Frequent occurrences of comparable misbehaviors were observed in two 4th grade classrooms. These misbehaviors were distracting to other students and as a result, were hindering instructional learning. The researchers of this study construed that these recurring misbehaviors may be a result of insufficient instruction on civic qualities. The researchers based their study on three civic qualities: respect, responsibility, and entitlement. The following question was developed to determine which strategy has the best results when implementing activities on good citizenship:

- Do Tactile/Kinesthetic Activities on good citizenship improve students’ behavior more so than traditional teaching?

The implementation of activities on civic qualities decreased the misbehaviors in both classes, however, Classroom B had better results. The occurrence of misbehavior drastically decreased more in Classroom B (which used traditional strategies) than in Classroom A (which used tactile/kinesthetic activities).

Future research needs to be completed using the two different types of approaches with the same students. It would be valuable to perform a study in a classroom using both kinds of strategies to see what works best for the particular students in that classroom. Since all students and classrooms are diverse, using the same students while implementing research such as this would be advantageous. Based on these research findings, kinesthetic activities may not be best suited for all students.

**Method/Participants**

**Researchers’ participants (Classroom A):**
- 25 4th grade students, 12 of which were males, and 13 were females.
- Traditional Teaching Strategy on good citizenship qualities.
- Control Group

**Researchers’ participants (Classroom B):**
- 26 4th grade students, 12 of which were males and 14 were females.
- Tactile/Kinesthetic Activities on good citizenship qualities.
- Experimental Group

**Method:**
The study employed quantitative data based on the researchers’ observations on the number of times the students engaged in misbehaviors. This data was collected once daily, twice a week for six weeks. Traditional teaching activities included videos, class discussions, and writings over the pre-selected civic qualities. Classroom B engaged in charades, Pictionary game, and role playing.

**Sources:**