

Classroom Discipline Strategies for Elementary Teachers

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Abstract

The main purpose of the study is to determine how frequent and useful the classroom discipline strategies used by Elementary Teachers. This study employed descriptive method of research to assess the frequency and usefulness of classroom discipline strategies of elementary school in Moalboal District for the school year 2019-2020 as basis for an action plan. It utilized an adapted questionnaire for gathering data. The statistical tools used were percentage, weighted mean, and Pearson-Product Correlation. The results showed that 20 respondents or 38 percent were mostly 40-49 years old and majority or 88 percent were females. Majority or 65 percent have Bachelors' Degree with master's units. Majority or 35 percent have been in the service for 11-20 years. With regard to position held, majority or 36 percent are Teacher 3 and majority of the School Heads or 67 percent are Principal 1. With regard to Teachers' frequency of classroom discipline, it obtained an average rating of 3.05 described as Often, while the School Heads got an average rating of 3.3. described as Always. For Teachers' Usefulness on classroom discipline strategies, they have an average rating of 3.21 interpreted as Useful, similar to the rating from School Heads with 3.17 interpreted as Useful. Hence, there is a comparable result existed between the Teachers and School Heads. As such, it is recommended that the proposed Action Plan be implemented.

Keywords: Administration and Supervision, Classroom Discipline Strategies, Descriptive Research, Action Plan, Moalboal, Cebu.

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1. Introduction

Rationale of the Study

Teaching elementary education in public schools is a very challenging responsibility. It is not only about teaching the required subjects, but also advising the weary students, implementing rules and regulations, and maintaining discipline inside the classroom. Since the inception of K to 12 (Basic Education Curriculum) in the Philippines- which has already been implemented in the western countries, the Filipino people have expected schools, particularly, public schools to develop self-discipline among students and for teachers to use disciplinary. Therefore, teachers must be equipped with knowledge of some of the classroom discipline strategies to maintain a smooth and room conducive to learning.

As stated by Jim Walter and Shelly Frie (2007), teacher burnout and turnover are usually the results of the schools that typically have a difficult time establishing and enforcing a discipline policy. Approximately one-half of all classroom time can be taken up with activities other than instruction is what many teachers commonly find. More instructional time and less management of behavioral troubles can be very easy for teachers if receive effective training in the right strategies.

Moreover, the important indicator of teacher retention, satisfaction, and commitment as suggested by four studies is student discipline (Rinke (2008). As perceived by the teachers, student disruption is the main concern of the teachers but initially, they predicted that underachiever would be their main classroom problem. Classroom discipline is a complex issue that cannot be reduced to a technical and scientific problem. It is composed of complex interactions among teacher variables, student variables, and societal variables. Because classroom discipline is structured around the parceling of power in a specific public space the issue becomes importantly political and educational (Buzzelli & Johnston, 2001; Pane, Rocco, Miller, & Salmon, 2014).

Therefore, the specific link between the school goals and students' compliance is subject to political and ideological interpretations. The different interpretation in the classical division is the difference between a format of classroom management in which the power is teacher-centered versus a classroom management format in which the power is shared with the students. (Ding, Li, & Kulm, 2010; Evrim, Gökçe, & Enisa, 2009)

Based on the foregoing situation, this study is undertaken because it is a concern mostly by teachers worldwide and a great factor for teacher stress, burnout and in some cases leaving the profession, a waste of classroom time, etc. It is needed also to provide instruction effectively and to prevent classroom disruption, to make productive on students on the task being assigned, to enhance student's participation, and to ensure students participation with the teacher. This study is also undertaken to determine the usage of classroom discipline strategies to cope up with an action plan.

Theoretical Background

This study is anchored on Jacob Kounin's Theory on Classroom Awareness and B.F. Skinner's Theory on Behavior Modification. This study also anchored on different strategies which include reality therapy, discipline with love, distinctive theory, incentive strategy, and assertive discipline. This study also assesses that the better the classroom discipline strategies of teachers, the better is their performance.

No strategy for discipline or management is best suited for all teachers or all problems. These models have been proven successful in the elementary and secondary classrooms in assisting, the development of an improved teaching/learning environment.

According to Jacob Kounin (2013), he has five key concepts namely: (1) The Ripple effect, (2) With Witnesses, (3) Overlapping, (4) Movement Management, and (5) Student Boredom. The Ripple Effect is the process involved when a teacher corrects pupils.

The correction of that one pupil quite often affects and corrects the behavior of the pupils who witness the correction. This phenomenon works efficiently at the Elementary than at the high school level. With Witnesses, Kounin invented this term for teachers who seemingly have "eyes in the back of their heads". Witness has two primary parts namely: Selecting the correct pupil in correction and selecting the more serious of two simultaneous problems.

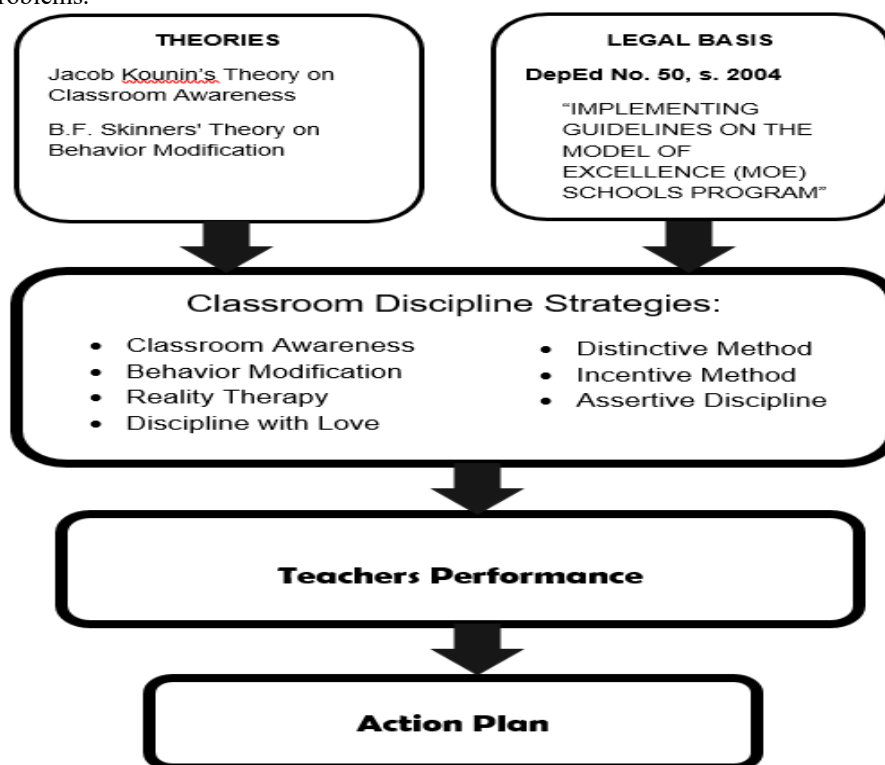


Figure 1.

Theoretical Framework of the Study

Kounin's third concept which is overlapping refers to the ability to overcome two problems at once. Kounin feels that any teacher who is good at overlapping will be able to see the entire classroom efficiently. The fourth concept is movement management wherein teachers who make smooth transitions from one activity to another and keep the pace of the lesson smooth will have fewer classroom disruptions.

The last concept of Kounin's theory of classroom awareness is student boredom wherein when too much repetition is involved, pupils tend to get bored. Boredom creates careless work and increases errors. The teacher must incorporate various teaching/learning activities, methods, or styles.

Furthermore, B. F. Skinner's (2015) main contribution to education has been in the area of reinforcement and how it is used to control and motivate pupil's behavior. The concept of behavior modification was coined by educators who took to Skinner's ideas and propose them to ideas for school discipline. There are twelve key concepts behind the modification of behavior namely: consequences are shaped by behavior if followed immediately by reinforcement, the behavior is strengthened, those that are repeated are strengthened behavior, if not followed by reinforcement, the behavior is weakened, less likely to be repeated are weakened behavior, if followed by punishment, the behavior is also weakened, the one that can shape an individuals' behavior is reinforcement, to produce the best result it should use constant reinforcement, it is best to maintain by intermittent reinforcement has reached the desired level of learning, behavior modification is the process of

behavior shaping through reinforcement.

In modifying behavior, it is applied in two ways namely: the desired action is observed by the teacher, rewards in pupils and pupils tend to repeat the act and the teacher observes a pupil's undesirable act, he/ she ignores the act or punish the pupils. In using behavior modification, the teacher must be aware of three crucial items namely: the beneficial aspects of behavior modification, the dangers of punishment and the type of reinforcement being used. There are five systems of behavior modification that have been developed. All five have been used successfully by teachers in the elementary and secondary classrooms. These five systems are Informal "Rules-Ignore-Praise (RIP), Contingency management, Rules-Reward-Punishment (RRP), contracting and catch me being good" William Glasser's (2014) contribution to the area of classroom discipline comes in the concept of Reality Therapy. The rationale being is pupils. Being rational, they can control their behavior, it is whether good or bad, for good it produces good behavior. Bad will produce bad behavior. Pupils must be helped by the teachers to make choices. Teachers must not accept excuses for bad behavior. Pupil's behavior, good or bad must be followed by reasonable consequences. The class needs to have rules. It should be imposed. To attain matters of class rules, behavior, and discipline, there should be a constant classroom meeting.

Moreover, James Dobson (2015) advocates the use of corporal punishment in the classroom to solve some discipline problems. Dobson advocates that he approves of its use up to the ages of 8-10 years. After that age, he feels that the process of spanking is humiliating and does not accomplish the goal of behavior change.

The discipline at home (first obligation) must be reiterated and the authority of the school must also be secondary. Since the school is largely responsive to the wishes of the pupils, the primary responsibility in both objectives is the parents. Parents must agree that the teachers and administrators have favor reasonable control in the classroom even if it requires occasional application of corporal punishment. To achieve proper behavior, Dobson believes in five alternatives or steps: Silently looking on, directive Statements, modeling, reinforcement and physical Intervention and Isolation.

According to Haim Ginott (2015) distinctive method of discipline in which his basis of thinking revolves around avoiding attacks on the child's character. His methods involve twelve key statements: the teacher's self-discipline is the most important ingredient and it has a few victories in the series, the teacher should use stable messages. These messages do not attack the character of the child. To get the pupils' feelings, teachers practice harmonious communication.

Teachers at their worst attack and label pupils' character. To be imitable, teachers must model the behavior they hope to see with the pupils. It is better to invite cooperation from pupils rather than demanding it.

In some ways, that should the teacher express anger. It is discouraged to label pupils. One of the dangers is sarcasm, even praise is often dangerous. Pupils tend to improve if have great care. To develop self-esteem that could be the help from best teachers.

According to Frederick Jones (2014), there are three keys to the Jones method of classroom discipline. Some of these are considered background information, but vital criteria about the overall concept.

Pupils are disturbing or the other class members that is the reason why teachers in the typical classroom lose approximately half of their instructional time. Pupil's misbehavior-80% talking without permission and goofing off (19%), that is the reason for the lost time practically. Three kinds of techniques employ if teachers lost teaching time: effective body language, incentive system, and efficient individual assistance.

As stated in Lee Canters' (2006) basic Premise of Assertive Discipline, the teacher must have the conviction to say, "I care enough about all my pupils to allow them to learn. The key motivating factor is the positive reinforcement that is given by the teacher to the pupil. Five statements that the Assertive teacher must believe namely: I will not tolerate any pupil in this classroom from keeping us from teaching, I didn't tolerate any pupils Teachers didn't tolerate from any pupil to not learn throughout the bully or abuse from the other pupil. Teachers must engage pupils in any activity that is in the interest of the pupils. Whenever appropriate behavior is seen, reinforce it with a positive statement, gestures, etc and Assertive teachers do what works. They use what is comfortable for them.

Based on DepEd Order no. 50, s. 2004, in one of the content highlighting "The teaching methods, techniques and other requirements applicable to MOE schools". It reiterates the use of the following strategies namely: child-friendly curtains, chalk free- day, sustained silent reading, one hundred days, word of a day, reading buddies, reading extravaganza, summer reading camp, speak English campaign, amazing alphabet, reading aloud, reading for a prize, and book lovers club.

THE PROBLEM

Statement of the Problem

This research assessed the frequency and usefulness of elementary teachers' classroom discipline strategies in relation to their performance at identified Elementary Schools of Moalboal District, Moalboal Cebu for the school year 2019-2020 as basis for an action plan.

Specifically, it sought to answer following questions:

What is the profile of the respondents' groups as regards to:
age and gender;
highest educational attainment;
years of experience;
present position held; and
performance based on RPMS?

As perceived by school administrators and teachers, to what extent is the frequency and usefulness of teachers' in classroom discipline strategies as to:

classroom awareness;
behavior modification;
reality therapy;
discipline with love;
distinctive method;
incentive system; and
assertive discipline?

Is there a significant relationship between the respondents' profile and:
frequency of classroom discipline strategies; and
usefulness of the strategies?

Based on the findings, what action plan could be proposed?

Hypothesis

The hypothesis of the study was tested at 0.05 level of significance.

H₀: There is no significant difference between respondents' classroom discipline strategies when grouped according to their profile.

Significance of the Study

The researcher believes that various entities and sectors would benefit from the result of this study. These benefits are expounded as follows:

School Administrators. This study would make administrators assess their teacher in follow up on the frequency and utilization of various classroom discipline strategies. Thus, the finding would serve as basis for guidance on which teachers need help in disciplining the pupils.

Teachers. As the key persons in the educational enterprise, they can utilize the result of this study to improve in commanding specific instructions in instructional skills thus utilizing classroom discipline strategies appropriate on the appropriate subject matter and behavior management and discipline.

Pupils. This study would be beneficial to the pupil being the focus of the teaching-learning process.

Parents. The education of children lies within the efforts provided by the school. The improvement of the classroom setting would ensure that their children would learn in an environment conducive to learning.

Community. When the school provides the best efforts in educating the citizens, the growth and development of the community are ensured.

Incoming Researchers. The findings of this study could be a greater help used as baseline data for future studies of bigger and wider scope.

RESEARCH METHODOLOGY

Methods

This study was a descriptive survey method. It utilized an adopted questionnaire from David Theodore Oatman (2000) which was used as the main tool for gathering data.

Flow of the Study

This study utilized the system model approach employing input, process, and output approach. Figure 2 shows the schematic diagram of the study.

The Input includes the data on profile of the respondents as to age and gender, highest educational attainment, years of experience, present position held, and performance based on RPMS. It also solicits responses on the extent of frequency and usefulness of teachers in classroom discipline strategies in terms of classroom awareness, behavior modification, reality therapy, discipline with love, distinctive method, incentive system, and assertive discipline.

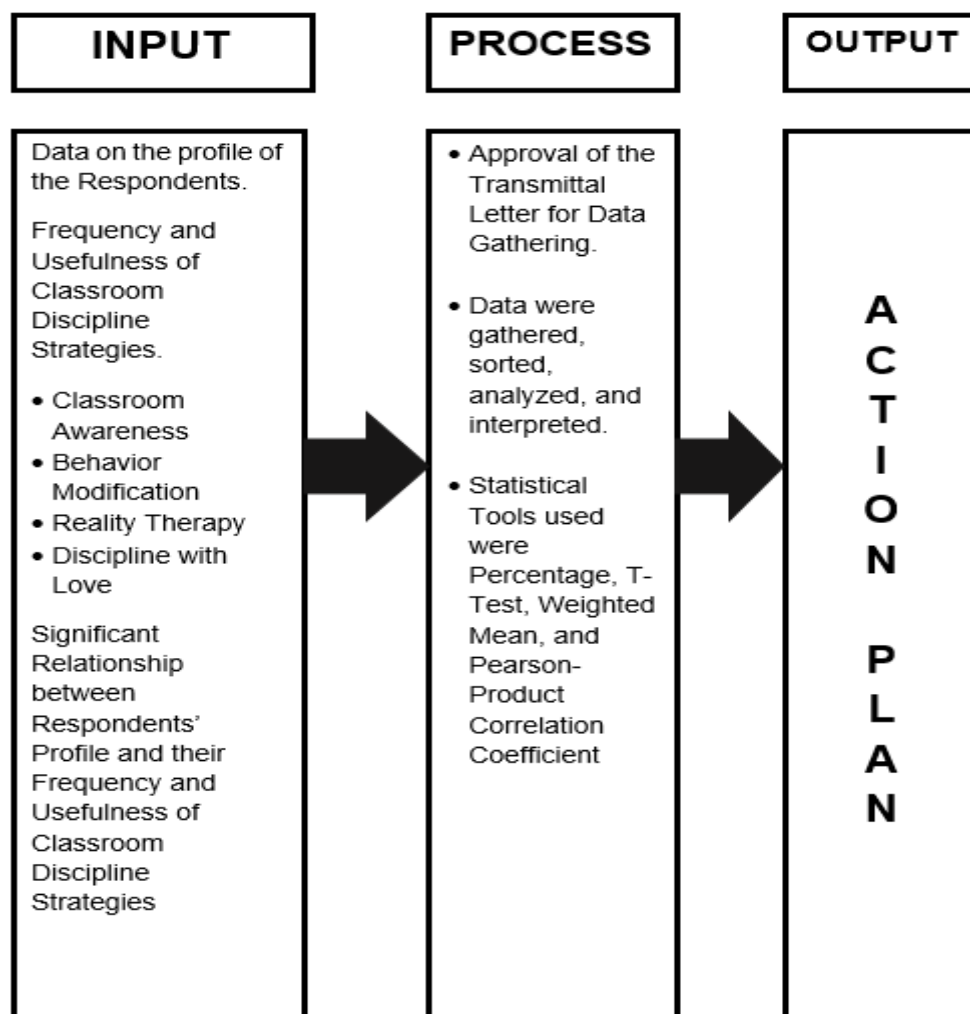


Figure 2.

Flow of the Study

The significant relationship between the respondents' profile and the frequency of classroom discipline strategies together with the usefulness of the strategies is also included in the input.

The Process is the data being gathered, sorted, analyzed, and interpreted. The analysis of information using statistical treatments such as Percentage, Weighted Mean, and Pearson-Product Correlation Coefficient, and T-Test is in the process as well.

The Output is the proposed action plan for frequent utilization of best methods and strategies which would manage classroom discipline.

Environment

The research study was conducted in three Elementary Schools namely: Lanao Elementary School, Tunga Elementary School, and Moalboal Central Elementary School. Lanao Elementary School is located at Lanao, Moalboal, Cebu, and Tunga Elementary School is located at Tunga, Moalboal, Cebu and lastly Moalboal Central Elementary School is located at Poblacion West, Moalboal, Cebu.

Municipality of Moalboal which lies at the Southwest Coast of the Province of Cebu, at a point which is 89 kilometers from Cebu City. It is situated between the municipalities of Alcantara and Badian. Lanao Elementary School has 8 personnel excluding the School Head and a population of 227. Meanwhile, Tunga Elementary School has 14 personnel excluding the School Head and a population of 315, and Moalboal Central Elementary School has 32 personnel and a population of 1100.

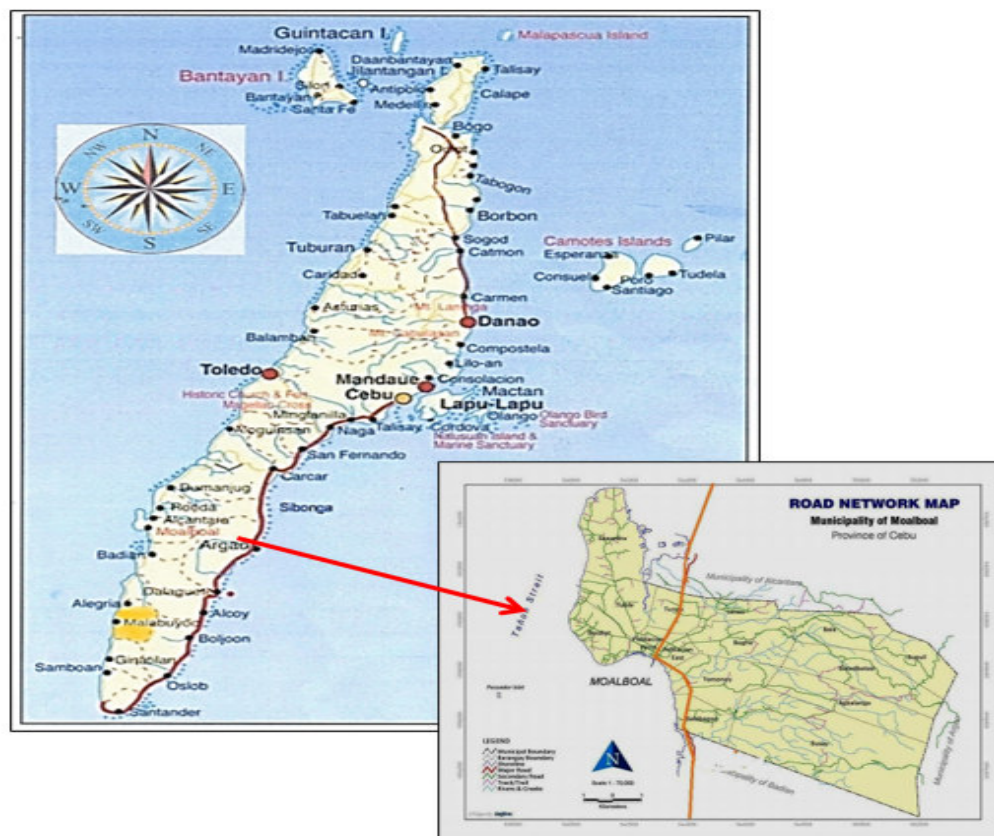


Figure 3

Location of the Study

Respondents

The respondents of the study were the School Heads and teachers of Lanao, Tunga, and Moalboal Central Elementary Schools. Table 1 shows the Respondents of the study.

Table 1

Respondents of the Study

Name of School	School Head	Teachers	Total	Percentage
Lanao Elementary School	1	6	7	13.00
Tunga Elementary School	1	14	15	27.00
Moalboal Central School	1	32	33	60.00
Total	3	52	55	100.00

As reflected in the Table, there were seven (7) respondents from Lanao Elementary School consisting of teachers and School Heads. Fifteen (15) respondents were in Tunga Elementary School and thirty-three (33) respondents from Moalboal Central School. In total, there were fifty-five (55) respondents for the study.

Instrument

The researcher used an adopted questionnaire from David Theodore Oatman as cited by Connolly (2012) in his study “The Impact of Teacher Education on Beginning Physical Education Teachers’ practices” as the tool in gathering the needed data of the study. This instrument was used to gather data on the frequency and usefulness of classroom discipline strategies. It catered the data needed about classroom awareness, behavior modification, reality therapy, discipline with love, distinctive method, incentive system, and assertive discipline.

Data Gathering Procedures

The researcher asked permission from the School Head of the school which the study was located. With the approval of the School Head, the researcher distributed the questionnaire to the identified respondents together with a cover letter.

After gathering all the data needed, the responses were tallied, analyzed, and interpreted objectively, and

conclusions were drawn after. The findings of this study served as the basis for crafting an action plan.

Statistical Treatment

To determine the respondent's profile, the percentage was utilized.

To unfurl the frequency and usefulness of classroom discipline strategies, the weighted mean and standard deviation was employed.

To obtain the correlation between the teachers' performance and their frequency and usefulness of classroom discipline strategies, Pearson-Product Correlation Coefficient was used.

Scoring Procedure

The researcher utilized the scoring procedures as stated in the next page.

To determine the frequency of the classroom discipline strategies, a 4-point rating scale was utilized with 4 as the highest and 1 as the lowest. The mean of the responses was interpreted using the scale and description below.

Scale	Weight	Descriptive Rating	Verbal Description
3.25 - 4.00	4	Always (A)	When the teaching strategies are daily used by the teacher.
2.50 - 3.24	3	Often (O)	When the teaching strategies are generally used twice a week by the teacher.
1.75 - 2.49	2	Sometimes (S)	When the teaching strategy is used once a week by the teacher.
1.00 - 1.74	1	Never (N)	When the teaching strategies are not used by the teacher.

To determine the usefulness of the classroom discipline strategies, a 4-point scale was employed with 4 as the highest and 1 as the lowest. The mean of responses was interpreted using the scale stated below.

Scale	Weight	Descriptive Rating	Verbal Description
3.25 - 4.00	4	Very Useful (VU)	When the classroom discipline strategies are very effective.
2.50 - 3.24	3	Useful (U)	When the classroom discipline strategies are effective.
1.75 - 2.49	2	Less Useful (LU)	When the classroom discipline strategies are less effective.
1.00 - 1.74	1	Not Useful (NU)	When the classroom discipline strategies are not effective

DEFINITION OF TERMS

For clearer understanding, the following terms are defined operationally.

Action Plan. This term refers to the plan of action to achieve manageable learners.

Assertive Discipline. This term refers to classroom discipline strategies in which the teacher remediates the misbehaving students in a smooth and orderly manner.

Behavior Modification. This term refers to classroom discipline strategies in which the teacher modifies the classroom disruption positively and harmoniously.

Classroom Awareness. This term refers to a classroom discipline strategy in which the teacher must be aware of the situation of the class.

Classroom Discipline Strategies. This term refers to the specific discipline strategies which the teachers frequently and usually utilize.

Classroom Disruption. This term refers to an event wherein the class is interrupted with certain incidents involving misbehaving pupils in various forms.

Community. This term refers to the locality where the school is located.

Discipline with Love. This term refers to classroom discipline strategies in which the teacher disciplines the student positively and reasonably.

Distinctive Method. This term refers to classroom discipline strategies in which the teacher uses a rare technique

in remediating classroom disruption.

Frequency of Classroom Discipline Strategies. This term refers the number of times the teacher utilizes the classroom discipline strategies.

Incentive Method. This term refers to classroom discipline strategies in which the teacher gives a reward based on the performance of the students.

Reality Therapy. This term refers to classroom discipline strategies in which the teacher remediates a classroom disruption realistically and humanely.

Results-based Performance Management System. This term refers to a tool used to measure teachers' performance.

Special Teacher. This term refers to the teacher handling a specific subject.

Strategies. This term refers to the method or plan used to improve the quality of teaching.

Student Disruption. This term refers to students who make an event to disrupt the ongoing classroom discussion.

Student-Centered. This term refers to a classroom setting in which the focus of activities is mostly done by the students.

Teacher-Centered. This term refers to a classroom setting in which the focus of activities is mostly done by the teachers.

Teachers Performance. This term refers to the ability of the teacher in which the basis is the mean point score or MPS of the pupils.

Usefulness of Classroom Discipline Strategies. This term refers to the effectiveness of classroom discipline strategies.

Chapter 2

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

These chapter shows the gathered data through tabular and textual forms. The sequence of presentation is based on the specific problems considered in this study.

RESPONDENT GROUPS' PROFILE

These two groups of respondents were the School Heads and teachers. They provided pertinent data to give precise direction on problems raised in the study.

Age and Gender

Age and gender are considered in the study. Ages are important variable in this study since it will determine the respondent's capability to do his job.

As projected in Table 2, a significant number of teachers were aged 40-49 years old having a frequency of 20 or 38.00 percent. A few of them were aged 50 and above having a frequency of 11 or 21.00 percent. This implies that most of the respondents are in middle age and gain experience in teaching. The School Head who were in 50 and above are having a frequency of 1 or 33.00 percent. The same frequency on age 40-49 and 30-39 years old with three respondents respectively. According to Alufohai, Peace Joan et. al. (2015), the learners perceived that middle-aged teachers are more effective in motivation, competence, communication and classroom organization.

Table 2
 Respondent Groups' Profile

Respondents	Teachers (N=52)		School Head (N=3)	
	Frequency	Percentage	Frequency	Percentage
Age				
50 and above	11	21.00	1	33.00
40-49 years old	20	38.00	1	33.00
30-39 years old	19	37.00	1	34.00
29 years and below	2	4.00	0	0.00
Total	52	100.00	3	100.00
Gender				
Male	6	12.00	1	33.00
Female	46	88.00	2	67.00
Total	52	100.00	3	100.00
Highest Educational Attainment				
Doctorate Degree	0	0.00	0	0.00
Master's Degree with Doctoral Units	3	6.00	1	33.00
Master's Degree	3	6.00	0	0.00
Bachelor's degree with Master's Units	34	65.00	2	67.00
Bachelor's Degree	12	23.00	0	0.00
Total	52	100.00	3	100.00
Years of Experience				
31 years and above	1	2.00	2	67.00
21-30 years	14	27.00	0	0.00
11-20 years	18	35.00	1	33.00
6-10 years	11	21.00	0	0.00
5 years and below	8	15.00	0	0.00
Total	52	100.00	3	100.00
Present Position Held				
Master Teacher 2/ Principal 2	1	2.00	0	0.00
Master Teacher 1/ Principal 1	3	6.00	2	67.00
Teacher 3/Head Teacher 3	19	36.00	1	33.00
Teacher 2/Head Teacher 2	18	35.00	0	0.00
Teacher 1/Head Teacher 1	11	21.00	0	0.00
Total	52	100.00	3	100.00

The concept of gender is the essential phenomenon for some psychologists. Gender distinctions, gender bias, and gender issues remain very paramount in understanding achievement-related behaviors so as to make it predictable, and as such amenable to possible manipulations.

Majority of teachers were females having a frequency of 46 or 88.00 percent. Few of them were males having a frequency of 6 or 12.00 percent. Most of the School Head were females having a frequency of 2 or 67.00 percent. Only one male having a frequency of 1 or 33.00 percent.

As stated by Shilpa (2018), the students who prefer male teacher were 27 percent or 20 frequency and 29 percent or 22 frequency were neutral. Out of 75, 44 percent or 33 students preferred females as their teacher. The data show statistically not significant with the P-value > 0.05. This observed a significant difference between preference for ladies and gents. The reason attributed for efforts taken in preparing lectures, sincerity, high pitch audible voice quality, and hard work all these students preferred ladies as their teacher.

Highest Educational Attainment

The level of education which the teachers possess greatly affects on how they handle a certain classroom disruption. Hence, the more knowledgeable the person is, the more he can handle the situation with confidence and competence.

Based on the data, all of the teachers were bachelor's degree with master's units having a frequency of 34

or 65.00 percent. A little of them were master's degree holder having a frequency of 3 or 6.00 percent. Some of the School Heads were bachelor's degree with master's units having a frequency of 2 or 67.00 percent. Only one or 33.00 percent has a master's degree with doctoral units.

To improve teacher effectiveness, teachers must continue to acquire graduate education (Harris & Sass, 2011) and teaching profession should raise its status (Sahlberg, 2015).

Years of Experience

It is said that experience is the best teacher. Having an adequate experience can equip teachers with capability and competence to handle classroom disruption.

Majority of the teachers have 11-20 years in service having a frequency of 18 or 35.00 percent, while there were 1-5 years in service having a frequency of 8 or 15.00 percent. Only one teacher has an experience of 31 and above years of service. Some of the School Heads were 31 years and above having a frequency of 2 or 67.00 percent. Only one of them were 11-20 years having a frequency of 1 or 33.00 percent. These data imply that the respondent groups have been in a long service of education and have practiced their profession very well in their stations assigned.

As stated by Podolsky (2016), teachers' experience is positively associated with student achievement gains throughout a teacher's career. The most step-in teachers' beginning years are the gains in teacher effectiveness associated with experience and continue to be significant as teachers gain adequate experience of their careers.

Present Position Held

This variable refers to the current position of the respondents. Based on Table 2, most of the teachers were Teacher 3 having a frequency of 19 or 36.00 percent. However, few of them were master teacher 1 having a frequency of 3 or 6.00 percent. Some of the School Head were principal 1 having a frequency of 2 or 67.00 percent. Only one of them were head teacher 3 having a frequency of 1 or 33.00 percent.

According to Jacob and Lefgen (2006), a more important factor in motivation, within most of the education systems, given a relatively fixed pay structure is the teacher promotion. Recently, the apparent impact on student achievement and many policymakers have proposed merit-pay programs which are linked to teachers' salaries. It is difficult to retain talented teachers because of the current reward system and these have connectivity on the new incentives in raising student achievement.

Performance Based on RPMS

Teachers should be rated based on their performance in School. It is also a requirement for promotion. In order to be promoted, the Teacher must get a rating of Very Satisfactory.

Table 3 indicates the performance level of teachers on the result of the Performance Management System (RPMS) during school year 2018-2019. It is recorded on through rating scale. It summarizes the rating they got.

Table 3

Performance Level of Teachers Based on RPMS

Rating	Performance Level (N=52)	
	Frequency	Percentage
Outstanding (4.50 – 5.00)	0	0
Very Satisfactory (3.50 – 4.49)	52	100
Satisfactory (2.50 – 3.49)	0	0
Less Satisfactory (1.50 – 2.49)	0	0
Unsatisfactory (1.49 and below)	0	0
Total	52	100
Average	4.265	
Description	Very Satisfactory	

As shown in Table 3, 52 or 100 % of the respondents had a performance rating of 3.50-4.49, Very Satisfactory. This means that the teachers have done their work well.

In the study of Akiri and Usbuengso (2009), the results point out those effective teachers produce better performing students.

EXTENT OF THE FREQUENCY AND USEFULNESS OF TEACHERS IN CLASSROOM DISCIPLINE STRATEGIES

The purpose on the frequency and usefulness of the classroom discipline strategies is to determine how the teacher remediates and diagnosed any problem caused by misbehaving and emotionally disturbed pupils.

Classroom Awareness

In order to do not demand individuals publicly identify their characteristics, there should be a hidden aspect of diversity in the group to raise awareness. It is about creating an environment where people could safely share their information and that is part on the relevant of the discussion. A classroom environment that is aware and embraces their own diversity is likely to endanger more productive learning that is mostly originated from a language teaching principle.

Table 4

Classroom Awareness

Items	FREQUENCY						USEFULNESS					
	TEACHERS			SCHOOL HEAD			TEACHERS			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher...												
1. uses verbal redirection for pupil who is misbehaving.	3.08	1.77	O	3.4	1.86	A	3.67	1.94	VU	3.71	1.95	VU
2. assigned pupil/s to discipline the other pupil in case he/she misbehave.	2.54	1.61	O	3.19	1.8	O	3.17	1.8	U	3.19	1.8	U
3. assigned classroom officer/s as the first to correct their misbehaving classmates.	2.58	1.62	O	2.9	1.72	O	3.92	2	VU	2.73	1.67	U
4. prepares pupil for transitions with predictable routine.	2.42	1.57	S	2.65	1.64	O	3.13	1.79	U	2.81	1.69	U
5. lets pupils sing a song or do a little basic exercise or take a little nap in a matter of minutes in case they get bored.	2.08	1.46	S	2.96	1.74	O	3.08	1.77	U	2.58	1.62	U
Composite Mean	2.54	1.61	O	3.02	1.75	O	3.39	1.86	VU	3.00	1.75	U

Range: Frequency Usefulness
 3.25-4.00=Always (A) 1.75-2.49=Seldom (S) 3.25-4.00=Very Useful (VU) 1.75-2.49=Less Useful (LU)
 2.50-3.24=Often (O) 1.00-1.74=Never (N) 2.50-3.24=Useful (U) 1.00-1.74=Not Useful (NU)

Frequency. A teacher who is alert of the classroom status knows how to begin and exit in solving classroom disruption. He must be equipped with the techniques in diagnosing a certain emotional problem as it arises.

From the teachers', the overall composite mean is 2.54 equivalent to Often. Item 1 was rated often with a weighted mean of 3.08. Item 3 and 2 was rated often with a weighted mean of 2.58 and 2.54 respectively. From the School Head, the overall composite mean is 3.02 equivalent to Often. Item 1 was rated always with a weighted mean of 3.4. Item 2 and 5 was rated often with a weighted mean of 3.19 and 2.96. It emphasized that School Head has higher expectation on how frequent the teacher uses the strategy.

As emphasized by Ignacio Lopez (2017), building positive relationships with students is essential and vital in ensuring their success in school, that what the teacher understands. Unfortunately, based on untrue pretenses or faulty assumptions that they are on student-teacher relationship. Student's potential must be based on the teachers' capability to mold and nurture

Usefulness. In order to be efficient, teachers must be aware as to how effective in utilizing a certain classroom discipline strategy. They should emphasize and give importance on the utilization of a certain strategies which is realistic and time bounded.

From the teachers', the overall composite mean is 3.39 equivalent to Very Useful. item 3 was rated very useful with a weighted mean of 3.92. Item 1 and 2 was rated very useful with a weighted mean of 3.67. Item 2 was rated useful with a weighted mean of 3.17. From the School Head, the overall composite mean is 3.00 equivalent to Useful. item 1 was rated very useful with a weighted mean of 3.71. Item 2 and 4 was rated useful with a weighted mean of 3.19 and 2.81 respectively. It implies that teachers do more on the utilization of classroom awareness as one of the classroom discipline strategies. Ignacio Lopez (2017) stated each learner has a

compelling life story worth getting to know, that’s why it is essential to create successful and equitable learning environments. To help students uncover for themselves is the role of the teachers. To inform their success in the classroom, it is essential to determine the personal identities and its learning habits.

Behavior Modification

Behavior modification is defined as “the revision of behavioral patterns through the use of learning techniques as a result of positive or negative reinforcement”. There are two kinds of idea for behavior modification; one is good behavior could lead to positive consequences the other one is bad behavior could lead to negative consequences.

Frequency. Teachers must modify a certain situation from bad to good. He/ She must be always ready to make classroom discussion ongoing and limit time from classroom disruption.

From the teachers’, the overall composite mean is 3.00 equivalent to often. Item 5, 1 and 2 both was rated always with a weighted of 3.67, 3.4, and 3.31 respectively. From the School Head, the overall composite mean is 2.80 equivalent to Often. Item 1 was rated always with a weighted mean of 3.50. Item 2 and 5 was rated often with a weighted mean of 3.02 and 2.69 respectively. This implies that teacher often use the desired strategy proportionate to the perception from the School Head. According to Mandar Malawade (2018), the behavior modification

Table 5
 Behavior Modification

Items	FREQUENCY						USEFULNESS					
	TEACHERS			SCHOOL HEAD			TEACHERS			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher....												
1. gives points for pupils who agreed a task given as reflected on performance task on class record.	3.4	1.86	A	3.5	1.89	A	3.63	1.93	VU	3.62	1.92	VU
2. use group incentives for group who finish early at a certain task (e.g., points, play time privilege).	3.31	1.84	A	3.02	1.75	O	3.63	1.93	VU	3.67	1.94	VU
3. set up individual incentive program.	2.21	1.5	S	2.58	1.62	O	2.75	1.67	U	2.73	1.67	U
4. sent text or any media account or talk personally if the parent visited about positive behavior of their child.	2.42	1.57	S	2.23	1.51	S	3.25	1.82	U	2.98	1.74	U
5. praise positive behavior by clapping hands or any means of praising that recognize the pupil.	3.67	1.94	A	2.69	1.66	O	3.62	1.92	VU	3.31	1.84	VU
Composite Mean	3.00	1.74	O	2.80	1.69	O	3.38	1.85	VU	3.26	1.82	VU

techniques are to manipulate the incidents and consequences of behavior; it should be the likelihood of appropriate behavior and inappropriate behavior is eliminated. Usually all behaviors are changed, maintained or shaped by the consequences of the behavior. These modification strategies generally work on observable and measurable behaviors.

Usefulness. In order to make a strategy useful, Teachers discriminate which of the strategy can cope up in order for smooth transition during class discussion.

From the teachers’, the overall composite mean is 3.38 equivalent to Very Useful. Both item 1 and 2 was rated very useful with the same weighted mean which is 3.63. Item 5 was rated very useful with a weighed mean of 3.62. From the School Head, the overall composite mean is 3.26 equivalent to Very Useful. Item 2, 1 and 5 was rated very useful with a weighted mean of 3.67, 3.62, and 3.31 respectively. This indicates that this strategy favors a lot to its usefulness from the teachers. The teacher finds these strategies to be effective and efficient. As emphasized by Mandar Malawade (2018), to shape and increase the use of the replacement behaviors that is the focus of Behavior Modification Strategies. As emphasized, the behaviors that meet the same need as the behavior concern are replacement behavior, but also conform to more socially acceptable way.

Reality Therapy

Reality Therapy can be applied to the individual, parent-child, and family counseling. The teacher’s ability to adopt a certain situation that is realistic and can be perceived by pupils as humane approach in treating a classroom disruption.

Frequency. It has always been recognized that any problem can always have a solution. Teachers must be ready to deal a strategy into a realistic and pupils dignity remain intact.

From the teachers’, the overall composite mean is 3.55 equivalent to Always. Item 4 and 1 was rated always with a weighted mean of 3.92 and 3.90 respectively. Item 2 and 5 was rated always both with a weighted mean of 3.85. From the School Head, the overall composite mean is 3.36 equivalent to Always.

Table 6

Reality Therapy

Items	FREQUENCY						USEFULNESS					
	TEACHERS			SCHOOL HEAD			TEACHERS			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher....												
1. teaches their pupil to always make good deeds to others.	3.9	2	A	3.81	1.97	A	3.94	2	VU	3.73	1.95	VU
2. always reminds pupils to avoid bullying for these have a bad effect on the pupils being bullied.	3.85	1.98	A	3.85	1.98	A	3.92	2	VU	3.79	1.97	VU
3. indoctrinates pupils to be in a company of friends who nurture their talent and a good model for good deeds.	2.23	1.51	S	2.81	1.69	O	2.73	1.67	U	2.73	1.67	U
4. reminds pupils to participate in any class discussion/ group activities that leads to lifelong learning.	3.92	2	A	3.17	1.8	O	3.69	1.94	VU	2.92	1.73	VU
5. tells the parents during homeroom meetings the abilities and improvements of their child.	3.85	1.98	A	3.17	1.8	O	3.71	1.95	VU	2.92	1.73	VU
Composite Mean	3.55	1.89	A	3.36	1.85	A	3.60	1.91	VU	3.22	1.81	U

Item 1 and 2 was rated always with a weighted mean of 3.85 and 3.81. Item 4 and 5 was rated often both with a weighted mean of 3.17. This emphasize that teachers are more frequently using the strategies. As stated by Courtney Ackerman (2020), when one of the needs is not met, the distinct needs, emotional, mental, and behavioral several problems arises.

Usefulness. The way the pupil behaves sometimes reflect on how the teacher manage the classroom. Pupil should be treated fairly and they find it good for what the teacher wants to remediate a certain situation.

From the teachers’, the overall composite mean is 3.60 equivalent to Very Useful. Item 1, 2 and 5 was rated very useful with a weighted mean of 3.94, 3.92, and 3.71, respectively. From the School Head, the overall composite mean is 3.22 equivalent to Useful. Item 2 and 1 was rated very useful with a weighted mean of 3.79 and 3.73 respectively. Item 4 and 5 was rated very useful both with a weighted mean of 2.92. This implies that a teacher does higher utilization on the said strategies. Less expectation is perceived by the School Head. As emphasized by Ackerman (2020), to help people with unmet needs, they must create more meaningful association with others – that is the aim of reality therapy.

Discipline with Love

The important and effective tool is discipline. One must use it that keep dignity intact. Harsh punishment is not the same as discipline. To determine which behaviors are ok and which aren’t is the simplest thing to teach your child. Positive and loving experience these are the right methods to discipline.

Frequency. Sometimes when the teacher disciplines the student, it leads to confusing effect from the student because discipline is a form to correct the bad things to good.

From the teachers’, the overall composite mean is 3.05 equivalent to Often. Item 1 and 5 was rated often

both with a weighted mean of 3.19. Item 4 was rated often with a weighted mean of 3.00. From the School Head, the overall composite mean is 3.27 equivalent to Always. Item 1, 2, and 5 was rated always with a weighted mean of 3.62, 3.35, and 3.33 respectively. This implies that teachers are

Table 7
 Discipline with Love

Items	FREQUENCY						USEFULNESS					
	TEACHERS'			SCHOOL HEAD			TEACHERS'			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher....												
1. always inculcates during meetings to parents that child's behavior is the reflection on how he/she nurtured in home.	3.19	1.8	O	3.62	1.92	A	3.29	1.83	VU	3.62	1.92	VU
2. silently looks on the misbehaving pupil and wait until they stop, prompting other pupils to command to stop what they are doing.	2.94	1.73	O	3.35	1.85	A	3.13	1.79	U	3.42	1.87	VU
3. instead of physical force as a form of punishment, he lets pupils who misbehave to do a task as a form of disciplinary action.	2.95	1.73	O	3.31	1.84	A	3.13	1.79	U	3.27	1.83	VU
4. uses a physical restraint in case the pupils are fighting in order to stop.	3	1.75	O	2.75	1.67	O	2.67	1.65	U	2.67	1.65	U
5. inserts a famous person, a good leader, an imitable act as a form of modeling a character or a situation during discussion.	3.19	1.8	O	3.33	1.84	A	2.81	1.69	U	3	1.75	U
Composite Mean	3.05	1.76	O	3.27	1.82	A	3.01	1.75	U	3.20	1.82	U

not frequently using those strategies. It is also the same from the School Head. As stated by Elda Tartari (2018), Positive Discipline is synonymous to discipline with love. It is a very important factor in the determining the learning process. The job of the teacher is to nurture them and teach them how to live.

Positive Discipline is not only about avoiding punishment and respecting the basic rights of the child. It also ensures a pedagogical toolkit aiming at sustaining children's growth, giving them information, allowing them to develop their full potential, and preparing them to become happy, balanced and successful individuals

Usefulness. Teachers must always inculcate the student that discipline is a form to show love of student in order to follow the right path. And it should be done in a smooth manner.

From the teachers', the overall composite mean is 3.01 equivalents to Useful. Item 1 was rated very useful with a weighted mean of 3.29. Item 2 and 3 was rated useful both with a weighted mean of 3.13. From the School Head, the overall composite mean is 3.20 equivalent to Useful. This implies that Teachers found that these strategies are quietly practical and appropriate. As emphasized by Elda Tatar (2018), Avoiding punishment and respecting the basic rights of the child, that is where discipline with love truly care for. Sustaining children's growth, giving them information is one of the pedagogical toolkits. It is also allowing developing their full potential and taking them ready to become happy and successful individuals.

Distinctive Method

Uncommon and appealing quality having or giving style or distinction is the way we could defined distinctive. It is having a good or enough characteristic that makes a person different from the others. Because of its unusual quality or characteristic, it could be appealing or interesting.

Frequency. Teachers must remediate students not in common method but in a unique and quite effective because every problem has the solution. They must do a remediation that finds the students know that they have done wrong and needs to be corrected.

From the teachers', the overall composite mean is 3.68 equivalent to Always. Item 2, 1 and 3 was rated always with a weighted mean of 3.94, 3.87 and 3.83, respectively. From the School Head, the overall composite mean is 3.53

Table 8
 Distinctive Method

Items	FREQUENCY						USEFULNESS					
	TEACHERS'			SCHOOL HEAD			TEACHERS'			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher...												
1. encourages pupils to be alert, discipline, teamwork in doing grouping activities in order to win.	3.87	1.99	A	3.73	1.95	A	3.83	1.98	VU	3.67	1.94	VU
2. as a role model of pupils, he tries his best to continue doing good acts which pupils able to adore and imitate.	3.94	2	A	3.87	1.99	A	3.56	1.9	VU	3.79	1.97	VU
3. treats pupils fairly and equally as need arises.	3.83	1.98	A	3.65	1.93	A	3.73	1.95	VU	3.44	1.87	VU
4. talks personally to the pupil if he notices that the pupil needs guidance and comfort.	3.38	1.86	A	3	1.75	O	3.63	1.93	VU	3.08	1.77	U
5. explains to the pupils why they get angry on a certain situation especially misbehaving pupil.	3.4	1.86	A	3.38	1.86	A	3.4	1.86	VU	3.08	1.77	U
Composite Mean	3.68	1.94	A	3.53	1.90	A	3.63	1.92	VU	3.41	1.86	VU

equivalent to Always. This signifies that teachers always adopt in their classroom discussion on the said strategy.

Student should be aware what's going on that happen and monitor to check progress. Teachers also attentive and roam around the room so that students should instruct in nonverbal clues and pay attention.

The period is filled with activities that students able to learn and the topic should be planned (Chandra, 2015).

Usefulness. The utilization of these strategies is uncommon to the students and teachers find it more useful and effective. This strategy is one of the best strategies to cope up classroom discussion.

From the teachers', the overall composite mean is 3.63 equivalent to Very Useful. Item 1, 3 and 4 was rated very useful with a weighted mean of 3.83, 3.73, and 3.63 respectively. From the School Head, the overall composite mean is 3.41 equivalent to Very Useful. This implies that most of the strategies are useful in coping up student who always misbehave in class. As emphasized by Ritu Chandra (2015), when student shows disruptive behavior, it is important to talk to them personally and counsel. The teacher must determine the cause of the behavior and help the students come up with the alternatives to prevent unwanted behavior to happen again through close student-teacher relationship.

Incentive Method

A plan to motivate individual or group performance is what we called an incentive scheme. It involves basically monetary rewards, i.e., an incentive but also non-monetary rewards or gift reward. It involves a variety of rewards granted based on the level of achievement of results. It is also a payment for performance or payments by results.

Frequency. Incentive should not be done most of the time. It should be done maybe by weekly or after a summative test. But there are certain cases that incentive could be done always especially if the subject requires number and numeracy.

From the teachers', the overall composite mean is 2.65 equivalent to Often. Item 1, 3, and 4 was rated Often with a weighted mean of 3.12, 2.81 and 2.58

Table 9
 Incentive Method

Items	FREQUENCY						USEFULNESS					
	TEACHERS'			SCHOOL HEAD			TEACHERS'			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher...												
1. uses a hand signal to let pupils behave or let them stop unnecessary things they have done.	3.12	1.78	O	3.56	1.9	A	3.62	1.92	VU	3.52	1.89	VU
2. uses special privileges (e.g., special helper, extra playing time)	2.42	1.57	S	3.27	1.83	A	3.21	1.81	U	3.29	1.83	VU
3. usually lets pupils take early recess or break time if finish early on a certain task or test.	2.81	1.69	O	2.73	1.67	O	2.42	1.57	LU	2.42	1.57	U
4. lets the advantage pupil to help a slow learner especially during test.	2.58	1.62	O	2.88	1.71	O	1.15	1.08	NU	2.71	1.66	U
5. lets the group who are behind the activity to finish although they didn't win.	2.31	1.53	S	2.88	1.71	O	2.35	1.55	LU	2.71	1.66	U
Composite Mean	2.65	1.64	O	3.06	1.76	O	2.55	1.59	U	2.93	1.72	U

respectively. From the School Head, the overall composite mean is 3.06 equivalent to Often. This indicates that these strategies are oftentimes used by the teacher. The teacher finds it less practical because it involves buying a certain stuff which cost money. As stated by Farah Mallah (2018), the student's outcomes could be the result of incentive schemes and usually the target teachers and/or schools link their evaluation.

Usefulness. The degree to which these strategies applied or how useful is less perceived by the teacher because it needs time to prepare a certain incentive or it is costly in practical.

From the teachers', the overall composite mean is 2.55 equivalent to Useful. Item 1 was rated very useful with a weighted mean of 3.62. Item 2 was rated useful with a weighted mean of 3.21. Item 3 was rated less useful with a weighted mean of 2.42. From the School Head, the overall composite mean is 2.93 equivalent to Useful. Item 1 and 2 was rated very useful with a weighted mean of 3.52 and 3.29 respectively. Item 4 and 5 was rated useful both with a weighted mean of 2.71. This implies that these strategies are randomly applied by the teacher. Same also with the perception from the School Head.

As emphasized by Farah Mallah (2018), a goal in itself is what can be seen on incentive. Since incentive tends to have a clear specific outcome or goal, we expect teacher goals to adopt that same specificity. In continuation, incentive is more likely to adopt the same difficulty level or test.

Assertive Discipline

A systematic approach and structured that design to guide educators in organizing a teacher centered classroom environment that what we describe assertive discipline. A teacher-in charge classroom is in the best interests of the teachers is what the assertive teachers believe. When the teacher is highly competent in directing behavior, they believe that students could have a personal and psychological safety in the classroom.

Frequency. A good classroom set up is things done routinely with smooth gap between transitions of things from one activity to other. In a student-centered

Table 10
 Assertive Discipline

Items	FREQUENCY						USEFULNESS					
	TEACHERS'			SCHOOL HEAD			TEACHERS'			SCHOOL HEAD		
	WM	SD	D	WM	SD	D	WM	SD	D	WM	SD	D
The teacher....												
1 does not tolerate misbehaving pupils to continue by immediately impose a disciplinary action.	3.44	1.87	A	3.75	1.96	A	3.65	1.93	VU	3.69	1.94	VU
2. will not tolerate pupil to obstruct learning from a pupil who wants to learn.	3.42	1.87	A	3.77	1.96	A	3.65	1.93	VU	3.65	1.93	VU
3. always encourages pupil to discover their full potential by participating in an activity which could boost their talent.	3.62	1.92	A	3.23	1.81	A	3.62	1.92	VU	2.92	1.73	U
4. always praises pupil who shown modeled and imitable behavior through let them stand up and pupils clap their hands.	2.9	1.72	O	3.25	1.82	O	3.63	1.93	VU	2.87	1.71	U
5. always reminds pupils about the class rules and instill that it needs to be followed.	2.19	1.8	O	3.4	1.86	S	3.56	1.9	VU	2.77	1.68	U
Composite Mean	3.11	1.84	O	3.48	1.88	A	3.62	1.92	VU	3.18	1.80	U

classroom in which student feels safe and secured through the guidance of the teacher.

From the teachers' the overall composite mean is 3.11 equivalent to Often. Item 3,1 and 2 was rated always with a weighted mean of 3.62, 3.44, and 3.42 respectively. From the School Head, the overall weighted mean is 3.48 equivalent to Always. Item 2, 1 and 3 was rated always with a weighted mean of 3.77, 3.75 and 3.23 respectively. This implies that teachers are always used the strategy and proportionately perceived by the School Head.

Assertive discipline has some elements of behaviorist approach and not entirely a behavioral theory. This approach enacts the teachers to specify and communicate what they want and the way they feel at the same time but not abusing the rights of the students (Mohapi, 2007).

Usefulness. One of the factors the students learn if the environment and personal relationship with the Teacher are in harmonious manner. Students feel the importance being part of a grade level and learn in a smooth manner.

From the teachers', the overall composite mean is 3.62 equivalent to Very Useful. Item 1 and 2 was rated very useful both with a weighted mean of 3.65. Item 4 was rated very useful with a weighted mean of 3.63. From the School Head, the overall composite mean is 3.18 equivalent to Useful. Item 1 and 2 was rated very useful with a weighted mean of 3.69 and 3.65 respectively. Item 3 was rated useful with a weighted mean of 2.92. This implies that teachers found these strategies very useful and very effective with less prevalence from the School Head.

Aggressive teacher is not related with assertive teacher. The goal is to develop teachers the skills in controlling the classroom. Assertive teacher makes his or her presence valuable in the classroom and continuously controls and enforces the previously agreed rules (Praveen & Anoop, 2017).

Summary of the Classroom Discipline Strategies

The evaluation of seven areas of classroom discipline strategies is summararily shown in Table 11. These areas are presented based on their composite and over all weighted mean average as perceived by two groups of respondents.

Table 11
 Summary of the Classroom Discipline Strategies

CLASSROOM DISCIPLINE STRATEGIES	Respondents							
	Frequency				Usefulness			
	Teachers' (N=52)		School Head (N=3)		Teachers' (N=52)		School Head (N=3)	
	WM	D	WM	D	WM	D	WM	D
Classroom Awareness	2.54	O	3.02	O	3.39	VU	3.00	U
Behavior Modification	3.76	A	3.51	A	3.38	VU	3.26	VU
Reality Therapy	3	O	3.36	A	3.38	VU	3.22	U
Discipline with Love	2.51	O	3.27	A	2.41	LU	3.2	U
Distinctive Method	3.68	A	3.53	A	3.63	VU	3.41	VU
Incentive Method	2.55	O	3.12	O	2.65	U	2.95	U
Assertive Discipline	3.32	A	3.48	A	3.62	VU	3.18	U
Average	3.05	O	3.33	A	3.21	U	3.17	U

As seen from Table 11, with regard to frequency from teachers, the overall average weighted mean of the seven (7) areas considered in this study was 3.05 equivalent to Often. Behavior modification was rated always with a weighted mean of 3.76. Distinctive Method was rated always with a weighted mean of 3.68. Assertive Discipline was rated always with a weighted mean of 3.32. This implies that these strategies were frequently used by the teachers. As stated by Dian-Fu Chang et. al. (2014), discipline is dealing with their students' behavior, which includes different advantages or disadvantages enacted by collective or individual treatments. From the behavior controls view, it controls influences and can be categorized as rewards and punishments

Taken from the frequency of the School Heads, the overall average weighted mean was 3.33 equivalent to Always. Distinctive Method, Behavior Modification and Assertive Discipline was rated always with a weighted mean of 3.53, 3.51 and, 3.48 respectively. This implies that these strategies have been weighted more on their perception to the teachers. As emphasized by Dian-Fu Chang et. al. (2014), a discipline can be described as a tool to help students to behave well in school, the goal is to block, end wrongdoings and guide the misbehave students. The ultimate goal is to help students control their behaviors and reduce teacher's intervention. Better strategies are to make student realize the right of education, the aims of education and the students' proper behavior.

Going further, with regard to its usefulness from the teachers, the overall average weighted mean of the various strategies was 3.21 equivalent to Useful. Distinctive Method, Assertive Discipline and Classroom Awareness was rated very useful with a weighted mean of 3.63, 3.62, and 3.39 respectively. This implies that teachers perceived this strategy as very effective to them.

Some of the professional adequacy by students is that teachers choose to manage their classes Teachers attitudes and discipline styles could be a special significance to the issue of intervention techniques and an important indicator for learning.

Talking about its usefulness again from the School Heads, the overall average weighted mean was 3.17 equivalent to Useful. Distinctive Method and Behavior Modification was rated very useful with a weighted mean of 3.41 and 3.26 respectively. Assertive Discipline was rated useful with a weighted mean of 3.00. This indicates that the said strategies perceived higher effective based on the outlook by the School Head.

There are various classroom discipline centers among them are teaching multiple language proficiency levels in the same class, teaching many students, personal relationship with the student and cheating. This discipline caters on the issue on how to teach under various circumstances (Brown, 2015).

TEST OF SIGNIFICANT RELATIONSHIP

With the use of Pearson-Product Correlation Coefficient, the teachers' performance is being correlated with the respondent's data to find out whether or not these factors have bearing to the performance on the implementation of different classroom discipline strategies.

Teachers' Profile and Frequency of Classroom Discipline Strategies

The Teachers' profile usually the basis to determine how effective and efficient the Teacher. Students' confidence in its relationship with the Teacher oftentimes the basis for active participation and the way the pupil behaves. Teachers' ability can be seen on how he/she uses the desired strategies. In General, Teachers profile has a positive or negative impact on pupils.

The statistical technique was employed at 0.05 level of significance using Pearson-product moment correlation. Looking at the data in Table 12, the Sr-value ranged from -0.026 to -0.287 with the interpretation of very low correlation to low correlation. The P-value ranged from 0.039 to 0.857 with the decision from reject

Table 12
 Teachers' Profile and Frequency of Classroom Discipline Strategies

Variables	Sr-Value	Interpretation	P-value	Alpha Value	Decision	Interpretation
Age	-.269	low	.054	0.05	Failed to Reject Ho	Not Significant
gender	-.190	low	0.177	0.05	Failed to Reject Ho	Not Significant
Highest Educational Attainment	-.026	very low	.857	0.05	Failed to Reject Ho	Not Significant
Teaching Experience	-0.082	very low	.561	0.05	Failed to Reject Ho	Not Significant
Position held	-.287	low	0.039	0.05	Reject Ho	Significant

Ho to failed to reject Ho. Four variables are interpreted as not significant and only one has significant interpretation. This implies that the age, gender, highest educational attainment and teaching experience doesn't have significant impact as to the frequent utilization of classroom discipline strategies. The position being held by the Teacher has the significant impact on the way the Teacher frequently applied the desired classroom discipline strategies.

The Philippines established guidelines regarding career development for all teachers including newly-qualified teachers. It includes training recruitment procedures and development programs and salary progression grades. Over the past 40 years, these guidelines have been progressive under successive policies concerning teachers' career enhancement. Arguably, Executive Order No. 500 (1978) is the most significant, consisting two clearly defined pathways and established a new system of career progression First, for those wishing to become principals is the administrative path and the second, for those path that encourage good teachers to remain in Classroom, master teacher path could be chosen (UNESCO, 2016).

Teachers' Profile and Usefulness of Classroom Discipline Strategies

The Teachers ability to recognize what strategies that he/she perceived to be effective creates confidence in handling classroom disruption. Given the fact that the Teacher has already the knowledge on the strategies can give immediate discrimination to any problem arises. In some instances, beginning Teachers need to determine the classroom discipline strategies so that in any classroom disruption arises, he/she can cope up and remediate.

Table 13
 Teachers' Profile and Usefulness of Classroom Discipline Strategies

Variables	Sr-Value	Interpretation	P-value	Alpha Value	Decision	Interpretation
age	-.097	Very low	.476	0.05	Failed to Reject Ho	Not Significant
gender	-.256	low	0.065	0.05	Failed to Reject Ho	Not Significant
Highest Educational Attainment	-.035	very low	.807	0.05	Failed to Reject Ho	Not Significant
Teaching Experience	-.016	very low	.910	0.05	Failed to Reject Ho	Not Significant
Position held	-.152	low	0.282	0.05	Failed to Reject Ho	Not Significant

The statistical technique was employed at 0.05 level of significance using Pearson-product moment correlation. Looking at the data in Table 13, the Sr-value ranged from -0.16 to -0.256 with the interpretation of very low correlation to low correlation. The P-value ranged from 0.065 to 0.456 with the decision to failed to reject Ho. All variables are interpreted as not significant. This implies that all variables have doesn't have a significant impact on what they perceived from not useful to very useful classroom discipline strategies.

Self-efficacy refers to individuals' beliefs about their capabilities to carry out a particular course of action successfully (Bandura, 1997). Extensive research supports the claim that self-efficacy is an important influence on human achievement in a variety of settings, including education, health, sports, and business (Bandura, 1997). In educational research, the self-efficacy beliefs of students have been shown to play an important role in influencing achievement and behavior. Furthermore, researchers are finding that teachers' self-efficacy influences their teaching behaviors and their students' motivation and achievement (Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001).

Teachers with low self-efficacy experience greater difficulties in teaching, higher levels of job-related stress (Betoret, 2006), and lower levels of job satisfaction (Klassen et al., 2009).

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Classroom discipline involves a complex issue and a key concern for teachers, school administrators, students and parents. From the public and the media, this issue also attracts significant attention. The goal of using discipline is to guide and teach students boundaries and limitations to help students achieve personal and professional life goals, while the word discipline seems negative.

If without discipline, learning cannot be accomplished and retain in the minds of the students. If students constantly disrupt the teacher, the whole class is affected. If a student does not follow the rules and does not complete class work or homework, student is missing out on valuable learning opportunities. The goal of discipline is to ensure each student receives the most from their education. (Grace Pisano, 2018).

Chapter 3

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter shows the findings, conclusions and recommendations of the study. The results are presented according to the specific problems indicated in Chapter 1.

SUMMARY

This study accounts the frequency and usefulness of classroom discipline strategies in the identified three elementary public schools of Moalboal District as basis in formulating an action plan. Specific problems considered in this study include the profile of the respondents, the frequency and usefulness of classroom discipline strategies, the performance of the teachers, significant relationship and difference between teachers' performance and the level of frequency and usefulness of the strategies and proposed plan for improvement.

FINDINGS

The findings of the study showed that majority of the teacher's age were in between 40-49 years old with a frequency of 20 or 38%. The School Head's age was fairly distributed with each one of the three respondents. Most of the respondents were females with a frequency of 46 or 88.00 percent for teachers and frequency of 2 or 67% for School Heads. The highest educational attainment of the respondents reached to Bachelor's Degree with Master's Units with 65% for teachers and 67% for School Heads. Most of the teachers had been serving for 11-20 years or 35% while School Heads were already 31 years and above or 67% in service.

The teachers had an average weighted mean of 3.05 with a description of Often in the frequency of classroom discipline strategies as to classroom awareness, behavior modification, reality therapy, discipline with love, distinctive method, incentive method and assertive discipline. The School Heads had an average weighted mean of 3.33 described as Always in the same variables of classroom discipline strategies.

The result for the teacher's usefulness of classroom discipline strategies as to the aforementioned variables had an average weighted mean of 3.21 with the description of Very Useful. The School Heads earned the average weighted mean of 3.17 being described as Useful in terms of usefulness of classroom discipline strategies.

The significant relationship between the respondents' profile and the frequency of classroom discipline strategies resulted to the acceptance of Null Hypothesis and Not Significant as interpretation in the sub-variables of the profile of the respondents except from the position held. The p-value of age (0.54), gender (0.177), highest educational attainment (0.857), and teaching experience (0.561) were greater than the given alpha (0.05) aside from the position held which had the p-value of 0.05.

The significant relationship between the respondents' profile and the usefulness of classroom discipline strategies led to the failure in rejecting the Null Hypothesis with Not Significant as the interpretation. All p-values of the sub-variables in respondents' profile which were age (0.476), gender (0.065), highest educational attainment (0.807), teaching experience (0.910), and position held (0.282) exceeded the given alpha (0.05).

CONCLUSION

Based on the findings of the study, it is concluded that teachers must continue to pursue higher studies to expand their knowledge on dealing with misbehaving pupils. He/She must acquire experience to discriminate which strategies are found to be used often and how useful to have those strategies utilized. It is important to note that promoted teachers maybe boost his/her feelings in the service and highly commendable to apply for position higher than what they have now. An experienced and promoted teacher has enough self-confidence to tackle any

discipline problems because he has the knowledge on how to deal with it. As a summary, most of the teachers were frequently utilized the strategies and School Head perceived higher expectation to implement those strategies. Teachers and School Heads have the same feelings on how useful and effective those strategies being utilized by the teachers.

RECOMMENDATION

Anchoring on the findings and conclusion of this study, the implementation of the action plan is strongly recommended.

Chapter 4

ACTION PLAN IN CLASSROOM DISCIPLINE STRATEGIES

Rationale

Mostly, teachers' performance can be affected if pupils are always and routinely misbehaving in class. They are more stress and burnout and their morale are degraded and they feel they are not accomplished a certain task. They end up changing their profession if the teachers are burnout. To test their practices from the beginning of the school year, there is a correlation between strategies and pupils' success. The degree to which the teacher establishes good control of the classroom discipline in the very first week of the school year is directed to the pupil achievement at the end of the year. Although most of the strategies always used and found those strategies very useful, there is a need for the teachers to determine the exact time of usage and the times they implement that kind of strategies.

Objectives

The following are the objectives of the proposed Action Plan:

enhance classroom discipline strategies in various subjects suited for classroom face to face setting;
determine the exact time on the usage of each classroom discipline strategies; and explore realistic possibilities on why the pupil's misbehavior in class that affect in the ongoing discussion.

Scheme of implementation

The scheme of implementation gives the flow in the implementation of the action plan for the school year 2021-2022.

The said plan will first be presented to the school head for approval of the implementation. It will be then discussed during the in-service training for teachers to have knowledge about the content of the action plan. In-service training will be a chance to tackle the different areas such as teachers' competence, instructional materials, classroom climate, administrative and supervisory support, and school facilities to the teachers that will enhance more the classroom discipline strategies used in the classroom.

PROPOSED ACTION PLAN IN CLASSROOM DISCIPLINE STRATEGIES FOR THE SCHOOL YEAR 2021-2022

Areas of Concerns	Objectives	Strategies/ Methodologies	Time Frame	Persons Involved	Source of Fund	Budgetary Requirement	Expected Outputs	Actual Accomplishments	Remarks
Teachers' Competence	Enhance their skills in adapting various classroom discipline strategies	Seminar/ Webinar	Sept. To Dec. 2020	Teachers, School Head	MOOE	10,000	Trained Teachers		
Instructional Materials	Produce necessary IMs for related subjects	Workshop in IMs production	Sept. To Dec. 2020	Teachers, School Head	MOOE	10,000	Produce IMs		
Classroom Climate	Retool teachers on the skills of imposing classroom discipline strategies Engage pupils on team building activity in the classroom. Motivate pupils on incentive and reward scheme in the classroom.	Seminar/ Webinar Team Building Giving of Recognition	Year Round	Teachers, School Head	MOOE	10,000	Trained Teachers		
Administrative and Supervisory support	Regular observation of classes and assist teachers in employing different classroom discipline strategies	Seminar/ Webinar Demonstration Teaching	Year Round	Teachers, School Head	MOOE	10,000	Trained Teachers		

Action Plan (Page 1 of 2)

PROPOSED ACTION PLAN IN CLASSROOM DISCIPLINE STRATEGIES FOR THE SCHOOL YEAR 2021-2022

Areas of Concerns	Objectives	Strategies/ Methodologies	Time Frame	Persons Involved	Source of Fund	Budgetary Requirement	Expected Outputs	Actual Accomplishments	Remarks
	Organize demonstration teaching and invite experts from the district to demonstrate how to use various forms of classroom discipline strategies Provide counseling support for pupils who always have behavior problem.	Seminar/ Webinar							
School Facilities	Acquire additional ICT Equipment Secure online sources from various DepEd related sites Address identified problems that affect teacher's performance.	Submit Proposal for funding Acquire funds for load for use in WIFI.	Year Round	ICT Coordinators	MOOE	10,000	Newly purchased Computer and related items		

Action Plan (Page 1 of 2)

Prepared by:
MYRON S. TIMTIM
 Teacher II

**SAMPLE TRAINING MATRIX DESIGN
 FOR CLASSROOM DISCIPLINE STRATEGIES
 DAY 1**

Date	Schedule of Activities	Activity	Time Allocated	Topic to be Discussed	Discussant	
Day O	12:00 Noon	Arrival		Registration/ Arrival/ Settling Down		
Morning Session Day 1 Sept. 2020	8:00-8:15 am	Pambansang Awit	10 mins.		Facilitators	
		Opening Prayer	5 mins.			
	8:15-8:30	Welcome Address	15 mins.			Flordelina G. Redoble Central School Principal
	8:30-9:00	Inspirational Message	30 mins.			Delia Y. Alocillo Edd Psds
	9:00-10:45	LECTURE PROPER	1 hour and 45 mins.	IDENTIFICATION OF CLASSROOM DISCIPLINE STRATEGIES	Mr. Dennis Canete	
	10:45-11:00	15 mins.		SNACK BREAK		
	11:00-12:00	Group Activity (warm Up)	1 hour	STRATEGIES SUITED FOR SPECIFIC SUBJECTS	Dr. William Bocquia	
			30 mins.			
12:00 – 1:00 PM	LUNCK BREAK					
Afternoon Session Day 1 Sept. 2020	1:00-1:15 pm	Breathing Exercise	15 mins.		GROUP 1	
	1:15-3:15	LECTURE	2 hours	BEHAVIOR HANDLING	Sir Vicente Erojo	
	3:15-3:30	SNACK BREAK				
	3:30-4:00	Group Activity	30 mins.	Validating and Normalizing Feelings	FACILITATOR	
	4:00-4:30	Group Activity	30 mins.			
	4:30-5:00	Breathing Exercise	30 mins.	Calming down and controlling one's feelings		
	5:00-5:30	LECTURE	30 mins.	Identifying and Addressing Needs		
	5:30-6:15	Group Activity	45 mins.	Sources of Strengths		
	6:15-6:30	REFLECTION	15 mins.			
END OF SESSION FOR DAY 1 – D I N N E R						

**SAMPLE TRAINING MATRIX DESIGN
 FOR CLASSROOM DISCIPLINE STRATEGIES
 DAY 2**

Date	Schedule of Activities	Activity	Time Allocated	Topic to be Discussed	Discussant	
Morning Session Day 2 Sept. 2020	8:00-8:15 am	Morning Prayer	15 mins.		GROUP 2	
	8:15-8:30	Recapitulation	15 mins.	Topics Discussed on Day 1		
	8:30-9:00	Activity	15 mins.			
	9:00-10:45	LECTURE	1 hour and 45 mins.	UTILIZATION OF CLASSROOM DICIPLINE STRATEGIES	Mr. Wendell Buaya	
	10:45-11:00	15 mins.			SNACK BREAK	
	11:00-12:00	Group Activity	1 hour	Identifying and Addressing Needs		
	12:00-1:00 pm	LUNCK BREAK				
Afternoon Session Day 2 Sept. 2020	1:00-1:15 pm	Warm Up	15 mins.		GROUP 3	
	1:15-3:15	LECTURE	2 hours	GUIDANCE AND COUNSELING	Sir Felipe Baga	
	3:15-3:30	SNACK BREAK				
	3:30-4:00	Group Activity	30 mins.	Validating and Normalizing Feelings		
	4:00-4:30	Group Activity	30 mins.			
	4:30-5:00	Breathing Exercise	30 mins.	Calming down and controlling one's feelings	F A C I L I T A T O R	
	5:00-5:30	LECTURE	30 mins.	Comparison of Physiological and Psychological Stress		
	5:30-6:15	Group Activity	45 mins.	Sources of Strengths		
	6:15-6:30	REFLECTION	15 mins.			
END OF SESSION FOR DAY 2 – D I N N E R						

**SAMPLE TRAINING MATRIX DESIGN
 FOR CLASSROOM DISCIPLINE STRATEGIES
 DAY 3**

Date	Schedule of Activities	Activity	Time Allocated	Topic to be Discussed	Discussant	
Morning and Afternoon Session Day 3 Sept. 2020	8:00-8:15 am	Morning Prayer	15 mins.		GROUP 4	
	8:15-12:00/ 1:00-4:30 pm	APPLICATION THROUGH SMALL GROUPS	DURATION OF THE DAY	SIMULATION	F A C I L I T A T O R	
	10:30-10:45	15 mins.			SNACK BREAK	
	12:00-1:00 pm	1 hour			LUNCK BREAK	
	4:30-5:00	30 mins.			CLOSING	GROUP 4
	HOMEWARD BOUND					

SAMPLE BUDGETARY REQUIREMENTS
 FOR THE ACTION PLAN OF CLASSROOM DISCIPLINE STRATEGIES

Areas	Objectives	Sources of Funds	Budgetary Requirements
Teachers' Competence	Enhance their skills in adapting various classroom discipline strategies	MOOE	10,000
Instructional Materials	Produce necessary IMs for related subjects	MOOE	10,000
Classroom Climate	Retool teachers on the skills of imposing classroom discipline strategies Engage pupils on team building activity in the classroom. Motivate pupils on incentive and reward scheme in the classroom.	MOOE	10,000
Administrative and Supervisory support	Regular observation of classes and assist teachers in employing different classroom discipline strategies Organize demonstration teaching and invite experts from the district to demonstrate how to use various forms of classroom discipline strategies Provide counseling support for pupils who always have behavior problem.	MOOE	10,000
School Facilities	Acquire Additional ICT Equipment Secure online sources from various DepEd related sites Address identified problems that affect teachers' performance	MOOE	10,000

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