

# WRITING WITHOUT PERMISSION: A CASE STUDY ON SKINNER'S ANALOGY THROUGH VANDALISM

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## Abstract

This study is elucidated on the psychological underpinnings of the testimonies and commentaries of the students' vandals which employed qualitative research. This also disentangled the emotions and opinions thematically made to be used by the student vandals through a case study with a narration. The respondents came from public and private high schools. The study used the purposive sampling and snow ball technique and utilized an in-depth interview in gathering data through narration of academic or social lived experiences. The theory of B. F. Skinner, theory of reinforcement and radical behaviorism was also employed in order assessed the psychological impacts of vandalism. In the narratives of the student vandals, the respondents were deeply affected by their violations. These also revealed that students were motivated and inspired when school authorities give rewards to their actions and outputs, in like manner when they violated and even punished such, students were also dampen and rebellious and so they resort to put in writings their emotions in any surfaces in the school. Vandalism is less prevalent in schools were students feel and experience that they are part of the school, they share in the decision making and ultimately succeed in their academic endeavor .With this acts, school authorities are encourage to give equal activities among students in order to address this kind of problem.

**Keywords:** BF Skinner, vandalism, case study, psychological underpinnings

## Introduction

Everywhere in an academe , in any surfaces, people could see vandals or graffiti. Students in an academe seem have freedom to do whatever they want to do especially when they are alone and that no one do ever look at them. Vandalism is done for numerous reasons and even purpose. These reasons can range and gauge from something noble to superfluous. By understanding the motives or reasons of the teenagers in the high schools why they perform vandalism, school administrators and authorities are more able to understand them better. The motivation for school vandalism is not a clear cut. Many experts believe that much of what is called vandalism is not actually vandalism in the legal sense of willful damage, but results rather from unintended use; casual misuse and designers' failure to anticipate the way in which products and facilities are used; or failure to accommodate the users' requirements, so that the users "adapt" the environment.

Exposure of the vandalism in public is very important in this study, as it entails the challenge to the vandals to hurdle in the spirit of the art or willful damage. The more writers and write ups of vandalism are seen in the wall or any surface is the insignia of claims. Vandals claim for attention and recognition. Some claims for fame and rebellion anachronistic attitude. Vandalism may be a symbolic claim by the one who wrote it, it may be his feelings, or maybe longing for public recognition. The bigger the vandal writings, signify the character of the vandals. Public places like schools, parks and the like are places where vandalism are pervasively seen. The psychological underpinnings through narrations by the vandals is worthy to be discussed in this study. This shows up like mind of its own at a place how it wants. This gives a glance into deep seated individual attitude that makes one perform vandalism.

As espoused by Yavuz, A & Kuloglu ( 2010) vandalism is an action with social, psychological, spatial and economical elements that have negative impacts on environments.

Some call for better community engagement to manage indiscriminate vandalism while others are nonplussed.

## Statement of the Problem

1. What is the psychological underpinnings of the study?
2. What are the academic lived experiences of the student vandals?

3. What are the detailed accounts of the student vandals based on case analysis?

## RESEARCH METHODOLOGY

### **Research Design**

This study on the elucidation and commentaries of the student vandals employed the qualitative research. This also disentangled the testimonies thematically made to be used by the student vandals through a case study with narration.

### **Locale of the Study**

The target respondents were high school students participated by public and private high schools in Tuguegarao City namely : Cagayan National High School, John Wesley College High School Department, University of Saint Louis High School, Linao National High School and Cataggamman National High School.

### **Respondents and Sampling Procedure**

The participants of the said study were high school students that studies in the public and private schools in Tuguegarao City.

### **Data Collection**

The study made utilized an in-depth interview among the student vandals in gathering the data using narration of experiences or testimonies and also made used interview guides for more precise narratives. The commentaries were transcribed and disentangled as it clearly defines the objectives of the study. In this way, data were treated with confidentiality specially that respondents were minors. All experiences, testimonies and opinions of the student vandals were transcribed and disentangled. Open-ended questions revolved around the commentaries , experiences and testimonies of the student vandals.

### **Data Gathering Procedure**

Written letter was made and sent to school administrator. After which, the researcher sought the help of the guidance counselors by merely determining the school violators especially the case of the vandals.

In-depth interview was also made, recorded and translated to clearly understand the testimonies of the student vandals and also questionnaires were also translated for the student vandals to understand clearly what these questions were trying to insinuate.

### **Data Analysis**

The data collected from the student vandals was disentangled using thematic analysis. This method connotes experiences, commentaries, testimonies and the realities narrated by the student vandals. Using the purposive sampling and snowball technique were materialized. With the testimonies and commentaries, the researcher utilized a case study or analysis. The theory of Skinner, theory of reinforcement and radical behaviorism was also employed in order assess the psychological impacts of vandalism.

## DISCUSSIONS OF RESULTS AND FINDINGS

### **Reinforcements and punishments of vandalism**

Numerous educators and management controlled norms in school can be of help to vandalism. School's policies and rules and regulations are really imperative in this study. As it guide the students as to what is right or wrong. Some testimonies , by committing acts of vandalism, learners often express their aversion to their teachers. There were some also

occur for ideological reasons, Tewskbury & Mustaine (2000). Vandalism is less prevalent in schools where students feel and experience that they are part of the school, they share in the decision making and ultimately succeed in their academic endeavour. In like manner if schools also ignore students intellectual abilities and differences in personality it tremendously lead to frustrations and misconduct, then possibilities on the eruption of vandalism, Fisher (1988).

There appears to be a link between vandalism and poverty, unemployment, substandard living conditions, single-parent families, dysfunctional family relationships, a high average number of persons per household, high mobility of the neighborhood residents, drug and alcohol abuse, as well as various other social problems that combine to create an environment of disillusion and personal unsettlement.

As propounded by Goldstein (2013), the attitude towards vandalism is much the same as that toward other low levels of aggressive enactment such as refusal, disruptiveness, bullying, cursing and harassment. The social impact of this behaviour may be employed in the study to determine the psychological impacts too of the violations committed by the student vandals.

Employing the theory of B.F. Skinner, radical behaviourism which emphasized the importance of reinforcement. Skinner espoused that a student's behaviour and his environmental factors that influence it are much more crucial to the fundamental understanding of a student's psychological state.

### **Academic Lived-Experiences of Student Vandals**

The academic experience of the student vandals is generally boring. Most of them reveal that studying is not that fun and interesting. Cutting class is an ordinary experience among the student vandals. Having high grades is not their motive to study as they are not dead serious with their studies. As youngsters, majority claim that they are in a stage of exploring and discovering numerous things in life. They like spending time with their friends and discover things with them. Being with the 'barkada' is a lot of fun and days are meaningless without having fun with them.

Performing vandalism is of great fun than writing papers and projects, according to some vandals. Scribbling on walls give them the ability to freely express what is in their innermost thoughts. There are no rules to be followed in doing vandalism, no authority to say whether they do things right or not, no structure the way of doing things they like doing and no grades to say whether they are doing it well or not. There is a feeling of pride in their work especially if they crafted something that elicited positive remarks from other students. Hearing favourable remarks provide them a sense of ownership as they see them to be their product. Some facilitating factors that allowed them to realize vandalism is attributed the fact that the place where they vandal is free from scrutiny of school authorities and there is access to writing materials such as pentel pen, spray paints and other scribbling materials are very much accessible.

Experiencing vandalism provides insights on how the respondents in making choices in their lives. Good and bad choices are thought about as they have performed vandalism. While most of the respondents find vandalism as a personal expression, majority of them revealed that performing vandalism is of no use on their part as students. They are one in saying that it does not increase their grades as claimed by some of the respondents during the interview, they said "*Hindi naman nakakatulong sa pag-aaral ko* ( It does not help me in my schooling.); *Wala akong natututunan sa pagvandal* ( I have not learned anything good from vandalism) ; *Hindi naman nakapagdagdag ng mataas na grado* ( It does not give me good grades ). It is also an enormous waste of time and money on the part of school to remove vandalism. Vandalism is self-defeating activity.

Parents even went to conclude that they were no longer studying because of what they did. For them, this is a sweeping idea because they should not be judged of their academic performance by one single act of vandalism. Sometimes parents just don't understand why they did such a thing. They said, teachers and school administrators started to be cold with them. They are always suspicious with actions. Sometimes others feel that no matter how they start doing good things in school, they are always labelled as "bad". The bad image remained to be with them. It is just like feeling you are criminal because they monitor you all the time, suspecting that you are to do a bad act again.

Experiencing the bad consequences of vandalism did not make the respondents become better performers academically. In the classroom, they carry the image of a vandal and sometimes this image is recalled during joke time and as the need arises.

### **Case Analysis of the Lived Experiences of the Vandalism Writers**

This part of the paper highlights the cases on the lived experiences of the vandalism writers. It seeks to provide a more detailed account on the experiences of the respondents which one shot survey may miss to unravel. The criteria used for selecting the respondents in the case analysis are as follows: a) the uniqueness of their narratives; b) the story must be reflective of the general findings of the study; c) the willingness to share the details of their story must be reflective with the educational implications.

## **THEME: THE PLACE OF MY REFUGE**

### **Jane – The restroom was place of refuge and my listening ear**

Jane is a grade 8 student at Linao National high School. She is a consistent honor student since elementary until now. She is the 2<sup>nd</sup> in the brood of seven and she is a conscientious student who dreams to be an accountant someday. Jane like many teenagers is deeply attached with her peers. She is friendly and enjoys having fun with her friends.

One day, Jane had misunderstanding with her best friend Jessica. She was accused of something which she had done and yet this was not true. She tried explaining herself to Jessica but the negative news about her circulated like wild fire in the classroom. She cannot help but to feel angry about her friend Jessica. But the sad thing is that she did not have the courage to tell her how she honestly feels.

During noon break, Jane went to the restroom to pour out her emotions. She was terribly angry against Jessica and the feeling of hatred came rushing in her heart. She got her ballpen and started scribbling “I hate you Jessica”. The feeling of hatred was so intense that she just had it unleashed through the wall. She wrote it in ball pen as this was the only thing she had at that time. The letters was quite big, big enough for Jessica to read.

While doing the scribbling, Jane had mixed feelings. The hatred pouring out in the writing was there but the fear of being seen by somebody is another emotion. She knew there is a penalty to be imposed to any student caught to have vandalized in any place of the school but she wanted Jessica to know that she just hated her. That was the only single thought she had in mind. Writing the vandalism was done quickly and the letterings were made without considering its aesthetic style. What was clear, in her mind, was that the message must be there to be expressed and to be read by Jessica.

The choice for the placement of vandalism particularly on the wall of the restroom was done automatically. This sprang from the fact that there were other existing vandalism writings in the place. Putting her thoughts and feelings in the same place was an ordinary act just like what other students do. She felt there was no one in the classroom that she could ventilate her hatred and going to the restroom to express her feelings was something spontaneous to her. Jane expressed that she cannot tell directly her feelings to Jessica as she did not have the guts to tell how she felt. Worse, she did not know how to say it. No one in the class was credible enough to express how she felt at that time. There was only one place she thought could help her release her anger and that was the restroom. The restroom was her refuge, her listening ear and her comfort of release. Doing the vandalism was a good release of bad feelings, a ventilation of brewing. Jane felt happy about it as she proceeded home for the lunch break. At night time, she did not feel a sense of guilt that she did what she had done. To her, she just expressed her anger and she liked that Jessica would read what she has written. That was the ultimate purpose for doing so.

The following day, news inside the classroom about the vandalism became the subject of conversation. Jessica knew someone had written on the wall of the restroom. Jane observed that she felt bad about it and immediately went to the restroom to superimpose another ink on the letters so that the message would not be read. Jane felt the message was rightly communicated. She felt happy about it. Now she knew somebody hates her, she muttered.

While the classmates were talking about the issue, Jane remained silent and she never spoke. Everyone suspected her to have written that vandalism because they knew they had recent quarrel with Jessica. Jessica did not confront her regarding this. She also remained silent about it. Jane suspected that her silence about the matter indicated that she felt she was also wrong and that she acknowledged that she made bad acts against her. Days passed and the issue about the vandalism she made died a natural death. Like many friends do, she had made amends with Jessica and became friends again.

To date, the vandalism of Jessica is still seen on the walls of the restroom. Every time Jane goes to the restroom, she is being reminded of that incident. She felt the importance of the restroom to her life at the time she had that hatred overflowing in her heart. To her, the restroom was the right place to express her feelings. If one likes to communicate a message to anyone, the restroom is one good place because it is a converging place of students. Everyone could see and read what one wants to deliver as a message. “No holds bar”, so speak to tell what one likes and one feels secured because of the anonymity of the one writing it. However, seeing the vandalism makes her feel bad on the other hand. She feels guilty about having written it because it makes the restroom dirty. She added more mess in her school, she expressed.

## **THEME: DARE TO LOVE ON THE WALL**

### **“I Love You Angelica” – A Message of Love On the Wall by Mike**

Mike is a third year student at Cagayan National High School. Like most teenagers, he fell in love with a girl named Angelica. Mike courted Angelica but he is not contented with the act of going on dates, by texting, calling and

visiting her at home. His emotion is so overwhelming that he cannot keep it by himself. He needs to express it and make known to Angelica that every day in his life that he loves her.

One day, Mike thought of expressing this affection to Angelica through vandalism. The best place he thought was the wall near the stairs where Angelica passes by every day in going to her class upstairs. That day, Mike felt so in love that he cannot contain his affection. He suddenly got his pentel pen and wrote "I Love You Angelica". This he did on February 12 just a day before their Juniors Seniors Prom. The act of writing this statement was something spontaneous. There was no thought that the act is bad or it is forbidden by the school authorities. All he had in mind was to express what he wants to say to Angelica, the girl he dearly loves. Expressing this love to Angelica is something he verbalizes during courtship. He tells this more often when they are together. Angelica knew his affection to her too. However, to his mind, writing vandalism was his way to tell Angelica that he loves her and this affection must be communicated to her every day. The place was conspicuous and he knows that Angelica would read the message as she passes the place.

Writing the vandalism was done during recess time. He thought nobody saw him when he did it. Without him knowing, some students saw him vandalizing the wall. Immediately, these students brought the matter to the Guidance Office indicating that he wrote vandal on the wall. On the same day, he was called to the office to explain the matter. Without much justification, he admitted the act and was reprimanded. He was required by the Guidance Counselor to remove the vandal by repainting it. He was also required to call his parents to school to inform them of his misdeed. But he did not tell his parents neither call them to school because he did not like them to know his misdeed.

Being reprimanded by the school authority was nothing to Mike. For him, what matters most is that he was able to communicate what he wanted to convey. Angelica read the vandalism and Angelica knew that he was the one who wrote it. Angelica was happy about the act of his suitor. She felt the love and the purity of his intention. She felt she was special, according to Mike. This reaction of Angelica made him happy. The punishment was nothing as compared to his feeling being expressed to the girl he loves.

When asked whether there was guilt feeling in doing the act, Mike said there was nothing that made him guilty. The act was liberating. It his way of making Angelica know that he exists, and the purpose of his existence is to love her. Loving is a way of communication, Mike added. When you love someone, express it. It makes you happy and you find completeness in your being.

However, Mike expressed that he will not vandal again. He realized that youth like him must channel their feelings in the right avenue like texting, letters, poem writing and the like. These are more reasonable and more accepted means of communication. These channels must be taught to the youth because they must know how to express their feelings properly.

## **THEME: MY FAVE CARTOON NETWORK**

### **Malko – Slam Dunk Sakuragi is me and I am Sakuragi**

Malko is a first year student of University of Saint Louis. He is known to everyone to be Junior. As a growing teen, Malko is an avid fan of cartoons. This passion was developed when he was still in the elementary level. Cartoon characters are of great interest and he loves to draw cartoons every time he has access to a paper ball pen or pentel pen or any writing material. For him, cartoons are entertaining, it's fun and interesting. He shares this interest with some of his friends and cousins. As a matter of fact, he has the latest collections of cartoon characters. Name it and he has it, he muttered during the interview.

Of the different cartoon characters he collected, the character of slam dunk sakuragi was of his greatest fun and interest. He was addicted to it and almost every day of his life, he has this cartoon character. It is the same character he shares with his cousin. His passion for sakuragi revolves around the fact that it is unique in many ways. Unlike other cartoon characters, sakuragi shows character of power, physical beauty, and most of all, the greatest sports hero ever. Whenever he sees Sakuragi, he feels he is one with the character. He feels that Sakuragi is close to him and he sees it as an intimate friend. More importantly, he feels that there is Sakuragi in him, in many ways.

As a basketball enthusiast, Sakuragi is his idol. His passion and identification for it was beyond compare. Every time he is given the time and opportunity to write, there is but one thing he can immediately draw and that is Sakuragi. As a matter of fact, almost all the chairs he sat in have the Sakuragi drawing in it. The chair was a good placement of his cartoon friend. The reason why he does it because he wanted to make his friends know that he is a fan of Sakuragi – that is an avid fan of Sakuragi.

Vandalizing the chairs with Sakuragi drawing was not an issue for Malko for quite some time. He drew it in many chairs where he was seated. No one sees him doing the vandal and he did it during classes when he is seated at the back. Sometimes, boredom of class discussion makes him think of Sakuragi and inscribe its face on the chair. Some of his friends who knew he was scribbling Sakuragi cartoon on the chairs love what he is doing. They appreciate his drawing and he feels

elated with the feedback given to him on this regard. Thus, he did many drawings of Sakuragi when opportunity knocks. He felt indeed happy as he saw Sakuragi on chairs.

One day, there was a growing rumour that his adviser was looking for the vandal whose scribbling was always Sakuragi. The teacher was problematic about the increasing number of chairs with the vandalism of this cartoon character. Unknown to Malko, some of his classmates knew that he is identified with such drawing. It was so easy for the adviser to identify was the vandal because everyone knew that there is but only one person who is identified with Sakuragi.

Upon identification by the adviser, Malko admitted that he is the culprit to these vandals. He was called by the Prefect of Discipline and his parents were also called to inform them of his misconduct. Department in the school is very strict and Malko suffered a lot. He was deducted 15 points from his department and he was suspended for one week. He was also made to erase the drawing and repaint all the chairs he vandalized.

News about him circulated in the high school department. Everyone laughs at Malko because of his misdeed. But he did not entertain all these comments. For him, having done the vandalism speaks of himself. He was happy about what he did. The punishment was nothing even with the reprimand of his parents. What was important is that the vandalism helped him expressed his feelings. He loves to be identified with Sakuragi. To him, he and Sakuragi are one and the same.

## **THEME : MY ANONIMITY**

### **Alex – To be Subversive is Not Good**

Alex is an active student leader from John Wesley College and he is popularly known as “Ramon the Great”. He loves such pseudonym because he knows he is great in his own way. Alex has been a consistent active office of the school. He was the Vice President of the Student Body Organization and he is proud to have been elected in such a position. As an officer, there are times that there are conflicting ideas during meetings. Each officer has a set of beliefs and perspectives about things and this causes annoyance and bickering among the officers. One of the officers that Alex does not like is Boyet. He is known to have radical and “out of the box” concepts in all things. These unconventional ideas are the reasons why he is not liked by other student officers. Unknown to other students who do not know his unpopular perspectives, liked him he has a sense of humor and his ideas are “bought” by them. However, Alex disliked this approach and ideas of Boyet. He finds him arrogant and he does not entertain other ideas except his.

One day, the officers had a meeting and there was a heated argument between Alex and Boyet. They argued on some ways on how to celebrate the Teachers Day celebration. Many student leaders were one with the idea of Alex but Boyet insisted his own idea. He did not like the proposal of Boyet which was supported by most of the officers anyway. No amount of good argument and convincing approach could make him subscribe with the idea of the majority of the officers. This made Alex become annoyed and angry against Boyet which was a feeling shared by most of the officers.

After the meeting, Alex went out of the room with bad feelings against Boyet. He proceeded to the restroom as he wanted to urinate then. After urinating, he can't get over his bad feelings without a second thought, he got his pentel pen and wrote on the wall “NPA ka Boyet”. The word NPA was written which means New People's Army was made because this is the most appropriate description of Boyet's attitude. Like most NPA members, he always acts as activist, he does not like to lose in the discussion, and he insists on doing things his own way even of it hurts the feelings of other officers. Whenever the officers come into agreement, he is always there to object and he does not like to push through with the programs and projects that are being initiated by the group.

When asked why such vandal writing was put in the rest room, Alex replied that this is the right place for him to see how I felt. He passes on this wall whenever he visits the restroom and there is no doubt that he will read my statement from time to time. He further said that he does not have the courage to say to Boyet that is NPA because he is very aggressive and radical in many ways. There is no point that he would subscribe to anyone. He thinks too much of himself and he always believe that he has the best ideas every time. He does not realize that his ideas are unpopular and they are not good in many ways. That is why, writing on the wall was the safest way of expressing that he behaves like an NPA.

There was no remorse feeling on the part of Alex that he has written *NPA ka Boyet* on the wall. He revealed that as a student leader, part of his duty and responsibility to advocate against vandalism and for the cleaning up of the school. However, vandalism to him was the only way to express his feelings and to convey the message that Boyet is an NPA. As a matter of fact, he believes that if given another chance, he would write over and over again that Boyet is an NPA so as to make him realize and to say point blank to his face that he is always wrong. He expressed that the Philippines is a democratic country and the voice of the majority must be heard. The voice of those who have radical and unpopular ideas must not be given chance for implementation because the majority supports them. This is like the NPA Movement wherein they fight for the wrong cause and they feel they are doing the right thing even if it is detrimental to the interest of the

majority and the whole society. Their ideas are not humane and they inflict pain on others. They are mentally sick and they are violating the rights of many people, Alex asserted.

Alex was happy doing what he did. Writing on the wall released his anger and he conveyed what he really meant. He believes that the anonymity of the one writing the vandal made him more expressive of his feelings. There were no restrictions and there was absolute freedom to do it. He thought that there are many students who are in conflict with each other who subscribe to vandalism writing as a way of expressing their anger and other negative feelings about their enemies. This is their way to show to their enemy that they are wrong and that they are bad to people or they are not doing well as expected of them either as friends, teachers, and students. Vandalism writing may be wrong to authorities but it is a way of expression, said Alex. More than anything in life, it is when one expresses his feelings freely that there is a sense of equilibrium and this is the essence of democracy, he said. Communication must be open and vandalism is the freest avenue of communication in a democratic country, he added.

## THEME : HIS GREAT MESSAGES

### Julius – Text Messaging through Vandalism

Julius is a student of the Cagayan National High School. Usually, Julius and his peers spend time sitting on the bench near their classroom. The bench has been a witness to their laughter, joys and unity as friends. It is, for them, a venue for nurturing their friendship and a place for keeping their collective thoughts and dreams.

In one of his private moments in his school, Julius wrote on the bench, Crush kita Sweety Cunanan (I have an crush on you sweety Cunanan). For him, this was an expression of his affection to Sweety. Sweety is his crush and he has been longing to court her but he never mustered enough courage to do so. But writing this vandalism on the bench has changed his life. The vandal writing which he never thought would reach Sweety has been read and conveyed to her. She discovered who was the author of the vandalism and this was the start of their relationship. Unknown to Julius, Sweety had also a crush on him and this made the possibility of their love to be nourished.

The turn of events was so quick and this was unimaginable for Julius. He never thought that the first vandalism writing which he wrote expressing his love to Sweety would be answered by her. As a matter of fact, he considers it to be a miracle because there was an exchange of vandal writings. The exchange of communication was as follows:

Julius: *Crush kita Sweety Cunanan* (I have a crush on you Sweety Cunanan)

Sweety: *Sino ka ba?* (Who are you?)

Julius: (he wrote his pen name) Romeo

Sweety: *Sure ka, Romeo Who?* (Are you sure?)

Julius: *Basta crush kita* (I am certain I have a crush on you)

Sweety: *Bakit di ka magpakita sa akin?* (Why don't you show up to me?)

Julius: *Aloof pa ako magpakita sayu eh.* (I feel aloof to see you)

Sweety: *Misteryoso ka naman. Paano mo ako nakilala?* (You seem so mysterious. How did you know me?)

Julius: *Maliit lang ang mundo kaya lagi kita nakikita. At kapag nakikita kita kumpletong kumpleto na ang araw ko.* (It is a small world so I often see you. My day is complete whenever I see you)

Sweety: *Nahihiwagaan ako sau.* (You seem to be a mystery)

Julius: *Kung magpapakilala ako sayu, di mo ba ako pagtatawanan?* (If you see me in person, wouldn't you be laughing at me?)

Sweety: *Syempre hindi.* (Of course not.)

Julius: *Pwede b manligaw kung sakali?* (Can I court you, if possible?)

Sweety: *Ang bilis mo naman Tyong.* (Oh, you're so quick, dude)

Julius: *Di muna ako magpakilala kung ganun.* (I won't introduce myself then)

Sweety: *Ok kung yan trip mo.* (It's alright if that is what you want)

Julius: *Lam mo Sweety, di na crush ang nararamdaman ko kundi mahal nakita talaga. ikaw ang ideal woman ko.. mabait ka, maganda at mahinhin.. yanang type ko na babae talaga. Di ka madaldal.* (You know Sweety, what I feel for you is no longer infatuation but love. I really love you. You are my ideal woman. You are kind, beautiful and demure. Those are the qualities I like in a woman. You are not talkative.)

Sweety: *Sure kana tlga na kilala mo ako? Di nmn ako maganda eh. Mas lalo di mahinhin.mabait pwede..hehehe*(Are you really sure that you know me? I am not beautiful and not demure. I can be kind. He.he.he)

Julius: *Pede na b ako pakilala ng personal?* (Can I introduce myself in person?)

Sweety: *Plsss..kc gusto ko makilala ka.* This is my number \_\_\_\_\_ (Please, I want to meet you. This is my number)

After the exchange of conversation, Julius and Sweetie met. They know that the vandal messages they did were long and the bench was completely full. They found it very effective and thrilling to use vandalism as their avenue to communicate. It is more thrilling than using the cellphone, ' Julius said. He used the bench as a place to stay most of the time as he was excited to see what is next to be read. Their meeting was exciting and they just laughed together how they did the thing. After a month, they found themselves in a relationship. Julius revealed that he was happy for vandalizing because he found the girl of his life. Their love story was unique and he was happy to have experienced it. Vandalizing was great and it was a lot of fun, Julius said.

With these commentaries and narratives shared by the student vandals, a lot of emulations and realizations were made. Some experienced funniest moments, deeply in love, inspired, revenged and even used toilet as a refuge. Their behaviour explained the result of learned associations and actions. Behavioural events may be understood and analysed in relation to past and present environment and evolutionary history without residue. That is, accounts of behaviour with respect to environment and evolution leave nothing out: no internal states, intervening variables or hypothetical constructs are required, Baum (2011).

All the presented testimonies were merely an experiential and by contemplating those misdeed actions were a kind of lesson that someone must learned.

## CONCLUSIONS AND RECOMMENDATIONS

The study employed the theory of B.F. Skinner, the theory of Reinforcement and Radical Behaviourism. Student vandals were able to give their detailed accounts on the school violations they committed and realized that performing vandalism really affects their personality and that they were judged according to their wrong doings. The school has the imperative role to implement policies that would help student vandals divert their attentions especially school related activities, Rubel (1980). The student vandals who gave detailed accounts on their commentaries of vandalism acts were thought of having a self-realization. Committing as such kinds of violations where a taboo according to them. Giving punishments among the violators are not helpful, thus, the theory of reinforcement justifies the need to give even preferential attention to the student vandals. The love and care are imperative factors that these violators need.

It can help school eradication of vandalism by making school related activities be equal among students and not a selective programs that would lead to great atmosphere in an academic community.

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