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## **DEVELOPMENT AND VALIDATION OF STANDARD MATHEMATICS CLASSROOM BEHAVIOR OF PUPILS OF A CITY DIVISION PUBLIC SCHOOL**

### **Abstract:**

This study investigated the development of standard Mathematics classroom behavior of Grade 6 pupils and Grade 7 students in all public schools in the division of Cavite City. The respondents were 20 Mathematics teachers of Grade 6 and Grade 7. It employed the descriptive-comparative design of study. Data were gathered through questionnaire. The statistical methods used were percentage, weighted mean, T-test and chi-square to determine whether there is a significant difference between categorical variables. The result showed that most of the teacher-respondents have a quite number of years in service. Most of them have the Teacher III rank. Findings revealed that the most frequently observed pupils/students' in each indicator are as follows: use of pen or pencil; requirements/grading criteria for assignments; class oral participation; marking and grading papers; recording grades; and students' record of their grades. On the other hand, among the least observed pupils'/students' behavior in each indicator include incomplete papers, long-term assignments, completion of stages of long-term assignments, turning in papers, grading stage of long-term assignments and posting pupils'/students' work. As revealed by the findings, significant difference in their observation of monitoring students' work was noted among respondents.

### **Keywords:**

Development, Validation, Standard, Mathematics, Classroom Behavior

**JEL Classification:** I20