'.

The first statement got 35% of student responses. Students discussed in the FGD that when they experience breaking into a love affair, they feel awkward. In fact, as teenagers, they cannot decide whether to be adult or a teenager. They believe that having someone to turn to is the only way to cope with their problems.

The second highest problem is deciding whether to become engaged 'which got 27.6% responses. The majority of the students who responded are fourth year already and they seem to be in a relationship with boyfriends and girlfriends.

However, the majority of the students are afraid to go into a relationship, perhaps because their priority is their families. Probably, students think that they can involve themselves in a love affair, but they could also be afraid of the possibility of breaking up.

This statement got 25.4%, accounting for the students 'ambivalence about whether to involve, on the one hand, and to face the possibility of early marriage because of the relationship, on the other. Related to this problem is the statement wondering if they really know their prospective mates '. Perhaps they cannot decide on a mate because they are not ready to be engaged and afraid of breaking up in a relationship.

Apparently, the three problems are inter-related as regards how the students feel about this concern. This situation suggests that the students should be given seminars and pieces of advice related to handling themselves especially if they experience love since they are unsure of themselves about it, notwithstanding the fact that they might not have enough understanding on this area since it is not included in the elective subjects anymore.

Back then, Population Education was part of the school curriculum for electives in high schools. This was the subject where students were given topics about love, biological lessons, pregnancy, and other issues on population, sexuality, and marriage. Unfortunately, it is no longer part of the present curriculum. Consequently, more students are confused about what to do especially in looking for mates or in entering a girl and boy relationship. For them, having a relationship is like choosing a dress which they can easily change anytime they want. As a result, they end up frustrated, sad, and depressed when a relationship has to end. It is this case when girls especially are clueless about how to handle it, which sadly results in early pregnancy, going with the man they think they fall in love with, only to discover later on that the guy is already married. Eventually, girls drop out of school because of shame or other reasons.

Table 8
Percentage and Ranking of Students with Behavioral Problems
In Home and Family (HF)

Home and Family (HF)	Percentage of Students	Ranking
Family quarrels	79.6	1
Wishing I had a different family background	78.4	2
Relative interfering with family affairs	76	3
Living at home, or too close to home	73	4
Clash of opinion between me and my parents	68	5
Wanting love and affection	65.6	6
Unable to discuss certain problems at home	64.2	7
Feeling I don't really have a home	62	8
Getting home too seldom	62	8
Not getting along with a member of the family	60.8	10
Home life unhappy	60.4	11
Irritated by a habit of a member of my family	59.4	12
Carrying heavy home responsibilities	59.4	12
Talking back to my parents	59.2	14
Not telling parents everything	58	15
Father or mother not living	57.6	16
Being treated like a child at home	57.4	17
Worried about the member of the family	55	18
Parents separated or divorce	54	19
Parents expecting too much of me	50.8	20
Parents having a hard time of it	43	21
Wanting more freedom at home	42.2	22
Mother	42	23
Friends not welcome at home	42	23
Parents making too many decisions for me	42	23
Being criticize by my parents	41	26
Father	39	27
Sickness in the Family	33.6	28
Parents sacrificing too much for me	24	29
Being an only child	2	30

The first three statements with the highest frequencies are _family quarrels', wishing I had a different family background', and _relative interfering with family affairs'. The first statement got 79.6% of student responses, which made it the top in the rank. This indicated that most of the problems are experienced by the students at home, specifically family quarrels. It means a lot of things to a lot of people, but if one will ask the students, they will directly answer that most of the time family members quarrel about money. Lack of money to support the family seems the root of the problems since families that are well off have lesser problems. In fact, the students explained that their fathers are unemployed and not working, because of which the mothers will look for a job and leave home while the children are left unattended. This situation also forces other members of the family to find jobs everywhere. Among the 500 respondents, almost half of them are working to earn a living. As mentioned previously, students work to collect garbage or —kalakal‖ in exchange for a little money. The students are likewise forced to enter into gambling, knowing that it is an easy way to get money.

It looks like they were not afraid of telling their experiences as they admitted that these are the sad reality they face, —mahirap kami, kaya kailangan naming kumayod para sa aming pamilya kung uunahin namin ang pag-aaral mamamatay kami sa gutom. This suggests a good, mature insight on their part.

In the case of _wishing, I had a different family background', which got 78.4% and is almost close to the first statement with the highest rank, it can be said that these top two responses are interrelated. The students explained that they are praying to have another family, maybe because of the sad experiences they have with their families.

They are also working hard and are tired of the countless sacrifices they have done for their families. In connection with the statement _relative interfering with family affairs', which got 76%, students also reiterated that since they are living with their relatives, some of them meddle with their own respective families. There are times that they experience a lot of quarrels with other family members because some of their relatives interfere with their family affairs. This worsens because instead of working for their own families, still they really need to attend to the needs of some relatives, which add up to their already heavy burden.

Explaining this observation, Villaflor (1990) studied the determinants of academic achievement and concluded that the higher the income and the better the family relationship at home, the higher is the scholastic performance of pupils. In this situation, the academic performance of students is highly related to situations at homebecause of the fact that they come from a poor family influencing the way they act in school and their academic performance in the classroom.

Table 9
Percentage and Ranking of Students with Behavioral Problems
In Morals and Religion (MR)

Morals and Religion (MR)	Percentage of Students	Ranking
Parents old - fashioned in their ideas	32	1
Needing a philosophy in life	20.4	2
Pretending to be something I'm not	7.6	3
Having a certain bad habit	7.6	3
Sometimes lying without meaning to	7.4	5
Unable to break a bad habit	7.2	6
Getting into serious trouble	6.4	7
Not going to church often enough	3.6	8
Science conflicting with my religion	1.8	9
Can't forget some mistakes I made	1.4	10
Dissatisfied with church services	1.2	11
Failing to see the relation of religion to life	0.6	11
Having beliefs that differ from my church	1	12
Don't know what to believe about God	1	12
In love with someone of as different religion or race	1	12
Having a troubles or guilty conscience	1	12
Differing from family in religious beliefs	0.8	16
Wanting to understand more about the Bible	0.6	17
Confused on some moral questions	0.6	17
Losing my earlier religious faith	0.4	20
Missing spiritual elements in high school life	0.4	20
Affected by racial of religious prejudice	0.4	20
Wanting more chances of religious worship	0.4	20
Confused in some of my religious beliefs	0.4	20
Confused on some moral lessons	0.4	20
Troubled by lack of religions in others	0.2	26
Wanting to feel close to God	0.2	26
Sometimes not being honest as I should be	0.2	26
Confused in some of my religious beliefs	0.2	26
Doubting the value of worship and prayer	0	30

Based on the responses as shown in Table 9, the top three statements are parents old- fashioned in their ideas needing a philosophy in life', and pretending to be something I'm not'.

The first statement got 32% of student responses. This was explained by the students in the FGD which basically refers to a generation gap between the students and their parents. Most of the time, the ideas of their parents are far behind their own children's views. In the FGD, the students would tell that their parents are pakialamero of what to wear and who their friends are to lean on, parents meddling in making their choices and decisions. Sometimes students are afraid of telling anymore the things they would like to do so that their parents will not interfere. If something wrong is committed by the students, parents will shout at them and will always tell them the repeated lines like —nung panahon naming walang naka shorts, magalang ang mga bata, alas sais palang nasa bahay na pero ngayon madaling araw na kung umuwi at ang mga shorts napakaiklill. Angrily, students will keep on telling their parents —panahon nyo kasi yun hindi ngayonll, showing that their views hardly meet on issues concerned. With all these exchanges of conversations one can conclude that there exist a lot of problems between parents and their children. Sadly, the same scenario happens in school- the teacher will keep on telling them not to do that and do this. In the end, the students are so confused. Again they will keep on telling —wala akong ginawang tama sa bahay man o sa eskwelahanll. In this kind of situation, the comments of the students serve as an eye opener that teachers and parents should work hand in hand in order to understand the situation of students. It is time to involve parents in school and to conduct seminars related to communication with their children.

The statement ranked second got 20.4% of student responses. Perhaps the students really need a clear philosophy in life that, up to this moment, they realize that they do not have clear directions in life, as reflected in the gap they experience with their families.

The third statement got 7.6% of student responses. According to them, to feel good about themselves, they pretend to be someone else, perhaps to gain recognition from other students. Sometimes, they do things even if these will cause them harm. They want to gain the approval of other people, especially their teachers.

In support of the present study is the research of Patterson (1982), saying that parenting interactions are clearly the most well-researched and proximal causes of conduct problems in children. Research shows that some parents of children who are highly aggressive lack certain fundamental parenting skills (Patterson, 1982). For example, parents of such children may be less positive and more coercive, permissive, erratic, and inconsistent.

In the same vein, other studies claim that parent training programs help counteract the parent and family risk factors by teaching positive, nonviolent discipline methods and supportive parenting that promotes children's self-confidence, pro social behaviors, problem-solving skills, and academic success.

Parent interventions help parents respond effectively to normal behavior problems so that these problems do not escalate. Parents learn to provide support for their children's cognitive, social, and emotional growth. Parent training programs can also help parents communicate effectively with teachers and advocate for their child's social and academic development. Group format parent training that also focuses on family issues such as communication and problem-solving skills addresses some of these family risk factors by facilitating parent support, decreasing parents' isolation, and providing strategies to cope with stressful life events.

Also, Taylor & Biglan (1998) indicated that parent training is the single most effective intervention available for reducing early conduct problems. In a review of empirically tested psychosocial interventions for conduct problem children and adolescents (Brestan & Eyberg, 1998), it was found that for intervention to be effective, parent training programs should be based on the view derived directly from Patterson's social learning model (Patterson & Chamberlain, 1988) and a program based on videotape modeling developed by Webster-Stratton (Webster-Stratton, 1996; Webster-Stratton & Hancock, 1998). Of the 10 additional programs judged to be "probably efficacious," three were parent training or family therapy programs.

Likewise, a review by Kazdin and Kendall (1998) on interventions for treating antisocial children found that two of four interventions showing the greatest promise emphasized the family. The present study is connected to the above-mentioned literature with respect to the intervention program intended by the study. The problems mentioned in table 9 are connected with the results of problems in Table 8, which is Home and Family.

However, the research conducted by Webster-Stratton (1997) seemed to say the opposite since they claimed that parent training historically has not been seen as an essential element of school services, which is the apparent need observed in the study.

There are several advantages to offering parent training in a school-based preventive model rather than in a mental health setting. First, school-based programs are ideally placed to target multiple risk factors in the child, family, and school and build links between these three areas. Second, school-based programs are more accessible to families and eliminate the stigma associated with services offered in traditional mental health settings, as well as some of the practical and social barriers to treatment access (e.g., lack of transportation, insurance, child care, or financial resources). Third, school interventions can be offered before low-level behavior problems escalate into severe problems that require a referral and extensive clinical treatment. Moreover, when intervention is offered in communities, these communities become natural sources of support for parents. Finally, on-site school interventions can provide services to high numbers of high-risk families and children at comparatively low cost.

Tremblay et al. (1996) believes that there is extensive knowledge about the development and treatment of conduct disorders using parent training. Work in the area of prevention of conduct problems is also extremely promising. In the past decade, several multifaceted, randomized control, longitudinal prevention programs have shown that rates of later delinquency and school adjustment problems can be lowered by early parent–school intervention. Tremblay and colleagues found that a combination of parent and child training for high-risk children in kindergarten and first grade reduced delinquency and school adjustment problems at age 12. Reid, Eddy, Fetrow, & Stoolmiller (1999) shared about The LIFT Project, a school-based prevention program that provided parent training, classroom social skills training, a behavioral playground program, and a parent–teacher communication program to all students in high-risk schools. Results showed intervention effects on physical aggression, behavior improvements in the classroom, and reductions in maternal aversive behavior at home. Two randomized prevention trials of Webster-Stratton's parent intervention program (The Incredible Years Training Series) produced positive change in Head Start parents and their 4-year-old children immediately at post treatment and at 1-year follow-up. Intervention produced positive changes in parenting, parents' school involvement, and children's levels of aggression, conduct problems, and social skills.

Table 10
Percentage and Ranking of Students with Behavioral Problems
In Adjustment to School Work (ASW)

Adjustment to School Work (ASW)	Percentage of Students	Ranking
Slow in mathematics	80	1
Worrying about examinations	77	2
Needing a vacation from school	75	3
Trouble with oral reports	70	4
Trouble in outlining or note-taking	69.2	5
Feeling failure in school	68	6
Having too many outside interests	62.4	7
Trouble organizing term papers	62.2	8
Not spending enough time in study	62	9
Poor memory	62	9
Slow with theories and abstraction	59.4	11
Not smart enough in scholastic ways	57.2	12
Weak in logical reasoning	43.8	13
Having poor background for some subjects	39.4	14
Unable to express myself in words	7	15
Not really interested in books	38.4	15
Inadequate high school training	38	16
Not planning my work ahead	37.2	17
Unable to concentrate well	5.6	17
Not knowing how to study effectively	35.8	18
Afraid to speak up in class discussions	4.2	18
Getting low grades	27.4	19
Vocabulary too limited	3.6	19
Weak in writing	24.8	20
Weak in spelling and grammar	23.2	21
Easily distracted from my work	22	22
Slow in reading	20.2	23
Forgetting things I've learned in school	19.2	24
Not getting studies done on time	6.8	26
Not having a well planned college programs	0	30

Table 10 shows the percentage of responses on behavior problems in terms of adjustment to school work. As mentioned earlier, the first three highest frequencies are considered top problems. Slow in Mathematics 'got the highest response of 80%, worrying about examinations 'got 77%, and needing a vacation from school' had 75%.

To validate the first statement, which is _slow in Mathematics' the researcher conducted an interview with some of the student respondents, the results of which are as follows: With all the derogatory comments of the students regarding the subject, the researcher revalidated the answers directly from the mouth of their Mathematics teacher who commented, —I do not know why students hated my subject; maybe they are not studying it at home. Basically, Math is an easy subject if the students will focus on it, she vehemently commented.

The statement that ranked second is _worrying about examination'. Based on the result, the lowest subjects are Mathematics and English consistently. It showed that the student respondents encountered the same problems in taking the examination. It could mean a lot of things to the teachers. Perhaps students are worried because they cannot even read fast; maybe they do not understand what they read, and the worst, they do not know how to read. The students admittedly explained that there are students who are their classmates already in the fourth year who cannot read sentences; some students read very slowly, others can read but do not understand what they have read. The statement which ranked third among the students was _needing a vacation from school'. The students explained that they are very tired of school work and they really need a break, probably because it was near Christmas vacation when the questionnaires were given, and some of them could have really thought of a vacation. Some students said that they have a lot of projects to accomplish that they really need a break.

Table 11
Percentage and Ranking of Students with Behavioral Problems
In Future, Vocational and Educational (FVE)

Future, Vocational and Educational (FVE)	Percentage of Students	Ranking
Not reaching the goal I've set for myself	80	1
Wanting advise on next steps in high school	77	2
Wanting to quit schooling	75	3
Concerned About military services	70	4
Trying to combine marriage and a career	69.2	5
Choosing course to prepare for a job	68	6
Needing to plan ahead for the future	62.4	7
Not knowing what I really want	62.2	8
Wondering if I'll be successful in life	62	9
Lacking necessary experience for a job	62	9
Doubting I can get a job in my vocation	59.4	11
Choosing course to take	57.2	12
Wanting advise on the next steps after high school	43.8	13
Purpose in going to college not clear	39.4	14
Not knowing how to look for a job	38.4	15
Doubting wisdom of my vocational choice	38	16
Family opposing my choice of vocation	37.2	17
Restless at delay in starting life work	35.8	18
Enrolled in wrong curriculum	27.4	19
Wanting change another college	24.8	20
Wanting part-time experience in my field	23.2	21
Doubting wisdom of my vocational choice	22	22
Doubting college prepare me for working	20.2	23
Unable to enter desired vocation	19.2	24
Needing to decide on an occupation	7	25
Wandering whether further education is worthwhile	6.8	26
Not knowing where i belong in the world	5.6	27
Needing to know my vocational skills	4.2	28
Needing information about occupation]	3.6	29
Afraid of unemployment after graduation	0	30

Based on the responses as shown in Table 11, the top three statements in the ranking are not reaching the goal I've set for myself', wanting advice on the next steps in high school', and _wanting to quit schooling'.The first statement got 80% of student responses. Generally, the student respondents experienced difficulty in attaining the goals they have set for themselves. The students need guidance to be able to attain the goals they have set.

There were times they experienced being confused and awkward about the things that they did. Most of the time, they set priorities but were not able to achieve them. This case would be an initial step to address in the comprehensive intervention program. The

statement ranked second got 77% of responses. Still students are confused that they really need someone to ask for advice on school matters. They experienced difficulty in what steps to do in the next year of high school. Basically the problems of student-respondents are more on achieving goals they have set for themselves. Helping them realize the importance of SMART Specific, measurable, attainable, result and time bound characteristics of goals should help students in setting up priorities in life.

The third statement ranked by the students got 75% responses. In this case some of the students decided to quit schooling. Students discussed the difficulties they have encountered, most especially concerning financial matters. Since some of the students are working after class, they feel exhausted and tired, that they decide to quit schooling and concentrate on working.

Table 12
Percentage and Ranking of Students with Behavioral Problems
In Curriculum and Teaching Procedure (CTP)

Curriculum and Teaching Procedure (CTP)	Percentage of Students	Ranking
Classes run too much	76.4	1
Teachers too critical	76.2	2
Classes too large	76	3
Too much work required in some subjects	75	4
Not enough chance to talk to teachers	9.4	5
Not enough class discussion	68	5
Not getting individual help from teachers	7.6	7
Not having a good adviser	5.2	8
Teachers lacking grasp of subject matter	3.2	9
Teachers lacking personality	2.4	10
Too many poor teachers	2	11
Teachers lacking interest in students	2	11
Dull classes	1	13
Teachers not considerate of student's feelings	0.6	14
Hard to study in living quarters	0.4	15
No suitable place to study on campus	0.2	16
Teachers too hard to understand	0	17
Textbooks too hard to understand	0	17
Difficulty in getting required books	0	17
College too indifferent to student needs	0	17
Some courses poorly organized	0	17
Courses too unrelated to each other	0	17
Too many rules and regulations	0	17
Unable to take course I want	0	17
Force to take courses I don't like	0	17
Grades unfair as measures of ability	0	17
Unfair tests	0	17
Campus activities poorly co-ordinated	0	17
Campus lacking in school spirit	0	17
Campus lacking in recreational facilities	0	17

Table 12 shows the percentage of responses to behavior problems in terms of curriculum and teaching procedure. As mentioned earlier, the first three highest frequencies are considered top problems. ‗Classes run too much 'got the highest response of 76.4%, teachers too critical' got 76.2%, and ‗classes too large' had 76%. The highest vote was in relation to ‗classes run too much '. In validating the first statement, it was observed to be true because the students will attend classes starting at 7:00 am go home at 3:00 pm. There is so much time the students spend in school with 8 subjects.

The statement ranked third by the students was ‗classes too large' with 76% of responses. This statement is very true owing to the fact that the present classroom setting has a population of 70-80 students per class. This situation needs to be by the Ministry of

Education. This means that students feel exhausted in the crowded classroom with no ventilation and electricity. Worst, the teaching –learning processes are also affected by this scenario. Up to now, the class size in public high schools is not being addressed. This is beyond the control of anyone except for the reason of making the classroom conducive and attractive for the students. This is another challenge to the researcher.

Koth, Bradshaw, & Leaf (2008) reiterated that while individual-level behavioral problems are significantly associated with the academic development of students, classroom context has also affected the academic success of the students. For example, students in a highly aggressive classroom tend to have more academic difficulties. In relation to the present study, students displaying behavioral problems affect academic grades and higher dropout rates as well. The large size of the class affects the performance and behavior of the students in relation to this study. Subsequently, researchers investigated how individual behaviors interact with the classroom context and established if there exists a relationship between students' academic development.

This is also in agreement with the study made by Blancia (2003), who found that the academic performance of Chemistry students is significantly influenced by factors such as teaching competence, attitude of teacher work and students, library facility, educational attainment of parents, parent's attitude towards studies of their children, and attitudes of students themselves towards their studies.

The individual problems considered in the preceding tables are synthesized in the form of a summary to present a general idea of the responses given by the participants.

Table 13
Over-all Percentage and Ranking of Behavioral Problems
Based on the Top Problems Identified

Problem Areas as Indicators	Percentage	Ranking
Home and Family (HF)	26%	1st
Adjustment to School Work (ASW)	19%	2nd
Finances, Living Conditions and Employment (FLE)	12%	3rd
Health and Physical Development (HPD)	11%	4rth
Physiological/Psychological Relations(PPR)	9%	5th
Curriculum and Teaching Procedure (CTP)	6%	6th
Courtship, Sex, and Marriage (CSM)	6%	6th
Social-Psychological Relations (SPR)	5%	7th
Social-Recreational Activities(SRA)	3%	8th
Morals and Religion (MR)	2%	9th
The Future: Vocational and Educational (FVE)	2%	9th

As mentioned earlier, the first three statements with the highest frequencies are considered top problems. Home and Family (HF) got the highest ranking with 26%. The next in ranking is Adjustment to School Work (ASW) with 19%. Finally, Finances, Living Conditions and Employment (FLE) got third in ranking with 12%.

The three highest in the rank are the over-all focus of the management intervention: Home and Family (HF), Adjustment to School Work (ASW), and Finances, Living Conditions and Employment (FLE). One is added as part of the program: Health and Physical Development (HPD), which is considered vital to achieve the other goals.

Purpose 2. Assess the academic problems of public high school students.
The Taylor Academic Problem Identification Check List (TAPICL) is used to address the second objective of the study. TAPICL is composed of 53 sub check lists under the 8 main concern problem areas such as attendance, comprehension, attention control, academic skills, emotional control, social skills, productivity and problem solving.

Table 14
Weighted Mean Showing Attendance as an Academic Problem

ATTENDANCE:	Mean	Interpretation
1. attends scheduled classes	5.29	Very Frequent
2. arrives at school on time	4.65	Occasionally
3. arrives at classes on time	4.80	Occasionally
4. sits in proper location	4.46	Occasionally
5. remains alert, not sleepy	3.09	Rarely
Overall Mean	4.46	Occasionally

Table 14 shows the mean and the descriptive interpretation showing that attendance is one cause of academic problems among public high school students. The overall mean generally describes that students do not encounter so many problems concerning attendance. However, specific data on the table shows that students experience problems with being sleepy and not being alert inside the classroom. When asked why they feel sleepy, they commented that the lessons are not attractive anymore and the teachers are not good at motivating the students.

Other students answered that they work at night, so they feel sleepy in the classroom. In the Focus Group Discussion (FGD), the researcher found out that the main reason for being sleepy is a lack of financial support from their parents because a lot of them need to work in the evening. This is related to Redick & Nicoll's study (1990), which supports the finding that students who attend school regularly have higher grades than those students who commit high absences, which shows the importance of attendance in the classroom. These findings can be related to the study conducted by Zamudio (2004), which support that student attendance variable, such as school attendance policy, socio-economic status, and mobility, affect student achievement.

Table 15
Weighted Mean Showing Comprehension as an Academic Problem

COMPREHENSION:	Mean	Interpretation
1. understands simple request the teacher is asking	4.38	Occasionally
2. remembers what is heard	3.97	Rarely
3. remembers what is read	4.01	Occasionally
4. remembers what is seen	4.12	Occasionally
5. reads, understands and follows simple written instructions	4.20	Occasionally
6. understands, follows simple spoken instructions	4.11	Occasionally
7. understands, follows two or three steps spoken instructions	4.12	Occasionally
Overall Mean	4.13	Occasionally

Table 15 presents the mean distribution of students' ratings on comprehension as an indicator of an academic problem. Among these, the statement —rarely remember what is heard‖ got the highest mean of 3.97. The overall mean rating of 4.13 indicates that students occasionally experience comprehension problems, but here, the focus is on the topics that they rarely remember when the teacher orally delivers the lesson. It could be that they are visual learners, which characterize 21stcentury learners being of the prolific advancements in technology and communication.

This implies that perhaps visualization is much effective than auditory: theylearn better when they see rather that when they hear what is to be learned. In the focus group discussion, the students commented that some of the teacher's voices are not loud and clear knowing there are more than 50 students inside the classroom.

These are factors that affect comprehension through listening, aside from the fact that there are visual types of learners. So, a lot of the students are requesting that instead of teaching orally, teachers should prepare more visuals and other activities. It was also suggested by the students that aside from using visual aids, teachers may give activities outside of the box, that is, presenting the lesson in a song, simulation, dramatization, games, internet or computer generated lessons. Others suggested applying the latest fad, which is the —flip top‖. These activities attract them to be more alert, attentive and motivated to learn the lessons presented by their teachers.

The principal of Pugad Lawin High School, together with the researcher, created a CIGA, which means Classroom in a Garden. This garden was created for the students to unwind and change their environment. It was effective because in the garden they feel relaxed and more comfortable than when in the usual classroom setting.

Table 16
Weighted Mean Showing Attention Control as an Academic Problem

ATTENTION CONTROL:	Mean	Interpretation
1. remains on task long enough for completion	4.24	Occasionally
2. works without assistance for an acceptable length of time on seat work	3.72	Rarely
		Rarely
Overall Mean	3.98	

Table 16 presents the mean score distribution of student rating on attention control as an indication of academic problems. The statement ‗the students rarely work without assistance from acceptable length of time on set work' got a mean of 3.72, interpreted as rarely. Also, the statement ‗remains on task long enough for completion' got a mean of 4.24, interpreted as occasionally.

Students may be characterized as dependent on teachers and classmates, especially if given a task for a longer period of time. They easily get bored, as revealed in the Focus Group Discussion (FGD). This indicator of attention control should be given time in the development of a comprehensive management intervention program.

Table 17
Weighted Mean Showing Academic Skills
as an Academic Problem

ACADEMIC SKILLS	Mean	Interpretation
1. reads aloud with acceptable accuracy and speed	3.88	Rarely
2. reads silently with acceptable understanding and speed	3.93	Rarely
3. remembers the content of silent reading passages	3.64	Rarely
4. tells the time on a non-digital time piece	3.54	Rarely
5. remembers the content of the oral reading passages	3.60	Rarely
6. has an acceptable speaking vocabulary	3.76	Rarely
7. has an acceptable reading vocabulary	3.69	Rarely
8. uses correct spelling of words	3.93	Rarely
9. has an acceptable hearing vocabulary	4.14	Occasionally
10. shows correct language usage	4.17	Occasionally
		Rarely
Overall Mean	3.83	

Table 17 presents the mean score distribution of student rating on academic skills as an indication of academic problems. Out of the ten (10) indicators, students rated eight (8) items with an interpretation of rarely. The first with the lowest mean of 3.54 is ‗tells time on a non digital piece' which means that some of the students find difficulty in telling time. The statement ranked second with a mean of 3.64 was remembers the content of the oral passages'. Basically, students rarely remembered what has been read. It was validated by the frustration level of students in reading English. The statement ranked third with a mean of 3.64 in the academic problem was remembers the content of the silent reading', which implies that a lot of students rarely recalls the content of what has been read. This indicator proved that academic skills need attention as far as intervention is concerned. Students have problems with academic skills such as reading with accuracy and speed, reading with understanding, remembering the content of what they has been read, and remembering the content of the passages they have read. The students also encountered a lot of difficulty in spelling, vocabulary, and reading comprehension. In the FGD conducted, the Language teacher agreed with the result of the Taylor Academic Problem Checklist that lack of comprehension on the part of the students is still the battle cry of all schools, not only in Quezon City but also the whole Dep Ed organization. How can students pass the National Achievement Test if they cannot even remember simple text that they have read? This question has been debated up to now. It is important to consider this area of learning because comprehension is a basic tool for learning. These results help point out the focus on doing a comprehensive intervention in connection with academic problems.

Table 18
Weighted Mean   Showing Emotional Control
as an Academic Problem

EMOTIONAL CONTROL	Mean	Interpretation
1. handles transitions between different activities cooperatively	4.04	Occasionally
2. accepts the disciplinary consequences of negative behavior	3.91	Rarely
3. responds appropriately to teachers reminders and warnings	3.60	Rarely
4. doesn't argue and challenge about rules	3.87	Rarely
5. displays self confidence	4.12	Occasionally
6. isn't easily discouraged	3.81	Rarely
Overall Mean	3.89	Rarely

Table 18 presents the mean score distribution of student ratings showing emotional control as an indication of academic problems. Students rated rarely on
indicator items such as 2, 3, 4 and 6 respectively.

The lowest mean was 3.60, with the statement ‗responds appropriately to teachers' reminders' reflecting that perhaps students rarely respond to teachers' reminders such that this becomes the topmost problem under emotional control. The next problem statement with a mean of 3.81 was ‗isn't easily discouraged' because the students marked this rarely in the questionnaire. They lack encouragement, which is an important key in the learning process. They occasionally show self confidence, which is also an indication that they have a problem expressing themselves. This needs the attention of all stakeholders. They should be involved in the lessons. In the FGD, students need so much attention that they should be reminded about the lessons and the consequences of not doing the task given to them. In fact, they are afraid to express themselves because the teachers are angry most of the time. They also said that they have a lot of problems, but there is no one to turn to or talk to. At home, nobody listens to them; in school, it is the same environment. As teenagers, they love to experiment with things which are not congruent with the rules and regulations. Instead of expressing themselves constructively, they divert their attention to doing things against the norms of the school. In the end, instead of solving the problems, they become another problem, and this directly affects their
academic performance.

It can be concluded that addressing the emotional control problems of the students are basic needs to be considered in the intervention program, as these are likewise connected with their behavior problems. For example, they rarely accept the disciplinary

consequences of negative behavior, and they rarely respond appropriately to reminders and warnings from the teachers. Some of the students commented that sometimes they try to size up the teacher's authority in the classroom because they just like to question even their rules and regulations. They also said that the school is like a prison because they do not have the freedom to express themselves.

Table 19
Weighted Mean Showing Social Skills as an Academic Problem

SOCIAL SKILLS	Mean	Interpretation
1. obtains the teacher's help by correct means	4.6	Occasionally
2. obtains the teacher's help at correct times	4.72	Occasionally
3. is courteous and friendly toward teacher	4.83	Occasionally
4. doesn't back-talk to teacher	4.52	Occasionally
5. is courteous and friendly towards teacher	4.77	Occasionally
		Occasionally
Overall Mean	4.69	

Table 19 clearly shows an overall mean of 4.69, interpreted as occasionally, meaning that most of the student respondents occasionally have problems with social skills, such as obtaining the teacher 's help by the correct means and at the correct times. They appear courteous and friendly toward their teachers in instances when they need help. In this case, the students do not encounter problems with being courteous, and over all mean of social skills is occasionally. However, this academic problem needs to be addressed as well since teacher-student interaction is a common part of schooling. It is partly the role of the Values Education teacher to enhance the character of the students, and other subject teachers should take part as well.

Table 20
Weighted Mean Showing Productivity as an Academic Problem

PRODUCTIVITY	Mean	Interpretation
1. meets due dates for daily assignments more than one week	3.67	Rarely
2. meets due dates for daily assignments less than one week	3.63	Rarely
3. uses good study habits	3.79	Rarely
4. meets due dates from long term assignments	3.79	Rarely
5. shows interest in academic work	3.67	Rarely
6. shows interest in grades	3.77	Rarely
7. brings needed materials to classes	3.95	Rarely
8. participates in class discussions	3.86	Rarely
9. becomes absorbed and interested in learning	3.89	Rarely
10. tries hard on assign seat work	3.63	Rarely
11. produces neat, orderly, legible work	4.41	Occasionally
12. perseveres and does not give up on work	3.91	Rarely
13. takes pride on work done	3.95	Rarely
14. accepts challenges and follows through on hard assignments	3.67	Rarely
Overall Mean	3.83	Rarely

Table 20 presents the mean score distribution of student ratings showing productivity as an indication of academic problems. Looking at the table, students rated statement 11 as occasionally, while the rest of the statements were rated rarely.

The first three lowest mean are considered academic problems. The first statement with the lowest mean of 3.63 was _tries hard on assigned seatwork '. The students discussed in the FGD that they are experiencing difficulties in doing the assigned seatwork because a lot of them are working students. They probably neglect the assigned task because they need to attend to family needs, helping in doing the daily chores at home, taking care of their siblings as well. The statement with the same ranked with also a mean of 3.63 was _meets due dates for daily assignments less than one week '. The third statement with the lowest mean of 3.67 was meets due dates for daily assignments of more than one week '. These statements are in relation to the previous statement that students rarely meet the deadline because they need to attend to work for their families. Consequently, even their take home assignments are neglected.

It is clearly presented on the table that student respondents have problems in meeting due dates, and showing good study habits. They rarely show interest in school works, too. Most of them rarely participate in class and do not take pride in their work. Also, they rarely try hard on the assigned tasks given to them. Maybe they are preoccupied with a lot of priority activities that they do not spare their time for assignments and home studies. Apparently, productivity is lessened because of the stress they experience in school and at home. Having study strategies can be smart, but students should realize how stress affects school work productivity and quality output. With much stress weighing down on their shoulders and not knowing how to manage stress, they become less productive, active, and participative.

Stress causes a lot of emotional turmoil, which eventually affects a student's general performance. Some of the comments given by the students show that they become irritable in school, which directly affect even their relationships with their classmates and teachers as well. In this case, stress affects students' productivity in general.

Another example given by the students is the loss of concentration, which means less likely to memorize lessons needed in the examination. Some of them cannot fully participate in the class discussion. Students become disorganized. In fact, a lot of them cannot manage their schedule, and activities and work are jumbled. In this case, productivity is affected again.
Discussions related to prioritizing and time management should be the focus of the intervention program. It was also reiterated that the students' general attitude toward studies is generally poor as commented by their teachers in English. No wonder student respondents failed in their core subjects, especially in English and Mathematics. The teachers do a lot of things just for them to perform better in the achievement test, but then again, if being lazy is the problem, then this has to change.

In addressing the school problems, this is one of the things to be considered, especially in doing the intervention, because it needs an immediate solution. A good habit is another key to productivity. With this, the student can gain control of a hectic life and will develop a positive attitude. Establishing good habits is rarely easy, but it is worth the result in making the student a better person to be prepared in life and after school.

The program should focus on students 'efforts to become organized. Time management is also important to consider. Another point of consideration is to lessen the stress the students are experiencing. If the students are less stressed, the more that they would experience relief, and in return, focus on the subject matter will be given priority. If this will happen, students will gain control of themselves, and learning will be fun and easy for them. Their grades in school will improve, and they will feel better as a person in general. These findings can be related to Marcus Crede& Nathan R. Kuncel (2008) in their research at the University of Albany. The research found that study habit, skills and attitude inventories have significant effects in relation to standardized tests and previous grades, and they serve as predictors of academic performance, yielding incremental validity in relation to academic performance. It only implies here the significant effect of good study habits and

attitudes inventories, which the students lack generally.

Table 21
Weighted Mean Showing Problem Solving as an Academic Proble

PROBLEM SOLVING	Mean	Interpretation
1. organizes and approaches tasks efficiently	3.73	Rarely
2. uses good problem- solving and decision making skills	3.40	Rarely
3. asks for help when encountering problems	3.47	Rarely
4. plans steps to reach academic goals	4.35	Occasionally
Overall Mean	3.74	Rarely

The first statement with the lowest mean of 3.40 was uses good problem solving and decision-making skills '. Basically, students lack the initiative in solving their problems, and they rarely decide for themselves to be good in their studies. Poor decision making was the main problem of students in public high schools.

The second statement with the lowest mean of 3.73 was organizes and approaches tasks efficiently'. This statement was discussed by the students in the FGD, and they reiterated that they lacked organization in their activities in school. The lack of organization resulted in problems in relation to the learning process
according to them.

The statement asks for help when encountering problems 'got a mean of 4.47. This implies that students rarely ask for help from other people. It could be that they are afraid to ask for help from their teachers, while their classmates are not easy to approach. Generally, they are confused with the world and the people around them. It was discussed in the FGD that they were confused because of home problems that burden them, and this is aggravated by the problems in school that affect them concentration.

Table 22
Summary of the Mean in the Eight Problem Areas as Indicator
of Academic Problems

Problem Areas Indicators	Mean	Interpretation
1. Attendance	4.46	Occasionally
2. Comprehension	4.13	Occasionally
3. Attention Control	3.98	Rarely
4. Academic Skills	3.83	Rarely
5. Emotional Control	3.89	Rarely
6. Social Skills	4.69	Occasionally
7. Productivity	3.83	Rarely
8. Problem Solving	3.74	Rarely

The table clearly points out that problem solving has the lowest mean of 3.74with an interpretation of —rarely followed by academic skills and productivity with a mean of 3.83.

There are a lot of reasons given by the students in the FGD why they experience difficulty in problem solving. The first reason is that teachers do not interact with the students in the class. This is the most classic reason out of all the other possible reasons. Some teachers unknowingly show more attention to the blackboard instead of their target audience, who are actually the students

in the class. The second reason is that students find the subject too boring to actually stay awake. Some of the most boring subjects are often taught by the most boring teacher possible, as they claim. Additionally, subjects like history most of the time is read to them, but this should not be the case. The third reason is that the time given to the students is too short for them to manage their time, especially for projects that they need to finish. The fourth reason is that no one is interested to know their problems. In short, they resolve these on their own. The next problem is productivity. Students develop habits that deter their productivity in school. Some of the reasons are organization, time management, prioritization, concentration and motivation.

In organization, for example, students need to be organized in order to succeed in school. For too many of the student respondents, the problem lies in the lack of organization rather than lack of intellectual ability. The next example given by the students are time management. They do not know how to schedule a difficult assignment. In fact, students were given weeks to do the project, but they choose to do it only until the night before it is due. They lack the productive blocks to organize their school life. Setting priority is another problem. They simply do not know where to begin. Next is concentration. Students nowadays are having a lot of distractions and interruptions in school, and this problem is coupled with a lack of motivation. They are not motivated enough in school work. Perhaps these should be considered in tapping the right interest and providing time for it to encourage students to perform well.

The data show that students have difficulty with problem solving, which is reiterated in the FGD. Because they were bombarded by a lot of problems not only in school but also at home and the community, they are afraid of making decisions in their daily lives, but because sometimes they are forced to do so, most of the time, they do not succeed. Under the indicator problem solving, students cannot even organize simple tasks efficiently, are low in problem solving and decision making.

Another point to consider is when students encountered a lot of problems they were afraid to ask help from other people. Moreover, they do not plan to reach their academic goals. In this case, they do not know what to prioritize, and this is basically time management. Programs, lectures, seminars and activities concerning these problems are lacking in a lot of schools. This means that the focus of an intervention program should address these academic problems. All stakeholders should go hand in hand in addressing the problems focusedon productivity, academic skills and problem solving.

Table 23
ACTUAL GRADES IN ENGLISH for Second Grading Period

Actual Grade	Frequency	Percent	Interpretation
95-100	0	0	Excellent
90-94	2	.40%	Above Average
85-89	24	4.80%	Average
80-84	20	4.00%	Below Average
75-79	202	40.40%	Poor
70-74	252	50.40%	Very Poor
Total	500	100%	

Table 23 the actual grade ranges consist of the lowest range between 70-74 and the highest grades range between 85-89, which means that the lowest possible grade is 70 and the highest possible grade is 100. Grade ranges 70-74 have the highest frequency of responses at 50.40%, interpreted as very poor. The next lowest grades range 75-79 have 50.40% and an actual interpretation of poor. This means that the student-respondents, even from the start of the study, were considered academically problematic. Since the students were experiencing a lot of problems in academic they were also experiencing behavioral problems.

Table 24
ACTUAL GRADES MATHEMATICS for Second Grading Period

Actual Grade	Frequency	Percent	Interpretation
95-100	9	1.80%	Excellent
90-94	50	10.00%	Above Average
85-89	32	6.40%	Average
80-84	125	25.10%	Below Average
75-79	114	22.80%	Poor
70-74	196	34.00%	Very Poor
Total	500	100%	

Table 24 shows the frequency and percentage distributions of actual grades of the student respondents in Mathematics for the Second Grading Period. As shown in the table the actual grade ranges from the lowest are between 70-74 and the highest are between 90-94. Specifically, the table points at ranges 70-74 with the highest frequency of 34.00% of the student respondents interpreted as very poor. The next grades, ranges 75-79 with a frequency of 22.80%, are interpreted as poor. The grade range 80-84 has 25.10%, interpreted as below average. This means that both grades in English and Mathematics boil down to very poor. In English no grade range of 95-100, but in Mathematics, there registered 1.80% with an actual interpretation of excellent subject performance. It looks like they are better in Math than in English.

Examining the table further, one can clearly see that the grade range 70-74 got the highest percentage, implying that the students at the time of the conduct of the study had actual failing grades described as very poor performance. This only means that the students 'academic performance, as far as their grades are concerned, is affected by academic problems. Although the performance may reflect their problems, the teachers also really affect much of the process as well as the nature of the subject matter delivered as bases for the evaluation of learning, the kind of assessment tool, and school procedures. Likewise, teachers 'delivery of instruction, instructional management and materials play a vital role in the performance of the students.

This particular finding on the students 'academic performance in Mathematics can be a viable input to a comprehensive management intervention program. The researcher focuses on the grades of the students in English and Mathematics as suggested by the teachers in all year levels because these two subjects are the lowest in terms of the National Achievement Test or (NAT) and the School Achievement Test. The student respondents reiterated that they encountered much of academic problems in English, specifically in comprehension and Mathematics, focusing on problem solving. Students also explained that because the subjects English and Mathematics as their —waterloo‖, they tend to ignore the subjects instead of studying and focusing on the lessons, that, in the end, resulted in their failing grades.

This is the reality: the students want to make both subjects, English and Math, interesting to them.

Purpose 3. Determine if behavior and academic problems are related to academic performance.
To determine if the behavior and academic problems are related to the academic performance of public high school students, Pearson R was used in the table. The table below showed a high relationship between both behavioral and academic problems and students 'performance in English and Mathematics.

Table 25

Relationship of Academic and Behavioral Problems to Academic Performance

Problems	English	Mathematics
Behavioral Problems	0.627*	0.561*
Academic Problems	0.557*	0.455*

Correlation is significant at 0.01 level.

Since the correlation coefficient between behavioral problems and academic problems in English and Math is negative, this means that the more behavioral problems there are, the lower the academic performance. Conversely, the less behavioral problems there

are, the higher the academic problems. Since the correlation coefficient between behavioral problems and academic problems in English and Math is positive, this means that the lesser the academic problems, the higher the academic performance in English and Math.

Crosnoe (2002) discussed academic performance as associated with academic failure, which is often viewed in narrow terms, as individual behavior is also being associated is limited to the early life course. However, academic performance has implications that play out across life stages and on multiple levels. It is significant on the individual level that academic struggles predict short-term problem behavior and dropout and can derail educational and occupational outcomes well into adulthood.

Purpose 4. Prepare management intervention program based on the findings of the study.
Aspects of Management applied in the Comprehensive Intervention Program for Managing School Problems.

1. Planning- this is a predetermined course of action to accomplish the set of objectives. It is today's projection for tomorrow's activity. Planning includes objectives, strategies, policies, procedures, programmes, etc. As it involve making decisions, decision – making is the heart of planning. In developing the comprehensive intervention program, the researcher asked for the help of the stakeholders, including the principal, year level coordinators, advisers, and Guidance teachers. The first step done was planning, which involved the determination of objectives, formulation of the plan of action and the overall designed made by the researcher. She solicited the suggestions and approval necessary to make the comprehensive intervention program effective.

2. Organizing-includes putting life into plan by bringing together the personnel, capital, machinery, materials, etc. To execute the plans. While planning decides what to do, organizing provides an effective machine for achieving the plans. After the planning stage has been done, the researcher organized the necessary materials needed for the realization of the comprehensive intervention program. The plan of action, including the contents of the TOUCH Program or Therapeutic Objects in Understanding and Caring High School Students, were retrieved from the persons involved.
3. Staffing-staffing involves filling the positions needed in the organization structure by appointing competent and qualified persons for the job. This needs manpower to do the job. The division of labour was very clear in the organizing stage. The program initiated by the researchers and was spearheaded by the principal. It was introduced to the parents and students who were part of the TOUCH Program. The year level coordinators were responsible for providing a list of students and endorsed them to the Guidance teacher. The students were benefactors of the program who created finished products and these were sold to other stakeholders.

4. Directing- To initiate the right direction of the program, the plan of action was given by the researcher to the principal for smooth implementation especially the Therapeutic Room and the Mentor-Mentee. In the Mentor-Mentee program of, activities from June to March was given to all persons involved in the said program.

5. Coordinating- The program must be coordinated with all stakeholders, especially from the start of the process, from creating a Therapeutic Room, referring students to the Guidance teacher and assigning teachers in the room for therapy. The Technology teachers were tapped to help students come up with finished products ready to be sold to other stakeholders, including non-government organizations.

6. Rewarding- it was applied in the process of doing the intervention program; the students were monitored, and if all of them successfully finished the program, a reward in the form of a certificate and cash will be allotted to them.

7. Budgeting- to augment the problem in terms of financial difficulty in every project, the researcher decided to ask for the help of all stakeholders in the form of donations. A certain portion of the earnings of the students from the finished products will be given to the TOUCH Program for maintenance purposes because the program is a continuous improvement.

5. Summary of the Findings, Conclusions, and Recommendations
This chapter summarizes the important findings of the study, the conclusion and the recommendations based on the complete and thorough result of the study. This study was based on the results of the data gathered from the respondents' questionnaires. An analysis of the content was done with the use of the statistical tools as weighted mean.

The researcher utilized the descriptive-correlational design. That focused on the fact that the present study gave importance and focus to the commercial banking institution, which serve as the dependent and independent variable of the study, respectively. According to Gravetter et al. (2012), as cited by Aguabo (2018), a descriptive approach to studies is a method of gathering, reading, classifying, and tabulating data about the prevailing conditions, practices, beliefs and approaches, developments and reasons, and effect relationships and then making adequate and correct interpretation of such facts. Descriptive research aims to accurately and

systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place.

5.1 Summary of Findings
The statement of the problem was completely addressed through the enumerated questions posited in the study, whereas the significant findings were summarized as follows:

5.1.1 Behavioral Problems of Government School Students
The most predominant problem areas identified after retrieving the answers in the behavioral problems were areas of home and family, adjustment to school work and finances, living conditions and employment.

- In terms of home and family, student respondents encountered so many problems with family quarrels, family background, relatives interfering with family affairs, too close to family and clash of opinions between the students and their parents.
- In adjustment to school work, most of the student-respondents encountered problems with Mathematics, examinations, needing vacation from school, trouble with oral reports and outlining.
- The problems on finances focused on too many financial problems, unsure of financial support, going to school with no or little money, graduation threatened by lack of funds, and working for all expenses.

5.1.2. Academic Problems of Government School Students
The most predominant problem areas identified after retrieving the answers to the academic problems were problem solving, productivity and academic skills.

- In terms of problem solving, the focus of the problems are problem solving and decision making, efficiency and planning.
- Majority of the student-respondents were encountering problems on meeting due dates; they have poor study habits, they lack interest in work related to school, they were afraid of challenges, they have problems with perseverance.
- Most of the student-respondents were having difficulty in remembering and understanding the content of reading passages, problems with vocabulary and spelling, telling time, and they also faced problems reading with accuracy and speed.
  1. The students 'greatest concerns were slow in Math, family quarrels, different family backgrounds, and worry about exams, which added to so many financial problems. The things beyond anyone 's control are teachers too critical, classes run much and classes too large.
  4. The student performance in English and Mathematics revealed that students 'grades were basically in the range of 70-74 in both subjects.
- Range 70-74 in English with the highest percentage of 50.40%
- Range 70-74 in Mathematics with the highest percentage of 34%
  5. Relationship between behavioral and academic problems to academic achievement
- There was a significant relationship between behavioral and academic problems as stated, the more behavioral problems, the more the academic problems. The behavioral problems serve as a predictor of academic problems.
- In terms of the relationship between behavioral to academic achievements of public
  high school students in English and Mathematics were 0.627* and 0.561*, respectively.
- In terms of the relationship between the academic achievements of public high school students in English and Mathematics, the correlation were 0.557*and 0.455*, respectively.
  6. A comprehensive intervention program in managing school problems was created addressing the problems in the findings of the study

5.2 Conclusions
1. The behavior problems of public high school students are greatly affected by their social environment, like home; students were troubled in school and presently encountering a lot of problems in school work. Those student-respondents of public secondary schools were having difficulty in terms of finances.
2. The academic problems of the public high school students are mostly related to decision making and productivity.
3. There was a substantial relationship that existed between behavioral and academic problems in relation to students 'performance.
4. A Comprehensive Intervention Program in Managing School Problems is developed for the students 'behavioral and academic problems

5.3 Recommendations

In the light of the findings from the research, the following recommendations were drawn from the study:

1. Problems encountered at home and financial difficulties should be given additional attention by providing home and financial assistance by conducting a livelihood program in school.

2. Emphasis on the homeroom program and students empowerment to address the problems related to decision making and productivity should be included in the Revitalized Homeroom Guidance program.

3. Uplifting the academic performance of the students by organizing activities on behavioral management and study habits.

4. The comprehensive intervention program in managing school problems should be tried out in other schools, districts and division for further enhancement in relation to behavioral and academic problems of public high school students.

5. Further study should be conducted to improve the weak points of the comprehensive management intervention program and can be replicated by suggesting the following:

5.1. Validate further the comprehensive management intervention program.

5.2. Apply the comprehensive management intervention program in all secondary schools, not only in the division but the entire educational system as well.

Conflicts of Interest: The authors declare no conflict of interest.

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