

# Classroom Discipline Management: A Basis for Disciplinary Measure Plan

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## ABSTRACT

This study examined the classroom discipline practices of public elementary school teachers in Puerto Princesa District III, focusing on their strategies, challenges, and coping mechanisms as bases for developing a proposed disciplinary intervention plan. Using a qualitative descriptive design, data were collected through an open-ended questionnaire administered to teachers of varying ages, educational backgrounds, and teaching experiences, and were analyzed thematically. Most participants are female, aged 31–40, with 6–10 years of teaching experience, and were primarily assigned to Grades 1–3. Findings showed that teachers regarded discipline as

a means of guiding learners rather than punishing them, emphasizing the importance of creating supportive and inclusive learning environments. The key disciplinary practices identified included establishing classroom rules and procedures, using positive reinforcement, applying corrective measures, maintaining parent–teacher communication, and employing non-verbal strategies. Reported challenges involved student misbehavior, limited parental support, large class sizes, heavy workloads, and school policy constraints. External socioeconomic factors, such as poverty and unstable family environments, also influenced classroom discipline. Teachers' coping mechanisms were grouped into five major themes: Positive Behavior Support and Relationship-Building, Community and Guidance Collaboration, Time Management and Peer Assistance, Adherence Coupled with Professional Judgment, and Empathy and Socio-Emotional Support. The study concludes that effective classroom discipline requires coordinated efforts among teachers, parents, administrators, and the wider community. Accordingly, it is recommended that the Department of Education strengthen professional development programs and establish a national framework for inclusive, non-punitive discipline; policy-makers enhance child protection and education policies; school administrators foster collaboration and mentoring systems; teachers pursue ongoing training and reflective practice; and future researchers investigate broader contexts and assess the effectiveness of discipline interventions.

**Keywords:** *Classroom Discipline Management, Teachers' Disciplinary Practices, Positive Discipline, Teacher Challenges, Parental Involvement, Socioeconomic Factors*

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## INTRODUCTION

The teaching profession plays a crucial role in shaping the future of learners and the nation. Classroom management, particularly issues related to discipline, is one of the most challenging and complex problems schools face today. This concern persists among both inexperienced and seasoned teachers, as well as school administrators. Effective classroom management provides the foundation for a positive and supportive atmosphere where students are more likely to engage and succeed. Discipline, as a central component of this, significantly influences student behavior, academic readiness, and classroom harmony. Scheerens and Blömeke (2016) stated that discipline is key to teaching quality. Amoah et al. (2015) emphasized that structured and fair discipline is essential for maintaining order and achieving educational goals.

Additionally, Simonsen et al. (2018) explained that recent educational reforms have encouraged a shift from punitive to restorative and positive discipline practices. Teachers are gradually changing their strategies by using verbal encouragement, emotional support, and reflective discussions to manage student behavior. These approaches have been linked to improvements in students' emotional intelligence, motivation, and classroom relationships. However, while positive approaches are generally beneficial, they may not always be effective in managing chronic misbehavior or in large, resource-constrained classrooms without sufficient training and support (Sprague et al., 2019).

Furthermore, Bazar and Baluyos (2023) explained that positive discipline promotes student development and long-term behavioral improvement, but its success heavily depends on contextual factors such as class size, school infrastructure, and teacher preparedness. In contrast, traditional discipline methods such as suspension or detention may provide short-term compliance but often fail to address the root causes of misbehavior and can negatively impact student engagement and learning (Horn et al., 2021). A balanced, context-responsive approach is therefore needed—one that respects student rights while supporting teachers' ability to maintain order.

However, McIntosh and Girvan (2023) highlighted the limited understanding of how educators' implicit biases shape disciplinary practices across varied school contexts, calling for more empirical studies to inform equitable approaches. Similarly, Rahadian and Budiningsih (2023) noted that although technology-enhanced classroom management systems show promise, there is limited research on their adaptability to diverse student learning styles. Additionally, Frianeza et al. (2024) identified several challenges within the Philippine educational system, such as insufficient training, unclear standard operating procedures, and inadequate resources, all of which negatively affect teachers' approaches to discipline.

Similarly, Ulla et al. (2017) highlighted that teachers often lack the necessary research knowledge and skills, which can hinder their ability to implement effective disciplinary practices. Furthermore, Jamon and Cabanes (2017) found that although teachers are generally aware of acceptable and unacceptable disciplinary methods, they continue to struggle with consistently applying these practices. They recommend strengthening teacher preparation programs, clarifying discipline-related policies, and enhancing institutional support to better empower teachers and safeguard student welfare.

In response to these challenges, this study was conducted to examine the types of disciplinary practices commonly used by teachers, the challenges they face when implementing these practices, and the strategies or coping mechanisms they employ in Puerto Princesa District III, Puerto Princesa City Division. The findings of this study served as the basis for developing a localized Disciplinary Measure Plan that promotes effective, context-appropriate, and sustainable classroom management practices.

The study examined how teachers in Puerto Princesa District III, Puerto Princesa City Division, address discipline problems among learners as a basis for developing a Disciplinary Measure Plan. It described the demographic profile of the respondents in terms of age, sex, highest educational attainment, years in teaching, grade level handled, and classroom management trainings or seminars attended. The study also identified the disciplinary practices commonly used by teachers, the challenges they face in implementing these practices, and the strategies or coping mechanisms they employ to address these challenges, which served as the basis for proposing a disciplinary plan.

### **Theoretical Framework**

This study focused on various models of education and discipline, classroom behavior, and teaching methods that encourage positive student conduct. Skinner's behavioral school of thought asserts that behavior can be modified and maintained through reinforcement and consequences. In the classroom, teachers often use praise, tokens or tickets, privileges, and corrective actions.

The study also drew from Bandura's Social Learning Theory, which posits that learners acquire knowledge and skills by observing others' actions and experiencing the consequences of their own behavior. Teachers serve as role models who, through their constant presence and disciplinary choices, significantly influence how students internalize rules and appropriate behaviors (Koutroubas, 2022).

In addition, the study utilized Bronfenbrenner's Ecological Systems Theory, which suggests that behavior may be shaped by multiple factors such as the home environment, peer interactions, school policies, and the broader community. According to this theory, many challenges in implementing discipline originate outside the classroom. Parental involvement, for instance, can either support or hinder school-based discipline, as influences from both home and community affect student behavior (Rosa & Tudge, 2017).

Lastly, Glasser's Choice Theory posits that students misbehave when they feel alienated or powerless in environments that fail to meet their basic needs for belonging, power, freedom, and fun. Thus, teachers can design strategies that help students meet these needs without resorting to misbehavior (Erwin, 2019).

Using these theories in the study's conceptual framework, the input variables—demographic profile, disciplinary practices, challenges, and strategies—are interpreted through the lenses of behaviorism, social learning, ecological theory, and choice theory. The assessment and evaluation of the complex interplay of teacher practices and contextual factors occur through data collection, analysis,

validation, and triangulation. Ultimately, the output—the proposed Disciplinary Measure Plan—is grounded in these theoretical foundations, integrating reinforcement strategies, teacher modeling, ecological perspectives, and the fulfillment of students’ psychological needs. Through these theoretical applications, teachers’ disciplinary practices in Puerto Princesa District III may be better understood and improved.

### Conceptual Framework

Figure 1 shows the conceptual framework of the study, which follows the Input–Throughput–Output (ITO) approach.

The INPUT component consists of the demographic profile of the participants, the disciplinary practices commonly used by teachers, the challenges encountered in implementing discipline, and the strategies employed to address these challenges.

The THROUGHPUT component includes the processes of data collection, data analysis, validation, and triangulation.

The OUTPUT of the study is the Disciplinary Measure Plan developed by the researcher for the teachers in Puerto Princesa District III.

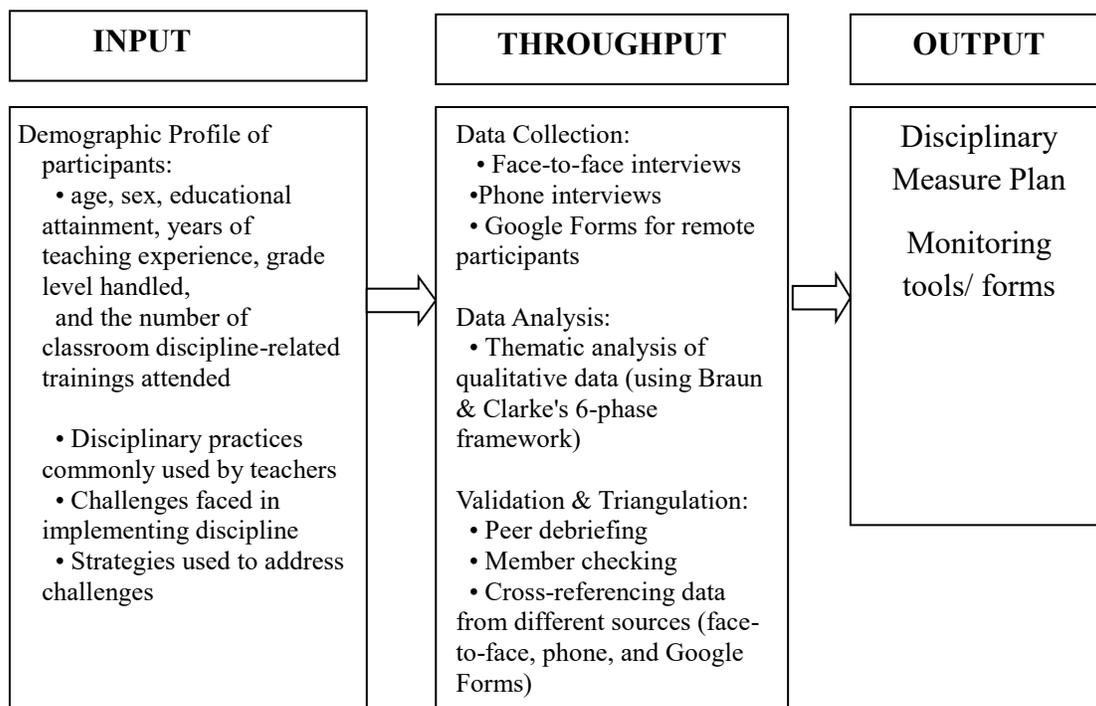


Figure 1: *The Conceptual Framework of the Study*

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## Research Paradigm

This study was anchored in the constructivist paradigm, which posits that knowledge is constructed through individuals' experiences and interactions within their environment. Constructivism emphasizes that reality is not a fixed, objective truth but a subjective and socially constructed understanding shaped by context and meaning-making processes. Within this worldview, the researcher's role is to interpret how participants construct their understanding of disciplinary practices based on their experiences (Creswell & Poth, 2018).

Additionally, the researcher employed a qualitative descriptive design, which was appropriate for the understudied social phenomenon being examined. Open-ended questions, face-to-face interviews, phone interviews, and online surveys (such as Google Forms) provided participants with opportunities to express their perspectives freely. This approach prioritizes the voices and contextual realities of the participants and seeks to develop a purposeful, theory-informed understanding of disciplinary practices.

Furthermore, the study utilized the systems approach, one of the most commonly used research paradigms, which involves examining input, throughput, and output. The primary objective was to investigate how teachers address disciplinary problems among their learners, serving as the basis for developing a disciplinary measure plan.

The input consists of the demographic profile of the participants in terms of age, sex, educational attainment, years of teaching experience, grade level handled, and number of classroom discipline-related trainings attended; the disciplinary practices commonly used by teachers; the challenges they encounter in implementing discipline; and the strategies or coping mechanisms they employ to address these challenges. These components are supported by OECD (2009), Brophy (1988), Emmer and Evertson (2009), and Sugai and Horner (2002), who emphasize the role of teacher background, training, and strategy use in effective classroom management.

The throughput consists of data collection, data analysis, validation, and triangulation. Data collection involved face-to-face interviews, phone interviews, and Google Forms for remote participants. Thematic analysis of qualitative data, following Braun and Clarke's six-phase framework, was applied to the open-ended responses. Validation and triangulation procedures included peer debriefing, member checking, and cross-referencing data from multiple collection methods (face-to-face, phone, and online).

The output of the study is the Disciplinary Measure Plan developed by the researcher for Puerto Princesa District III.

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## METHODS

### Research Design

The study employed a qualitative descriptive research design, which is suitable for exploring participants' real-life experiences in classroom disciplinary practices, the challenges they encounter, and the strategies or coping mechanisms they use to address these challenges.

First, the researcher gathered the demographic profiles of the participants. This section collected essential background information, including age, sex, educational attainment, years of teaching experience, grade level taught, and the number of classroom management training sessions or seminars attended. Collecting demographic data helped the researcher describe and contextualize the participants.

Afterward, qualitative data were collected through a questionnaire consisting of open-ended questions designed to determine the disciplinary practices used by teachers, the challenges they encounter when implementing these practices, and the strategies they employ to address these challenges. Following data collection, the responses were analyzed using thematic analysis, a flexible and widely used method in qualitative research. Thematic analysis involves systematically identifying, organizing, and interpreting patterns of meaning (themes) across the dataset (Braun & Clarke, 2006). This approach allowed the researcher to highlight key ideas and recurrent issues related to classroom discipline as articulated by the participants.

### Population and Sample

Puerto Princesa District III consists of 288 public elementary school teachers assigned to Kindergarten through Grade VI. The district is composed of 34 schools within the Puerto Princesa City Division. From this population, 34 teachers—one representative from each school—were selected as participants. The study used convenience sampling, a common qualitative research approach that allows the selection of participants who are most accessible and knowledgeable about the topic. Each participant was assigned a unique number to ensure confidentiality during data collection and analysis.

Convenience sampling is a non-probability sampling technique in which participants are chosen based on accessibility, availability, and willingness to participate (Etikan et al., 2016).

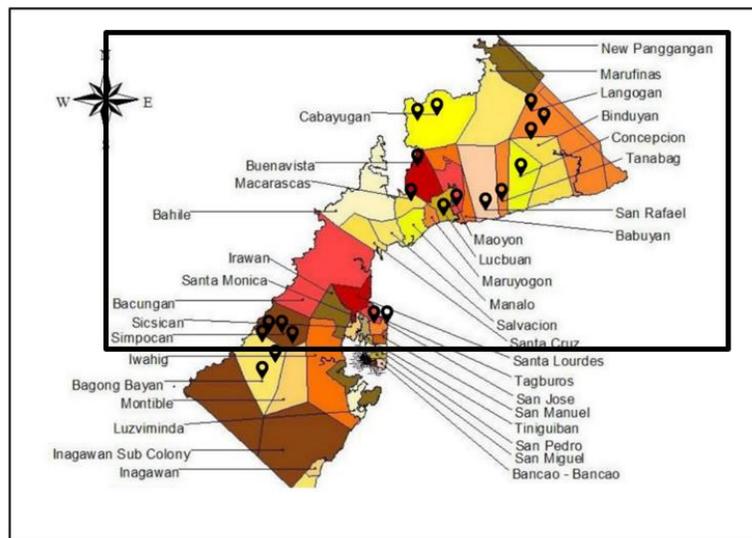
Participants were selected based on the following inclusion criteria to ensure reliability and validity: (1) they were currently teaching in Puerto Princesa District III, and (2) they had at least three years of teaching experience. The study excluded teachers who were newly hired, had fewer than three years of service, were assigned outside District III, or were on leave. These criteria ensured that only teachers with sufficient classroom experience and currently serving in the district were included, thereby providing more accurate and experience-based insights relevant to the study's Statement of the Problem.

## Locale of the Study

The study was conducted in the rural elementary schools of the Puerto Princesa City Division to investigate classroom discipline and management. Puerto Princesa District III was chosen because it consists largely of rural schools. The district comprises 34 elementary schools, many of which are situated in remote areas in the northern and western parts of Puerto Princesa. These schools offer valuable insights into how teachers manage classrooms in resource-limited rural environments.

Other districts in the Puerto Princesa City Division, which have urbanized or mixed urban–rural school environments, were excluded. Including them could weaken the rural focus of the study and introduce contextual factors characteristic of city schools that fall beyond the study’s scope. Since the survey took place exclusively in Puerto Princesa District III, the rural setting remained consistent, ensuring that the findings are relevant and specific to rural educational contexts.

Figure 2: *Map of the Study Area*



## Scope and Delimitation

This study examined the disciplinary practices used by teachers in Puerto Princesa District III, the difficulties they encounter in applying these practices, and the strategies or coping mechanisms they use to manage such concerns. It focused specifically on teachers within the Schools Division of Puerto Princesa City.

Puerto Princesa District III, located in the northern and western parts of the city, consists entirely of rural elementary schools, totaling 34 public schools. This setting was intentionally selected because the rural environment aligns with the purpose of understanding how teachers in remote areas manage classroom discipline. Schools in rural communities often experience challenges related to limited resources, varying levels of parental support, and reduced access to training opportunities. These conditions influence how

teachers respond to student behavior. By restricting the study to rural schools, the results more accurately reflect the realities faced by teachers in similar contexts.

The study population included elementary teachers currently assigned to the 34 schools within the district. Only teachers with at least three years of teaching experience and who were actively serving in District III were included, ensuring that participants had sufficient exposure to classroom discipline issues. Teachers who were newly hired, on leave, or assigned outside the district were excluded to maintain the study's focus on experienced and currently engaged practitioners.

A convenience sampling approach was used, selecting teachers who were willing to take part and share their experiences. Data collection was conducted from June 2025 to October 2025. Each participant was assigned a code number to maintain confidentiality throughout the process.

### **Materials Preparation**

An open-ended questionnaire served as the primary tool for data gathering. The instrument was reviewed and validated by a licensed Psychometrician and three holders of a Doctor of Philosophy in Education who specialize in teaching, learning, and research. Their comments were incorporated to refine the clarity, organization, and overall quality of the tool.

Data were collected through several modes: face-to-face interviews with audio recordings, phone interviews, video conferencing, and online submissions via Google Forms. These methods ensured participation even from teachers in geographically distant schools. Allowing multiple formats also gave participants the flexibility to respond in the manner most convenient for them, resulting in varied but rich data sources.

The instrument had two parts. Part I gathered demographic information such as age, sex, educational attainment, teaching experience, grade level taught, and training related to classroom management or discipline. Part II contained open-ended questions designed to explore the disciplinary approaches teachers use, the challenges they encounter, and the strategies or coping mechanisms they rely on. Open-ended items are useful in qualitative research because they allow participants to describe their experiences and perspectives in depth.

All interviews—whether conducted in person or by phone—were recorded with permission. Responses submitted through Google Forms were stored securely for analysis. Using multiple data sources enabled triangulation, helping the researcher identify recurring patterns and deepen the understanding of teachers' experiences with student discipline.

### **Data Collection Procedure**

Before conducting the study, the researcher secured written approval from the Schools Division Superintendent. Formal requests were also submitted to the District Supervisor and school administrators within Puerto Princesa District III.

Data gathering began with collecting demographic details, including age, sex, highest educational attainment, years of teaching experience, grade level handled, and participation in training programs related to classroom management or discipline.

Semi-structured interviews were then conducted. Participants answered a set of open-ended questions designed to identify their disciplinary practices, the challenges they encountered, and the strategies or coping mechanisms they used. This format enabled deeper exploration of their experiences while still following a structured guide. As noted by Merriam and Tisdell (2016), semi-structured interviews offer flexibility and allow discussions to develop around complex issues such as behavior management.

Additional data were collected through phone interviews and Google Forms, especially for teachers in more remote locations. The same open-ended questions were used across all modes to maintain consistency. Employing various collection methods strengthened the study through triangulation, increasing the credibility and completeness of the findings.

### **Treatment of Data**

The data gathered for this study were examined using a qualitative descriptive approach. Both the demographic information and the responses to the open-ended items were organized and analyzed carefully.

To begin, the demographic details of the participants—such as age, sex, educational attainment, years of teaching experience, and grade level handled—were compiled to provide a clear profile of the group. These characteristics were summarized through frequency counts. Each teacher was assigned a code number to protect their identity throughout the process.

The second part of the analysis involved the participants' written and interview responses. These were examined through thematic analysis following Braun and Clarke's (2006) six-phase process. This method offered a structured way of identifying and interpreting recurring ideas within the qualitative data. The phases were applied in the following manner:

#### ***1. Familiarization with the Data***

The researcher transcribed the interviews and carefully reviewed all written submissions from Google Forms. Repeated readings were done to fully understand the participants' viewpoints. Notes were taken to capture early observations and possible directions for coding.

#### ***2. Generating Initial Codes***

After becoming familiar with the material, the researcher identified and marked meaningful statements or ideas. Coding was done manually and inductively so that concepts emerged directly from the teachers' accounts rather than from predetermined categories.

### ***3. Searching for Themes***

Related codes were grouped together to form broader patterns that reflected shared experiences or perspectives on classroom management and discipline.

### ***4. Reviewing Themes***

The initial themes were then checked for accuracy and completeness. Each theme was compared with the coded data and the full dataset to ensure coherence. Themes that lacked sufficient support were revised or removed, while overlapping themes were combined.

### ***5. Defining and Naming Themes***

The refined themes were clearly labeled and described. Subthemes were created when needed to show nuances within a larger idea. Short descriptions and selected participant statements were used to illustrate each theme.

### ***6. Producing the Report***

The final step involved organizing the themes into a comprehensive narrative connected to the study's research questions. The researcher interpreted the findings alongside existing literature. A thematic map was also developed to show how the themes related to one another.

To strengthen the trustworthiness of the study, several validation procedures were applied throughout the analysis. The researcher engaged in peer debriefing, seeking the insights of colleagues and experienced qualitative researchers who reviewed the coding process and offered feedback to help ensure that the interpretations remained balanced and free from personal bias. Participants also took part in member checking, where they were invited to review their transcribed responses and verify that their perspectives had been represented accurately. In addition, data from the different modes of collection—face-to-face interviews, phone interviews, and Google Form submissions—were compared and cross-checked. This triangulation of sources helped confirm the consistency of the information gathered and strengthened the credibility of the findings.

### **Ethical Consideration**

Ethical guidelines were followed throughout the study to safeguard the participants' rights and welfare. Before participating, teachers were informed of the study's purpose, procedures, and their voluntary involvement through an informed consent form. They were assured that they could withdraw from the study at any point without consequences. The participants were asked to respond truthfully and completely. Their privacy was respected, and all data were secured and used only for academic purposes. Each participant was identified only through a number to maintain confidentiality during analysis.

## RESULTS AND DISCUSSION

Table 1: *Demographic profile of the teacher-participants in Puerto Princesa District III*

Profile Variable	f	%
<b>Sex</b>		
Male	5	14.7%
Female	29	85.3%
<b>Age</b>		
21–30 years old	1	2.9%
31–40 years old	28	82.4%
41–50 years old	4	11.8%
51 years old and above	1	2.9%
<b>Grade Level Taught</b>		
Kindergarten	3	8.8%
Grades 1–3	20	58.8%
Grades 4–6	11	32.4%
<b>Highest Educational Attainment</b>		
Bachelor’s degree only	0	0%
With MA Units	14	41.2%
MA (CARMA)	20	58.8%
Master’s degree completed	0	0%
Doctorate degree	0	0%
<b>Years of Teaching Experience</b>		
3–5 years	1	2.9%
6–10 years	28	82.4%
11–15 years	4	11.8%
16 years and above	1	2.9%

Table 1 summarizes the demographic characteristics of the teacher-participants. Of the 34 respondents, 29 (85.3%) were female and 5 (14.7%) were male. This reflects the continuing predominance of women in the teaching workforce, a trend frequently observed in basic education where teaching is often associated with caregiving roles and traditionally viewed as a profession suited to women (UNESCO, 2019; Chiong & Menzies, 2016).

Most participants belonged to the 31–40 age group, accounting for 28 teachers or 82.4% of the sample. This indicates that a large portion of the cohort is in the early or middle stages of their careers, a period often associated with strong adaptability and openness to new educational initiatives and reforms (Ingersoll & Merrill, 2017). In line with national trends highlighting the need for competent teachers in the early grades where foundational literacy and numeracy are developed (Darling-Hammond, 2017), 20 respondents (58%) were assigned to Grades 1–3.

Although none of the participants had completed a master’s or doctoral degree, the majority had finished the academic requirements for a master’s program. This demonstrates an interest in pursuing graduate studies despite common barriers such as workload demands and financial limitations (DepEd, 2022). A substantial number of teachers—28 or 82.4%—had been in service for 6 to 10 years. This length

of experience suggests a stable teaching force capable of refining instructional and classroom management practices over time (Day & Gu, 2019).

On the whole, the demographic profile illustrates a committed group of educators who continue to develop professionally while fulfilling critical roles in early grade instruction. The findings also point to an ongoing feminization of the teaching profession in Puerto Princesa District III and reveal a workforce composed largely of experienced, motivated teachers who contribute significantly to maintaining and improving educational standards in the division.

**Table 2: *Training and seminars attended related to classroom management***

Title of Seminars/Training Attended	Number of Participants	Percentage
Enhancing Classroom Management Strategies for Effective Learning	15	44%
Managing Learner Behavior through Positive Reinforcement	25	74%
Creating a Child-Friendly and Inclusive Classroom Environment	16	47%
Classroom Management and Pedagogical Approaches	30	88%
Effective Communication Skills for Managing Classroom Conflicts	31	91%

Table 2 shows the seminars and training programs attended by the teacher-participants in relation to classroom management. A large proportion participated in sessions on Effective Communication Skills for Managing Classroom Conflicts (91%) and Classroom Management and Pedagogical Approaches (88%). These figures suggest that most teachers sought training that would help them address conflict constructively and establish supportive learning environments. Clear communication has long been recognized as a key factor in building positive teacher–student relationships and maintaining order in the classroom (Marzano, 2017; Emmer & Sabornie, 2015).

In addition, 74% of the respondents attended training on Managing Learner Behavior through Positive Reinforcement, reflecting their preference for proactive, student-centered strategies that encourage appropriate actions and reduce misbehavior. This aligns with the principles of reinforcement theory introduced by Skinner (1953).

Lower participation was noted in sessions on Creating Child-Friendly and Inclusive Classroom Environments (47%) and Enhancing Classroom Management Strategies for Effective Learning (44%). These results point to gaps in opportunities for professional development focused on inclusivity and evidence-based classroom strategies. While teachers appear motivated to expand their skills, broader and more balanced training opportunities would better support the diverse needs of learners.

Taken together, the findings indicate strong teacher interest in professional growth but highlight the need for more comprehensive, inclusive, and research-informed capacity-building programs.

Table 3: *Types of disciplinary practices commonly used by teachers in Puerto Princesa District III*

Main Themes	Sub-theme	Codes	Teacher respondents	Quotes
1. Classroom Rules and Procedures	1.1 Rule-setting and communication	Collaborative rule setting, consistency and clear communications		<p><i>“I involve my pupils in setting classroom rules to give them a sense of ownership and responsibility.” (Participant 4)</i></p> <p><i>“Rules are always communicated in simple, clear, and understandable terms, and I review them consistently as needed.” (Participant 10)</i></p> <p><i>“I make sure to set the rules before the class starts, and I reinforce</i></p> <p><i>positive behavior whenever students follow the rules they helped create” (Participant 17)</i></p>
				<p>1.2 Students responses to the rules</p> <p>Commitment, cooperation, respect, and acceptance due to involvement and positive reinforcement</p> <p><i>“The students show great commitment and cooperation in following the rules.” (Participant 16)</i></p> <p><i>“The learners showed respect and accepted the rules since they were involved in creating them.” (Participant 7)</i></p> <p><i>“The learners adhere to these more when the teacher provides positive reinforcement.” (Participant 9)</i></p>
2. Positive Reinforcement	2.1 Encouraging good behavior	Use praise and rewards		<p><i>“As a classroom teacher, I emphasize the use of positive reinforcement in teaching</i></p>

*discipline. I remind students about our agreements and apply rules consistently and fairly, so they know their responsibilities.”*  
 (Participant 34)

*“I use praises and rewards to encourage good behavior. (Participant 6)*  
*Sometimes I acknowledge students publicly, although good behavior is generally expected of them.”*  
 (Participant 23)

2.2 Example of Strategies	Verbal praise, tangible rewards/token/point system	“Positive reinforcement is demonstrated through verbal praise, such as ‘good job, very good, wow and others.” (Participant 11)
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*“I use tangible rewards, additional points, token systems, and recognizing pupils in front of the class.”*  
 (Participant 19)

*“I immediately praise specific actions and gestures, such as a thumbs-up, which also encourages good behavior.”* (Participant 1)

3. Corrective Measures	3.1 Addressing Misbehavior	Private talk, class agreement, consequences, parent involvement, reminders	“When a student breaks the rules, I address the misbehavior depending on its severity. For individual cases, I speak with the student privately and calmly, helping them understand the
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*importance of following the rules.” (Participant 22)*

*“If the whole class misbehaves, I express my disappointment, discuss what went wrong, and warn that there may be possible consequences, including parent involvement, if the behavior continues. As part of our class agreement, misbehavior may also result in cleaning tasks or extra lesson activities. I also give low-key reminders and clearly state expected behaviors along with consequences.” (Participant 13)*

3.2 Handling Repeated Misbehavior	Private conversation and parent involvement,	<i>“When misbehavior persists, I patiently follow up with the student, reminding them of our classroom agreements.” (Participant 6)</i>
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*“I stay calm, listen, and try to understand the reasons behind their actions. (Participant 19)*

*I talk to them privately and, when needed, involve their parents or guardians to help address the issue.” (Participant 17)*

4. Communications with parents	4.1 Parent Involvement	Persistent misbehavior, repeated	<i>“I involve parents when misbehavior cannot be controlled or repeatedly</i>
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		<p>offenses, personal talks/meetings, monitoring forms, frequent involvement</p> <p><i>disrupts the class.” (Participant 31)</i></p> <p><i>“If a pupil repeats the same misbehavior, I talk to their parents personally or through a homeroom meeting.” (Participant 15)</i></p> <p><i>“I use monitoring forms to update them about their child’s behavior. In some cases, I involve parents as often as possible to ensure support.” (Participant 9)</i></p>
	4.2 Roles of parents in discipline	<p>Co-parenting, values teaching, monitoring, sincere discipline, role modeling, supporting school rules</p> <p><i>“Parents serve as co-parents in discipline, sharing the same goal of guiding their child.” (Participant 16)</i></p> <p><i>“They are the primary values of teachers, role models, and providers of a secure environment.” (Participant 21)</i></p> <p><i>“They help by monitoring behavior, talking sincerely with their child, suggesting strategies that work, and supporting school rules by reinforcing expectations at home.” (Participant 34)</i></p>
5.	Non-Verbal Techniques	<p>5.1 Use of non-verbal cues to manage behavior</p> <p>Yes (use non-verbal cues)</p> <p>Yes</p>

5.2 Effective Non-verbal methods	Facial expression, eye contact and hand signals	<p><i>“The most effective non-verbal methods are eye contact, facial expressions, and simple gestures or hand signals to manage student behavior.” (Participant 6)</i></p> <p><i>Using hand signals and eye contact. (Participant 7)</i></p> <p><i>Widening of eyes, nodding my head, and winking. (Participant 21)</i></p>
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Table 2 presents the disciplinary practices reported by teachers in Puerto Princesa District III, drawn from the thematic analysis of their interview responses. The themes were developed from the issues and challenges described by the participants, as reflected in their statements. Five main themes were identified: classroom rules and procedures, positive reinforcement, corrective measures, communication with parents, and non-verbal cues.

### **Classroom Rules and Procedures**

Classroom rules and procedures emerged as a central practice in maintaining order and promoting respect and engagement among learners. Two sub-themes were identified under this category: rule-setting and communication, and students’ responses to the rules. Teachers reported creating rules—often in collaboration with students—and explaining them clearly, followed by consistent implementation.

#### ***Rule-setting and communication***

The findings show that many teachers established classroom norms through cooperation, consistency, and clear expectations. However, some noted difficulty in determining the best ways to involve learners or maintain consistent communication about the rules. Several participants shared:

*“I involve my pupils in setting classroom rules to give them a sense of ownership and responsibility.”*

*“Rules are always communicated in simple, clear, and understandable terms, and I review them consistently as needed.” (Participant 10)*

*“I make sure to set the rules before the class starts, and I reinforce positive behavior whenever students follow the rules they helped create”. (Participant 17)*

These accounts suggest that teachers recognize the importance of clarity, collaboration, and consistency when establishing expectations in the classroom, though some still express the need for more guidance in implementing participatory rule-setting. Additional training on student involvement and effective communication could strengthen this practice.

The findings support the work of Alter and Haydon (2017), who emphasized that working with students in developing classroom norms, using simple and positive language, and applying rules consistently contribute to effective classroom management and help learners feel responsible for their behavior. Likewise, Alimahan and Ubayubay (2025) reported that teachers in Misamis Oriental who maintained clear and well-defined rules fostered more positive learning environments, with pupils showing improved behavior and cooperation.

### ***Students' Responses to the Rules***

The findings indicate that students generally demonstrate cooperation, respect, and willingness to follow classroom rules, particularly when they are involved in the rule-making process. Teachers observed that learner participation contributed to stronger commitment and more positive responses to established expectations. Selected participant statements illustrate this observation:

*“The students show great commitment and cooperation in following the rules.”*  
(Participant 16)

*“The learners showed respect and accepted the rules since they were involved in creating them.”* (Participant 7)

*“The learners adhere to these more when the teacher provides positive reinforcement.”*  
(Participant 9)

These responses suggest that student involvement, combined with consistent encouragement from teachers, promotes a sense of responsibility toward classroom rules. When learners feel acknowledged and supported, they are more likely to comply with expectations and cooperate with peers.

This finding is consistent with Lapaz and Bello (2020), who reported that positive reinforcement strengthens students' motivation and increases their willingness to follow classroom rules. Their study, conducted in a Philippine setting, showed that students who felt recognized and included in classroom management processes displayed greater acceptance of rules and improved cooperation.

Similarly, Rendiyono and Wicaksono (2022) found that reinforcement strategies such as praise and recognition enhanced students' motivation and compliance, particularly when expectations were clearly communicated and reinforcement was provided consistently. A systematic review by Royer and Ennis (2024) further supports these findings, indicating that acknowledging specific positive behaviors encourages responsibility, mutual respect, and sustained adherence to classroom behavioral standards.

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## **Positive Reinforcement**

The data indicate that teachers commonly rely on positive reinforcement to promote appropriate behavior and sustain student engagement. Participants described how acknowledging good conduct through praise, recognition, and simple rewards helps build learners' confidence and encourages them to maintain acceptable behavior. Two sub-themes emerged under this category: Encouraging Good Behavior and Examples of Strategies Used.

### ***Encouraging Good Behavior***

The findings show that teachers employed different approaches to reinforce positive behavior as part of their classroom discipline practices. Several participants shared how they encourage learners to act responsibly:

*“As a classroom teacher, I emphasize the use of positive reinforcement in teaching discipline. I remind students about our agreements and apply rules consistently and fairly, so they know their responsibilities.” (Participant 34)*

*“I use praises and rewards to encourage good behavior. (Participant 6)*

*“Sometimes I acknowledge students publicly, although good behavior is generally expected of them.” (Participant 23)*

These responses suggest that reinforcing positive actions contributes to stronger teacher–student relationships and supports a classroom environment characterized by respect and accountability. Consistent use of reinforcement strategies appears to help maintain discipline while encouraging students to take responsibility for their actions. Participation in training programs focused on positive behavior support may further strengthen teachers' ability to apply these strategies effectively.

The findings support Erwin's (2019) assertion that positive reinforcement, including praise and constructive feedback, increases the likelihood that students will repeat desirable behaviors and develop intrinsic motivation. Likewise, Simonsen et al. (2015) noted that classrooms grounded in clear expectations and reinforcement foster proactive discipline practices that rely on encouragement rather than punishment. Rendiyono and Wicaksono (2022) also found that recognizing student efforts and offering verbal praise enhance motivation, cooperation, and overall classroom behavior.

### ***Example of Reinforcement Strategies***

Participants described several forms of positive reinforcement they commonly use in their classrooms. These strategies range from verbal encouragement to tangible rewards and non-verbal recognition. Selected responses include:

*“Positive reinforcement is demonstrated through verbal praise, such as ‘good job, very good, wow, and others. (Participant 11)*

*“I use tangible rewards, additional points, token systems, and recognizing pupils in front of the class. (Participant 19)*

*“I immediately praise specific actions and gestures, such as a thumbs-up, which also encourages good behavior.” (Participant 1)*

These accounts indicate that verbal praise, physical rewards, and public acknowledgment are effective in encouraging desirable learner behavior. When applied fairly and consistently, such strategies help sustain student motivation and reinforce expected conduct. Continuous professional development and Learning Action Cell (LAC) sessions focused on classroom management may further assist teachers in refining the use of positive reinforcement. When used appropriately, praise and rewards can foster responsibility, respect, and active engagement among learners.

The findings support Erwin’s (2019) assertion that reinforcement tools—such as tokens, merit points, and verbal acknowledgment—strengthen participation and promote adherence to classroom rules. Immediate and specific recognition helps learners clearly associate their actions with positive outcomes, increasing the likelihood that the behavior will be repeated. Similarly, Simonsen et al. (2015) emphasized that timely acknowledgment of positive behavior reinforces the connection between action and consequence, making desirable behaviors more likely to recur.

### **Corrective Measures**

The findings indicate that corrective measures play a significant role in teachers’ approaches to classroom discipline. This theme reflects how teachers respond to learner misbehavior in ways intended to restore order and guide appropriate conduct. Two sub-themes emerged under this category: Addressing Misbehavior and Repeated Misbehavior. Overall, corrective measures were used not merely to control behavior but to promote accountability and understanding among learners.

#### ***Addressing Misbehavior***

Participants were asked how they usually respond when a student violates classroom rules. Their responses revealed a range of corrective actions that vary according to the nature and seriousness of the behavior. Selected responses include:

*“When a student breaches the rules, I address the misbehavior depending on the degree of severity. To address cases individually, I speak with the student privately to explain why they need to obey the rules.” (Participant 22)*

*"If the whole class misbehaves, I express my disappointment, discuss what went wrong, and warn that there may be possible consequences, including parent involvement, if the behavior continues." (Participant 9)*

*"As part of our class agreement, misbehavior may also result in cleaning tasks or extra lesson activities. I also give low-key reminders and clearly state expected behaviors along with consequences." (Participant 13)*

These responses suggest that teachers generally rely on progressive and respectful corrective practices rather than punitive actions. Emphasis is placed on communication, reflection, and understanding, which aligns with restorative approaches to discipline. While such strategies encourage accountability and learning from mistakes, their effective implementation requires continuous professional support, particularly in classrooms with diverse learners or large class sizes.

The findings are consistent with Gonzales (2020), who reported that teachers often begin with mild corrective actions such as verbal reminders and gradually apply stronger measures only when necessary. These may include temporary loss of privileges, guided reflection, or referral to school authorities. When applied consistently and fairly, non-punitive corrective strategies help rebuild student trust and maintain classroom order.

Similarly, Ramos (2018) found that teachers in low-income public schools in the Philippines commonly address minor misbehavior through redirection, time-out, and restorative conversations, while more serious incidents may require parent conferences or written reports. De la Peña (2021) further emphasized the value of dialogue-based corrective practices in rural multi-grade classrooms. Her study highlighted how private discussions, peer mediation, and class agreements encourage reflection and responsibility among learners. Such practices, rooted in culturally responsive values such as *pakikipagkapwa*, contribute to long-term behavior improvement and foster respectful teacher–student relationships.

### ***Handling Repeated Misbehavior***

Participants were asked how they usually respond when students repeatedly violate classroom rules. Their responses indicate a preference for calm, patient, and individualized approaches that focus on understanding the reasons behind the behavior. Selected statements from the participants include:

*"When a student misbehaves more than once, the teacher should remind the student with patience and calmness, and remind students of classroom agreements, listen carefully to the reasons for misbehavior, and speak to learners individually to spare them embarrassment." (Participant 6)*

*"I stay calm, listen, and try to understand the reasons behind their actions." (Participant 19)*

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*“I talk to them privately and, when needed, involve their parents or guardians to help address the issue.” (Participant 17)*

These responses suggest that teachers address recurring misbehavior through empathetic and restorative practices rather than immediate punishment. Emphasis is placed on open communication, reflection, and collaboration among teachers, learners, and parents. By focusing on the underlying causes of misbehavior, teachers aim to guide students toward improved conduct instead of merely imposing sanctions.

The findings are consistent with Espinal and Paglinawan (2025), who reported that teachers combine authority with relationship-building strategies when managing repeated misbehavior. Their study noted that when initial interventions are ineffective, teachers often resort to private discussions or individual counseling rather than exclusionary disciplinary measures.

Similarly, Obiso (2025) found that teachers in Cebu commonly rely on firm yet respectful reminders, followed by counseling sessions conducted after class. Personal conversations and consistent follow-up were identified as effective in helping students regulate their behavior. In a related study, Matriano et al. (2021) emphasized the importance of clearly communicating expectations, offering structured feedback, and engaging learners in dialogue when addressing recurring misbehavior, particularly in educational settings.

## **Communication with Parents**

Findings indicate that communication with parents plays a crucial role in supporting effective classroom management and promoting appropriate student behavior. Teachers emphasized that maintaining open, respectful, and consistent communication with parents fosters shared responsibility and strengthens efforts to address discipline concerns. Two sub-themes emerged under this category: Parent Involvement and Roles in Discipline.

### ***Parent Involvement***

The data show that teachers typically involve parents when student misbehavior persists or becomes difficult to manage within the classroom. Participants described the frequency and manner in which they engage parents when addressing behavioral concerns. Selected responses include:

*“I involve parents when misbehavior cannot be controlled or repeatedly disrupts the class.” (Participant 31)*

*“If a pupil repeats the same misbehavior, I talk to their parents personally or through a homeroom meeting.” (Participant 15)*

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*I use monitoring forms to update them about their child's behavior. In some cases, I involve parents as often as possible to ensure support.” (Participant 9)*

These responses suggest that teachers view parental involvement as an essential component of managing repeated misbehavior. Rather than relying solely on corrective actions within the classroom, teachers adopt an approach grounded in communication, cooperation, and mutual accountability. This practice reflects a restorative and empathetic model of discipline that emphasizes understanding the causes of misbehavior and working collaboratively with parents to support positive change.

The findings are consistent with Bartolome (2017), who emphasized that effective communication and cooperation between teachers and parents are necessary in addressing behavioral concerns. Regular updates and coordinated efforts between home and school were found to strengthen discipline outcomes. Similarly, Hambala et al. (2023) reported that the use of feedback tools such as monitoring forms, combined with sustained parent–teacher interaction, helps reduce disruptive behavior while reinforcing positive discipline practices.

### ***Role of Parents in Discipline***

The findings show that teachers view parents as active partners in maintaining student discipline. Participants described parental involvement as essential in reinforcing values and expectations both at home and in school. When asked about the role parents play in their approach to discipline, teachers shared the following views:

*“Parents serve as co-parents in discipline, sharing the same goal of guiding their child.”*  
*(Participant 16)*

*“They are the primary values of teachers, role models, and providers of a secure environment.” (Participant 21)*

*“They help by monitoring behavior, suggesting strategies that work, and supporting school rules by reinforcing expectations at home.” (Participant 34)*

These responses highlight the importance of collaboration between teachers and parents in shaping learners' behavior and values. When expectations for conduct—such as respect, responsibility, and accountability—are consistently reinforced at home and in school, students are more likely to develop positive behavioral habits.

The findings support Ramiro and Madrid (2024), who reported that parents in rural communities often view discipline as a means of developing moral character, although many continue to struggle with distinguishing firm guidance from harsh punishment. This underscores the need for shared understanding between schools and families regarding positive discipline practices.

Moreover, Anonas and Alampay (2015) emphasized that parental warmth, empathy, and attentiveness play a significant role in reducing behavioral problems among children. This suggests that discipline is most effective when firm expectations are combined with supportive parenting. In line with this perspective, national initiatives such as those promoted by the Department of Social Welfare and Development advocate for healthy parenting practices that balance clear rules with empathy and guidance. Teachers in the study recognized that parental support—through consistent modeling of behavior and reinforcement of school rules at home—strengthens disciplinary efforts within the classroom.

### **Non-Verbal Techniques**

The findings indicate that non-verbal techniques constitute a significant component of classroom discipline practices. Two sub-themes emerged under this category: Use of Non-Verbal Cues to Manage Behavior and Effectiveness of Non-Verbal Cues. Teachers reported using strategies such as gestures, eye contact, facial expressions, and physical proximity to guide learner behavior, sustain attention, and encourage participation without disrupting classroom instruction.

#### ***Use of non-verbal cues***

Results show that teachers in Puerto Princesa District III consistently employed non-verbal cues as part of their classroom management practices. These cues were used to redirect behavior subtly and maintain order while allowing lessons to proceed uninterrupted.

This finding is supported by Reyes (2020), who examined the use of non-verbal classroom management strategies among elementary teachers in Central Luzon. The study reported frequent use of gestures, facial expressions, and eye contact to regulate student behavior, particularly in large or noisy classrooms where verbal reprimands could interrupt instruction. Reyes noted that learners quickly associate specific cues—such as a firm look or raised eyebrow—with behavioral expectations, making non-verbal communication an effective and unobtrusive disciplinary tool. Such strategies were found to be especially useful in low-resource settings where technological supports are limited.

Similarly, Alcantara (2018) explored silent management techniques in multi-grade rural classrooms in the Visayas. Teachers in the study commonly used proximity control, visual signals, and intentional silence to redirect misbehavior. For instance, approaching a learner who was causing disruption served as an immediate but respectful reminder. Alcantara emphasized that these approaches preserve learner dignity and contribute to a respectful classroom environment, aligning with values commonly observed in rural Filipino communities.

Further evidence is provided by Tolentino (2021), who investigated the relationship between teachers' non-verbal behavior and pupil discipline in both urban and rural Philippine schools. The study found that non-verbal techniques were most effective when combined with verbal feedback and praise. Teachers reported using hand signals, pointing, and changes in posture to manage transitions and restore order. According to Tolentino, these strategies help reinforce teacher authority while minimizing classroom

disruptions, making them effective in both densely populated urban classrooms and multi-grade rural settings such as those in Puerto Princesa District III.

Taken together, these findings suggest that non-verbal cues play a vital role in maintaining classroom discipline without interrupting learning. The use of gestures, facial expressions, and proximity reflects teachers' adaptability and cultural sensitivity. Such techniques not only support effective behavior management but also uphold learners' dignity, reinforcing order respectfully and inclusively.

### ***Effective Non-verbal Methods***

The findings show that teachers identified eye contact, facial expressions, and hand gestures as effective non-verbal techniques for managing classroom behavior and guiding students. These strategies were commonly used to signal expectations and redirect learners without interrupting instruction. The following statements illustrate how teachers apply these methods:

*"The most effective non-verbal methods are eye contact, facial expressions, and simple gestures or hand signals to manage student behavior." (Participant 6)*

*"Using hand signals and eye contact." (Participant 7)*

*"Widening of eyes, nodding my head, and winking." (Participant 21)*

These responses suggest that non-verbal strategies play an important role in maintaining discipline while keeping classroom interactions respectful and uninterrupted. Through purposeful eye contact and gestures, teachers are able to assert authority subtly and reinforce expected behavior without drawing unnecessary attention to misbehavior.

Related studies support these observations. Napitan (2025) reported that Filipino language teachers in Compostela West frequently use facial expressions and hand gestures to encourage participation and address misbehavior in a non-disruptive manner. Similarly, Dela Cruz (2021) found that consistent eye contact and intentional gestures improve student attentiveness and reduce classroom disruptions, as learners interpret these cues as indicators of teacher expectations and authority. Mercado (2019) further emphasized that teachers who combined non-verbal techniques with a calm demeanor and consistent routines experienced smoother classroom transitions and higher levels of student cooperation.

Taken together, these findings indicate that non-verbal communication—such as gestures, posture, and facial expressions—is a practical and effective tool for classroom management. When applied deliberately, these methods support discipline while preserving learner dignity and promoting a focused learning environment.

Table 4: *Challenges that teachers face when implementing disciplinary practices in the classroom*

Main Themes	Sub-theme	Codes	Teacher respondents Quotes
1. Student-Related Challenges	1.1 Common Behavioral Issues	Temper tantrums, noise, mischievousness, off-task/disruptive behavior, attention-seeking actions, social conflicts, hyperactivity, bullying, disobedience, disrespect	<p><i>The common behavioral issues I've encountered in my classroom are excessive movement and disruption, such as talking out of turn and making unnecessary noise in class. (Participant 1)</i></p> <p><i>"Nowadays, children's behaviors are so different that sometimes they can't be controlled. Some of them are not respectful, do not follow instructions, and are too naughty and noisy." (Participant 27)</i></p> <p><i>Some of my students are very hyperactive and noisy. (Participant 9)</i></p>
	1.2 Factors that Make Behaviors Difficult to Manage	Lack of clear rules, repeated reminders, loss of teaching time, lack of parental support, classroom disruption, escalation of conflicts, hidden issues, poor focus, poor communication	<p><i>"When the teacher does not set clear expectations and remind the rules consistently." (Participant 16)</i></p> <p><i>"Lack of support from the parents." (Participant 17)</i></p> <p><i>"Classroom misconduct is challenging to cope with because it disrupts the learning environment and can intensify from minor distractions to larger conflicts if not addressed quickly." (Participant 21)</i></p>

<p>2. Lack of Parental Support</p>		<p><i>“Some parents, instead of helping to correct their children’s behavior, seem indifferent or unconcerned.”</i>  <i>(Participant 19)</i></p>
<p>2.1 Challenges in Involving Parents in Discipline</p>	<p>Indifference, weak discipline, slow response, hard to reach, work conflict, poor communication, language barrier, past negative experience, conflicting views, relationship strain</p>	<p><i>“Connecting with parents in matters of discipline is crucial, but it comes with several challenges. Some families are difficult to reach because of work schedules, lack of transportation, or limited access to phones or email.”</i>  <i>(Participant 9)</i></p> <p><i>“None, good thing the parents here are cooperative.”</i>  <i>(Participant 7)</i></p>
<p>2.2 Parents’ Usual Responses</p>	<p>Verbal promise, no follow-up, urgent response, indifferent, cooperative, appreciative</p>	<p><i>“Some parents respond urgently, while others ignore.”</i>  <i>(Participant 31)</i></p> <p><i>“Many parents appreciate being informed and want to work with the teacher.”</i>  <i>(Participant 17)</i></p> <p><i>““Some parents show limited support in addressing their children’s behavior, simply responding with ‘kids will be kids’”</i>  <i>(Participant 4).</i></p>
<p>3. Class Size and Workload</p> <p>3.1 Effect of Class Size on Discipline</p>	<p>Hard to manage (big class); More distractions; Many behaviors; Easy to monitor (small class); Stronger</p>	<p><i>“The higher the number of students, the more challenging it is to maintain discipline.”</i>  <i>(Participant 3)</i></p> <p><i>“I only have 23 learners in my</i></p>

		relationships; Quick discipline; Behavior matters more	<i>class. Smaller class allows the teacher to build stronger relationships, monitor behavior closely, and apply consistent consequences.” (Participant 12)</i>
			<i>“In my case, class size and workload aren’t really the problem—it’s the students’ behavior.” (Participant 33)</i>
			<i>“Balancing multiple responsibilities is one of the teacher’s challenges in classroom discipline since it can provide stress or anxiety and lead to poor discipline.” (Participant 21)</i>
	3.2 Impact of Other Responsibilities on Discipline	Stress/anxiety, poor discipline, more misbehavior, urgent duties, smooth class if disciplined, need for time management	<i>“There is an impact, especially when the misbehavior was crucial and there is prior responsibility that needs to be addressed urgently.” (Participant 24)</i>
			<i>“It develops self and time management.” (Participant 16)</i>
4. School Policy Constraints	4.1 Policies Supporting Discipline Efforts	Child Protection Policy, Code of Ethics, existing but weakly implemented, needs a reliable enforcer, guidance counselor, and	<i>“Yes. The DepEd Child Protection Policy and the Code of Ethics for teachers.” (Participant 18)</i>  <i>“Some schools have existing policies meant to support discipline; unfortunately, they are not clearly emphasized or</i>

	counseling services	<i>consistently implemented.” (Participant 33)</i>
		<i>Yes, but lack of dissemination and full implementation. The school must have a full-time guidance counselor to support our school policy and ensure its full implementation. (Participant 5)</i>
		<i>“It seems like they’re not really emphasized or maybe we teachers are not properly oriented, not implemented, or perhaps not everyone is even aware of them.” (Participant 2)</i>
4.2 Consistency of Rules Application	not emphasized, lack of orientation, weak implementation, need full-time guidance counselor, applied with consideration	<i>“We have a designated guidance teacher, but... their role isn’t really utilized. Maybe what schools need is a full-time guidance counselor.” (Participant 33)</i>
		<i>“It was applied, but depending on the severity of misbehavior, teachers give considerations.” (Participant 6)</i>
5. External Socioeconomic Factors	Poverty, family issues, lack of parental guidance, unstable home environment,	<i>“Students suffering from poverty and family issues have emotional or behavioral issues that significantly impact classroom discipline.” (Participant 14)</i>
5.1 Influence on Discipline	stress/fatigue, neglect, attention-seeking, environmental influence	<i>“Family background also affects the child’s behavior.” (Participant 29)</i>
		<i>“External factors like poverty,</i>

		<i>family conflict, or instability can cause stress, fatigue, and distraction, making it harder for students to focus and follow rules.” (Participant 12)</i>
		<i>“As a teacher, fostering a positive and supportive environment is very crucial.” (Participant 11)</i>
5.2	Adaptation Strategies	<p>Positive classroom environment, background check/profiling, understanding, comfort and support, patience, clear expectations</p> <p><i>“I need to background check or profiling... We comfort them and make them feel the love and value they don’t receive at home.” (Participant 3)</i></p> <p><i>“I adapt by keeping expectations clear but adding extra support and flexibility.” (Participant 9)</i></p>

Table 4 summarizes the challenges teachers encounter when implementing disciplinary practices in the classroom, based on the thematic analysis of interview data. The themes were drawn from the actual difficulties described by the participants. Five major challenge areas were identified: student-related concerns, limited parental support, class size and workload, school policy constraints, and external factors.

### Student-Related Challenges

Student-related challenges emerged as the most frequently reported difficulty in maintaining classroom discipline. Teachers described various behavioral concerns that affect classroom order and instruction. This theme is further categorized into two sub-themes: Common Behavioral Issues and Factors Contributing to Difficult-to-Manage Behavior.

#### *Common Behavioral Issue*

The findings indicate that teachers regularly encounter a range of disruptive behaviors among learners. These concerns were reflected in the following participant statements:

*“The common behavioral issues I’ve encountered in my classroom are excessive movement and disruption, such as talking out of turn and making unnecessary noise in class. (Participant 1)*

*“Nowadays, children’s behaviors are so different that sometimes they can’t be controlled. Some of them are not respectful, do not follow instructions, and are too naughty and noisy.” (Participant 27)*

*“Some of my students are very hyperactive and noisy.” (Participant 9)*

These accounts suggest that recurring behavioral issues require structured and consistent classroom management approaches. Addressing such challenges calls for continuous professional development focused on proactive behavior management, positive behavioral interventions, and social-emotional learning (SEL). Strengthening teachers’ skills in managing diverse learner behaviors may help foster a more respectful and productive classroom environment that supports both academic achievement and holistic student development.

The findings are consistent with Simonsen et al. (2015), who identified off-task behavior, defiance, and excessive noise as common classroom disruptions. Similarly, Alter and Haydon (2017) noted that disrespectful behavior and rule violations are among the most challenging issues faced by teachers. García-García et al. (2020) further emphasized that when such behaviors are not addressed early, they may escalate and negatively affect the overall classroom climate.

### ***Factors that Make Behaviors Difficult to Manage***

Participants were asked to describe factors that contribute to difficulties in managing learner behavior. Their responses point to several classroom- and home-related influences that affect discipline. Selected statements include:

*"When the teacher does not set clear expectations and remind the rules consistently, this poses a challenge." (Participant 16)*

*"Lack of support from the parents." (Participant 17)*

*"Classroom misconduct is challenging to cope with because it disrupts the learning environment and can intensify from minor distractions to larger conflicts if not addressed quickly." (Participant 21)*

These responses indicate that effective behavior management depends on coordinated efforts among teachers, parents, and school administrators. Clear expectations, consistent reinforcement of rules, and school-wide policies that support uniform discipline practices are essential. Equally important is parental involvement, as regular communication and shared responsibility help reinforce appropriate behavior both at home and in school.

The findings support Mitchell et al. (2017), who emphasized that inconsistent routines and unclear expectations often contribute to disruptive behavior. Their study highlighted the importance of proactive planning and structured classroom environments in maintaining discipline. Similarly, García-García et al.

(2020) observed that limited parental involvement and inconsistent expectations at home increase the likelihood of behavioral problems, making classroom management more challenging. Alter et al. (2017) further noted that inattentive behavior not only interrupts instruction but also consumes valuable teaching time and contributes to teacher stress.

These findings suggest that addressing behavioral challenges requires consistency, collaboration, and early intervention to prevent minor issues from developing into more serious classroom disruptions.

### **Lack of Parental Support**

The findings indicate that lack of parental support is a significant challenge in managing student discipline. Teachers consistently identified parents as having a strong influence on learners' behavior. However, many participants noted difficulties arising when parents are disengaged, difficult to contact, or do not share the same approach to discipline as the school. This theme is further discussed through two sub-themes: Challenges in Involving Parents in Discipline and Parents' Typical Responses.

#### ***Challenges in Involving Parents in Discipline***

The data reveals that one of the most pressing difficulties teachers encounter is securing parental involvement when addressing student misbehavior. Participants described various obstacles that hinder effective collaboration with parents. Selected responses include:

*"Some parents, instead of helping to correct their children's behavior, seem indifferent or unconcerned." (Participant 19)*

*"Connecting with parents in matters of discipline is crucial, but it comes with several challenges. Some families are difficult to reach because of work schedules, lack of transportation, or limited access to phones or email," (Participant 9)*

*"None, good thing the parents here are cooperative." (Participant 7)*

These responses suggest that when parental involvement is limited or inconsistent, disciplinary efforts at school are weakened, placing greater responsibility on teachers. Establishing a shared approach to behavior management becomes challenging when parents are unreachable or disengaged. Strengthening school-home communication through regular parent-teacher conferences, accessible communication platforms, and community-based outreach may help address these concerns.

The findings are consistent with Garbacz et al. (2019), who emphasized that strong and sustained parent-teacher partnerships are crucial for positive student outcomes. Their study also noted that communication barriers and limited parental availability often hinder effective collaboration. Similarly, Smith et al. (2020) reported that inconsistent or conflicting messages from parents can confuse students and undermine teachers' authority, making classroom management more difficult. In such cases, teachers are frequently left to address behavioral concerns without reinforcement from the home environment.

### ***Parents' Usual Responses***

The findings indicate that parents react in varied ways when informed about their child's misbehavior. Teachers observed differences in the level of concern, cooperation, and follow-through among parents. The following participant statements illustrate these varied responses:

*"Some parents respond urgently, while others ignore." (Participant 31)*

*"Many parents appreciate being informed and want to work with the teacher." (Participant 17)*

*"Some parents show limited support in addressing their children's behavior, simply responding with 'kids will be kids'" (Participant 4)*

These responses suggest that effective behavior management depends not only on school-based interventions but also on the consistency of parental support. Strengthening communication and collaboration between home and school is therefore essential. Clear, respectful, and consistent communication channels can help align expectations and reinforce discipline strategies. Structured parent engagement initiatives, such as orientations and regular conferences, may help emphasize shared responsibility in supporting positive student behavior.

The findings are consistent with Desforges and Abouchaar (2016), who noted that parental responses to school discipline often reflect their attitudes toward education and their perceived role in their child's learning. While some parents value involvement, others withdraw due to time constraints, lack of confidence, or feelings of exclusion. Such inconsistency can weaken the reinforcement of discipline strategies at home. When parents support school-based discipline, behavior interventions are more likely to be effective; however, indifference or disengagement may limit their impact.

Similarly, Kim and Sheridan (2015) emphasized that parental responses can either strengthen or undermine collaboration between home and school. Cooperative parents tend to view teachers as partners in addressing behavioral concerns, whereas resistant parents may deny problems or place responsibility solely on the school. These differing responses present challenges for teachers, who must remain consistent and professional in managing student behavior.

### **Class Size and Workload**

Class size and workload emerged as significant factors influencing teachers' ability to manage classroom discipline. While student behavior remains central to discipline concerns, teachers noted that the number of learners in a class and additional responsibilities also affect how effectively discipline can be implemented. This theme is discussed through two sub-themes: Effect of Class Size on Discipline and Effect of Other Duties on Discipline.

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### ***Effect of Class Size on Discipline***

Participants shared varied perspectives on how class size influences their classroom management practices. The following statements reflect their experiences:

*“The higher the number of students, the more challenging it is to maintain discipline.”*  
(Participant 3)

*“I only have 23 learners in my class. A smaller class allows the teacher to build stronger relationships, monitor behavior more closely, and apply consistent consequences.”*  
(Participant 12)

*“In my case, class size and workload aren’t really the problem—it’s the students’ behavior.”* (Participant 33)

These responses indicate that class size plays an important role in classroom discipline. Larger classes often limit teachers’ ability to closely observe students, address misbehavior promptly, and establish meaningful relationships, which may contribute to increased behavioral concerns. In contrast, smaller class sizes allow teachers to provide more focused attention, resulting in better behavior management and a more positive learning environment.

The findings are consistent with Blatchford et al. (2019), who reported that larger classes are associated with higher levels of classroom disruption due to reduced opportunities for immediate feedback and behavior monitoring. Their study also showed that teachers in larger classes spend more time managing behavior and less time on instruction. Similarly, Finn et al. (2016) found that smaller class sizes are linked to improved academic performance and fewer discipline issues, as students tend to be more engaged and responsive when they receive greater individual attention.

Further support is provided by Filges et al. (2018), who noted that reduced class sizes positively influence student behavior because teachers are better able to detect early signs of misbehavior and apply proactive management strategies. Taken together, these studies reinforce teachers’ observations that class size significantly affects classroom discipline and overall learning conditions.

### ***Impact of Other Responsibilities on Discipline***

Participants also discussed how additional responsibilities affect their ability to maintain classroom discipline. Their responses indicate that competing duties often influence how consistently teachers can address student behavior. Selected statements include:

*“Balancing multiple responsibilities is one of the teacher’s challenges in classroom discipline since it can provide stress or anxiety and lead to poor discipline.”* (Participant 21)

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*“There is an impact, especially when the misbehavior was crucial and there is prior responsibility that needs to be addressed urgently.” (Participant 24)*

*“It develops self and time management.” (Participant 16)*

These responses suggest that excessive workload and multiple responsibilities can limit teachers' capacity to manage classroom discipline effectively. Administrative tasks and non-teaching duties often contribute to stress and fatigue, reducing the time and attention teachers can devote to behavior management. When teachers are overwhelmed, the consistent application of disciplinary strategies becomes more difficult, which may result in increased classroom disruptions.

These findings are consistent with González et al. (2018), who identified workload pressure as one of the most persistent challenges faced by teachers, noting that administrative demands often divert attention away from instructional and classroom management responsibilities. Similarly, Worth et al. (2020) found that increasing workload levels negatively affect teacher well-being, leading to heightened stress and reduced consistency in discipline practices. Kyriacou (2015) further emphasized that prolonged workload stress contributes to teacher burnout, which can weaken patience, resilience, and the ability to respond effectively to student misbehavior.

These studies highlight how competing responsibilities place significant strain on teachers and affect their ability to maintain orderly and supportive classroom environments.

### **School Policy Constraints**

School policy constraints emerged as an important factor influencing teachers' efforts to maintain classroom discipline. Teachers recognized that clear institutional rules and procedures are essential in guiding appropriate student behavior and supporting consistent disciplinary practices. This theme is discussed through two sub-themes: Policies Supporting Discipline Efforts and Consistency in the Application of Rules.

#### ***Policies Supporting Discipline Efforts***

The findings show that teachers regard the Department of Education's Child Protection Policy as a central framework for discipline in schools. Participants highlighted both the strengths and limitations of existing policies in supporting classroom management. The following statements reflect their views:

*“Yes. The DepEd Child Protection Policy and the Code of Ethics for teachers.” (Participant 18)*

*“Some schools have existing policies meant to support discipline; unfortunately, they are not clearly emphasized or consistently implemented.” (Participant 33)*

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*Yes, but lack of dissemination and full implementation. The school must have a full-time guidance counselor to support our school policy and ensure its full implementation. (Participant 5)*

These responses suggest that while child protection and discipline policies promote a positive and rights-based approach to managing behavior, their effectiveness depends on proper dissemination, teacher awareness, and consistent enforcement. When policies are applied unevenly or poorly communicated, their intended role in supporting discipline and protecting learners is weakened.

The findings align with Gershoff et al. (2017), who reported that clearly defined and consistently implemented school discipline policies contribute to healthier teacher–student relationships and reduce reliance on punitive measures. Similarly, Osher et al. (2020) emphasized that strong policy frameworks provide educators with clear standards for addressing misbehavior while upholding students’ rights and maintaining a safe learning environment. In the Philippine context, Bautista and Molina (2019) observed that although teachers are generally familiar with the DepEd Child Protection Policy, inconsistencies in awareness and implementation across schools limit its effectiveness in promoting discipline and learner protection.

### ***Consistency of Rules Application***

The findings indicate that teachers expressed concern about the uneven application of school rules and policies. Participants pointed out that inconsistencies often stem from limited orientation, varying interpretations of policies, and differences in how disciplinary decisions are made. The following statements illustrate these concerns:

*“It seems like they’re not really emphasized or maybe we teachers are not properly oriented, not implemented, or perhaps not everyone is even aware of them.” (Participant 2)*

*“We have a designated guidance teacher; but... their role isn’t really utilized. Maybe what schools need is a full-time guidance counselor.” (Participant 33)*

*“It was applied, but depending on the severity of misbehavior, teachers give considerations.” (Participant 6)*

These responses suggest that inconsistent enforcement of school policies can undermine classroom discipline and contribute to perceptions of unfairness among students. When rules are applied differently or are not clearly communicated, students may become confused about expectations, which weakens trust in the disciplinary system. A lack of uniform standards across the school further limits the creation of a learning environment that promotes positive behavior.

The findings are consistent with Gregory et al. (2016), who reported that inconsistent rule enforcement often leads students to perceive disciplinary practices as unfair, resulting in increased

misbehavior and reduced trust in teachers. Similarly, De Nobile and McCormick (2015) found that transparent and consistent application of rules strengthens school climate and enhances the effectiveness of discipline. Arum and Ford (2019) also noted that when policies are not applied uniformly, teachers tend to rely on personal discretion, which can lead to varied disciplinary practices and contribute to school disorder.

### **External Socioeconomic Factors**

The findings also highlight the influence of external socioeconomic conditions on student discipline. Experiences outside the school setting were found to shape learners' behavior, attitudes, and responses to classroom rules. This theme is discussed through two sub-themes: Influence on Discipline, which examines how socioeconomic conditions affect student behavior, and Adaptation Strategies, which describe how teachers respond to these challenges.

#### ***Influence on Discipline***

Participants described several ways in which external factors affect classroom discipline. Their responses point to the impact of poverty, family instability, and home-related stress on students' behavior. Selected statements include:

*“Students suffering from poverty and family issues have emotional or behavioral issues that significantly impact classroom discipline.” (Participant 14)*

*“Family background also affects the child’s behavior.” (Participant 29)*

*“External factors like poverty, family conflict, or instability can cause stress, fatigue, and distraction, making it harder for students to focus and follow rules.” (Participant 12)*

These responses suggest that classroom behavior is closely linked to students' socioeconomic circumstances. Learners who face challenges at home may struggle with self-regulation, concentration, and compliance with classroom expectations, which can result in disruptive behavior. Teachers and school administrators therefore play an important role in mitigating these effects by creating supportive and structured learning environments. Common strategies include establishing predictable routines, reinforcing positive behavior, offering emotional support, and building strong teacher–student relationships. Schools may also draw on the support of guidance counselors, social workers, and community-based programs to address learners' external needs.

The findings are consistent with Garcia and Weiss (2019), who reported that children from socioeconomically disadvantaged backgrounds are more likely to experience stressors such as food insecurity, unsafe living conditions, and limited parental supervision. These challenges can reduce students' ability to focus on learning and adhere to school rules, often resulting in behavioral concerns. Similarly, McCoy and Raver (2016) found that family instability—such as frequent relocation, parental separation, or ongoing conflict—affects children's self-regulation, which is closely linked to classroom behavior.

Students who struggle to manage emotions or impulses may display behaviors that are perceived as disruptive or oppositional.

Further support is provided by Lee and Bierman (2019), who emphasized the role of the school environment in buffering the negative effects of poverty and family stress. Their research showed that when teachers establish consistent routines, reinforce positive behavior, and foster strong relationships with students, classroom disruptions decrease. Creating a safe and predictable classroom environment helps lessen the impact of external stressors, leading to improved discipline and greater student engagement.

### ***Adaptation Strategies***

The findings indicate that teachers employ various strategies to address the challenges brought about by external socioeconomic factors. Participants described adjusting their classroom practices to better support learners who face emotional or behavioral difficulties. Selected responses include:

*“As a teacher, fostering a positive and supportive environment is very crucial.”*  
(Participant 11)

*“I need to background check or profiling... We comfort them and make them feel the love and value they don't receive at home.”* (Participant 3)

*“I adapt by keeping expectations clear but adding extra support and flexibility.”*  
(Participant 9)

These responses suggest that teachers play a critical role in managing discipline by responding sensitively to students' emotional and behavioral needs, particularly those shaped by socioeconomic conditions. By creating supportive and understanding classroom environments, teachers help reduce the negative effects of poverty, family instability, and stress on student behavior. Developing strong relationships with learners allows teachers to address discipline concerns in a more compassionate and effective manner. Collaboration with parents, guidance counselors, and community partners further strengthens support systems that promote student well-being and positive behavior.

The findings are consistent with Hamre et al. (2015), who found that supportive teacher–student relationships help buffer the effects of adversity on children. Their study showed that when teachers engage learners through positive interactions and meaningful activities, students feel more secure and exhibit fewer behavioral problems. Similarly, Simonsen et al. (2016) emphasized that proactive classroom management—such as setting clear expectations, modeling positive behavior, and reinforcing appropriate conduct—creates a productive learning environment and reduces classroom tension.

In addition, Oberle and Schonert-Reichl (2017) highlighted the value of Social and Emotional Learning (SEL) in schools. Integrating SEL practices into daily instruction helps learners develop emotional regulation, resilience, and social skills, which contribute to improved classroom behavior. Teachers in their

study emphasized the importance of maintaining a calm and supportive classroom climate to enhance both discipline and learning outcomes.

Table 5: *Coping mechanisms and strategies used by the teachers*

Main Themes	Sub-theme	Codes	Teacher responses	Quotes
1. Positive Behavior Support and Relationship-Building	1.1 Strategies to manage common student misbehaviors	Clear expectations and routines - Proactive strategies - Positive reinforcement - Patience and empathy - Parent/guardian involvement		<i>"I call them out. Sometimes, I talk to them after class." (Participant 25)</i>  <i>"I am using a proactive strategy in my class. Proactive in a way of setting clear expectations, establishing consistent routines, and creating an environment where positive behaviors are reinforced." (Participant 11)</i>  <i>"Talking to them sincerely and nicely for them to feel that even though they have those behaviors, the teacher still cares and understands them." (Participant 7)</i>
	1.2 Specific approaches found effective	-Parent involvement - Heart-to-heart talk -Persistence despite challenges		<i>"Yes, talking to parents." (Participant 3)</i>  <i>"I've tried all the strategies I know, but some kids are still hard-headed and don't want to listen or follow." (Participant 6)</i>  <i>"Talking heart to heart and calling the attention of their parents." (Participant 21)</i>

2. Community and Guidance Collaboration	2.1 Building partnerships with parents	<ul style="list-style-type: none"> <li>-Professional communication</li> <li>-Parent agreement</li> <li>-Open communication</li> <li>-Homeroom meetings</li> </ul>	<p><i>“I talk to them with professionalism and make it clear that we are sharing goals, making their child better.” (Participant 9)</i></p> <p><i>“Parental involvement with a good rapport is very important in resolving discipline issues.” (Participant 16)</i></p> <p><i>“Always talk to the parents, and maybe we should create an agreement with the parents about their child’s behavior.” (Participant 17)</i></p> <p><i>“To build a stronger partnership with the parents in terms of disciplining, we need to have open and clear communication with them.” (Participant 9)</i></p>
	2.2 Encouraging parental involvement	<ul style="list-style-type: none"> <li>-Open communication</li> <li>- Regular follow-up</li> <li>-Positive notes/messages</li> <li>- Role awareness</li> </ul>	<p><i>“Open and consistent communication with parents.” (Participant 33)</i></p> <p><i>“Regularly follow up with the parents about their child.” (Participant 2)</i></p> <p><i>“Helping them to realize their role as parents, and the first teacher of their child and what is the duty of the teacher in the school.” (Participant 21)</i></p>
3. Time Management and Assistance	3.1 Managing Peer discipline in large classes	<ul style="list-style-type: none"> <li>- Consistent reminders</li> <li>- Clear rules &amp; routines</li> <li>- Non-verbal cues</li> <li>- Student</li> </ul>	<p><i>“By consistently reminding them about the classroom rules and always making sure they follow instructions.” (Participant 28)</i></p>

	responsibility - Differentiated activities	<p><i>“In a crowded class, I use a few clear rules, steady routines, and simple signals like eye contact to keep order without stopping the lesson... I also involve parents or support staff if problems continue.”</i>          (Participant 21)</p> <p><i>“To manage discipline in an overcrowded classroom, I have to use differentiated activities to keep them focused and involved.”</i>          (Participant 21)</p>
3.2 Balancing discipline with teaching tasks	<ul style="list-style-type: none"> <li>- Clear rules &amp; consequences</li> <li>- Positive reinforcement</li> <li>- Non-verbal cues &amp; transitions</li> <li>- Engaging lessons &amp; parent/counselor support</li> <li>- Time management</li> </ul>	<p><i>“Making sure that I set clear rules and consequences before engaging students in an interactive lesson and providing positive reinforcement when they show good behaviors.”</i>          (Participant 26)</p> <p><i>“I keep discipline simple and consistent, so it blends with teaching instead of interrupting it. Clear routines and posted rules reduce the need for constant reminders.”</i>          (Participant 6)</p> <p><i>“Non-verbal cues—like a pause, eye contact, or standing near a student—let me correct behavior while continuing the lesson... I also plan engaging activities with smooth transitions to prevent downtime.”</i>          (Participant 21)</p>

4. Adherence Coupled with Professional Judgment	4.1 Support systems within the school	<ul style="list-style-type: none"> <li>- School head guidance</li> <li>- Child protection/guidance designate</li> <li>- Clear policies &amp; enforcement</li> <li>- Peer/colleague support</li> <li>- Parent involvement</li> <li>- Committees &amp; external links</li> </ul>	<p><i>"I inform my school head if there are incidents and ask her what I should do to address the issue."</i> (Participant 23)</p> <p><i>"The specialized child protection and guidance designate in our school."</i> (Participant 27)</p> <p><i>"Clear school policies... plus support from colleagues on handling pupil behavior; asking them about their strategies, and involving parents."</i> (Participant 8)</p>
	4.2 Suggested improvements in school policies	<ul style="list-style-type: none"> <li>- Positive climate</li> <li>- Parent orientation</li> <li>- Teacher training</li> <li>- Guidance counselor</li> <li>- Clear rules</li> <li>- Counseling support</li> <li>- Restorative practices</li> </ul>	<p><i>"School discipline policies should always promote a positive school climate with a fair and consistent approach to addressing misbehavior."</i> (Participant 1)</p> <p><i>"Hold a school orientation for parents to help them stay informed. Provide workshops or training for teachers, and if possible, assign a trained or licensed guidance counselor to each school."</i> (Participant 16)</p> <p><i>"I recommend clearer, school-wide rules with consistent consequences, more counseling and mental-health support, and regular parent-teacher communication so families stay involved before problems grow."</i> (Participant 21)</p>

5. Empathy and Socio-Emotional Support	5.1 Responses to discipline issues from home/community	Parent communication -Empathy & consistency -Clear but flexible expectations - Safe routines -Shared responsibility (home-school-community)	<p><i>“Sometimes, we also have limitations if it is discipline at home, so it’s really difficult to get involved, especially if outside the school, and we don’t have control.” (Participant 23)</i></p> <p><i>“I respond with empathy and consistency. First, I listen and try to understand what the student may be experiencing, keeping expectations clear but flexible when needed.” (Participant 26)</i></p> <p><i>“We should talk to the parent and pupil separately and find a way to help the parent in disciplining their child in their home.” (Participant 20)</i></p>
	5.2 Adjustments and interventions	-Parent communication -Proactive approach -Kind support & fair consequences -Clear routines -Stability & consistency -Peer/colleague support -Family involvement	<p><i>“The use of a proactive approach where everyone is in a safe, positive, and supportive learning environment.” (Participant 16)</i></p> <p><i>“Always talk to the child kindly and let them feel supported... give fair consequences to help them understand their mistakes and praise them when they do something right.” (Participant 9)</i></p> <p><i>“I provide clear routines and simple instructions, so expectations stay predictable, even when life outside school is chaotic.” (Participant 21)</i></p>

The analysis of responses presented in Table 5 indicates that the primary concerns affecting the effective use of coping mechanisms and strategies fall under five major areas: Positive Behavior Support

and Relationship-Building, Community and Guidance Collaboration, Time Management and Peer Assistance, Adherence Combined with Professional Judgment, and Empathy and Socio-Emotional Support.

### **Positive Behavior Support and Relationship-Building**

Findings show that Positive Behavior Support and Relationship-Building emerged as a central theme in teachers' coping strategies. Participants emphasized that managing student behavior remains a continuing challenge that requires both preventive and corrective measures. To address these concerns, teachers reported implementing clear classroom rules, using positive reinforcement, and maintaining communication with parents to promote cooperation and mutual understanding. These practices were aimed at fostering a positive learning environment and strengthening teacher–student relationships. Two sub-themes emerged under this category: Strategies to Manage Common Student Misbehaviors and Specific Strategies Found to Be Effective.

#### ***Strategies to Manage Common Student Misbehaviors***

The findings reveal that teachers used a range of approaches to address common student misbehaviors. The following statements illustrate these practices:

*“I call them out. Sometimes, I talk to them after class.” (Participant 25)*

*“I am using a proactive strategy in my class. Proactive in a way of setting clear expectations, establishing consistent routines, and creating an environment where positive behaviors are reinforced.” (Participant 11)*

*“Talking to them sincerely and nicely for them to feel that even though they have those behaviors, the teacher still cares and understands them.” (Participant 7)*

These responses suggest that effective classroom management depends on combining structure with empathy. Teachers managed misbehavior by calmly addressing concerns, holding private conversations when necessary, and demonstrating care and understanding toward learners. Proactive strategies, such as clear expectations and consistent routines, were also used to prevent disruptions before they escalated. Together, these practices help reduce misbehavior, strengthen relationships, and promote a supportive classroom environment.

The findings support Van Uden et al. (2023), whose systematic review of student-centered teacher responses showed that preventive and proactive approaches are more effective than reactive punishment. Their study emphasized the importance of teaching expected behaviors, reinforcing positive actions, and maintaining calm, supportive classroom routines to reduce disruptions and increase engagement. Similarly, the current findings highlight the value of patience, sincerity, and proactive management in addressing student behavior without interrupting instruction.

Further support is provided by Yahaya et al. (2020), who identified effective classroom management strategies used by exemplary teachers across three areas: preparation, interaction, and consequences. Their study found that well-prepared learning environments, positive teacher–student interactions—including the use of non-verbal cues—and fair application of rules contribute to effective behavior management. These findings reflect a broader understanding that classroom management extends beyond discipline alone and serves as an essential element of effective teaching and learning.

### ***Specific Approaches Found Effective***

The findings indicate that positive teacher–student relationships, calm disciplinary responses, and active parental involvement are among the most effective approaches for managing classroom discipline. Teachers emphasized the importance of communication and emotional understanding when addressing student misbehavior. The following participant statements reflect these practices:

*“Yes, talking to parents.” (Participant 3)*

*“I’ve tried all the strategies I know, but some kids are still hard-headed and don’t want to listen or follow.” (Participant 6)*

*“Talking heart to heart and calling the attention of their parents.” (Participant 21)*

These responses suggest that effective classroom management relies on constructive interaction, clear communication, and shared responsibility between teachers and parents. When teachers address misbehavior through calm and sincere dialogue and involve parents in reinforcing expectations, students tend to respond more positively and become easier to manage. Such approaches encourage cooperation, accountability, and mutual respect within the classroom.

The findings support Longobardi et al. (2016), who reported that teachers play a crucial role in shaping student behavior through respectful and supportive communication, which promotes cooperation rather than defiance. Similarly, Karasova and Nehyba (2023) found that teachers who respond calmly to disruptions can resolve behavioral issues without interrupting the learning process. Their study highlighted that emotional reassurance and supportive interactions help students regain self-control and focus on their tasks.

Additionally, Salama et al. (2025) emphasized the value of parental involvement in behavior management. Their study found that when discipline strategies are reinforced both at home and in school, students are more likely to comply with expectations and exhibit improved behavior.

### **Community and Guidance Collaboration**

The findings indicate that community and guidance collaboration plays a crucial role in addressing student discipline. Teachers consistently identified limited parental involvement as a major challenge in

managing learner behavior. They emphasized that discipline concerns cannot be effectively resolved within the classroom alone and require coordinated efforts among teachers, parents, guidance personnel, and the broader community. When parental engagement is minimal, student misbehavior tends to increase and becomes more difficult to manage. Strengthening collaboration with parents and guidance services was therefore viewed as essential in promoting consistent behavioral expectations and reinforcing student accountability. Two sub-themes emerged under this category: Building Partnerships with Parents and Encouraging Parental Involvement.

### ***Building Partnerships with Parents***

The findings show that establishing partnerships with parents is an effective approach to managing discipline concerns. Teachers described the importance of maintaining professional, respectful communication when addressing student behavior. Selected participant statements include:

*“I talk to them with professionalism and make it clear that we are sharing goals, making their child better.” (Participant 9)*

*“Parental involvement with a good rapport is very important in resolving discipline issues.” (Participant 16)*

*“Always talk to the parents, and maybe we should create an agreement with the parents about their child’s behavior.” (Participant 17)*

These responses suggest that collaboration with parents is a key element in promoting positive behavior and effective classroom management. Open, respectful, and goal-oriented communication helps strengthen shared responsibility for student behavior and supports consistent expectations between home and school. Such partnerships contribute to improved student conduct and greater commitment to learning.

The findings are consistent with Garbacz et al. (2018), who reported that student behavior and classroom climate improve when teachers and parents work collaboratively. Their study emphasized that respectful, goal-focused communication fosters mutual accountability. Similarly, Wang and Eccles (2016) found that parental involvement positively influences students’ behavioral adjustment, particularly when families and schools maintain shared expectations and supportive interactions.

In the Philippine context, Torres (2020) noted that teachers commonly use communication tools such as notebooks, text messages, online chats, and meetings to engage parents. Despite logistical challenges, teachers reported that maintaining a professional relationship with parents supports the management of behavioral concerns. Likewise, González-Ceballos et al. (2021) found that consistent involvement of parents or significant adults reduces disruptive behavior and enhances students’ sense of belonging and responsibility, especially when home–school communication is sustained.

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### ***Encouraging Parental Involvement***

The findings indicate that teachers actively employ various strategies to encourage parental involvement in addressing classroom discipline. Participants highlighted the importance of maintaining regular and meaningful communication with parents to support student behavior. The following responses illustrate strategies that teachers found effective:

*“Open and consistent communication with parents.” (Participant 33)*

*“Regularly follow up with the parents about their child.” (Participant 2)*

*“Helping them to realize their role as parents, and the first teacher of their child, and what is the duty of the teacher in the school.” (Participant 21)*

These responses suggest that increasing parental involvement strengthens the home–school partnership and contributes to improved classroom discipline and student well-being. Open and ongoing communication fosters trust and shared responsibility, allowing parents to better understand their role in supporting their child’s behavior and learning. When parents are actively engaged, students benefit from consistent guidance and reinforcement across home and school settings.

The findings support Garbacz et al. (2018), who emphasized that sustained family–school collaboration requires teachers to take an active role in inviting parents to participate. Their study highlighted the importance of positive and strength-based communication in building productive partnerships. Similarly, Shah (2019) found that structured opportunities for parental engagement, combined with regular updates on student progress and behavior, lead to increased parent participation.

In addition, González-Ceballos et al. (2021) reported that encouraging parental involvement is associated with reduced disruptive behavior and improved social and emotional adjustment among students. In the Philippine context, Torres (2020) noted that teachers often rely on accessible communication methods such as text messages, home visits, and scheduled conferences to engage parents, particularly in rural areas where participation may otherwise be limited.

### **Time Management and Peer Assistance**

The findings indicate that time management and peer assistance are critical coping mechanisms for teachers, particularly when handling large classes and heavy workloads. Participants shared that overcrowded classrooms and multiple responsibilities make it challenging to consistently manage student behavior. As a result, teachers emphasized the importance of organizing instructional time effectively and seeking support from colleagues to balance teaching demands and discipline-related concerns. Two sub-themes emerged under this category: Managing Discipline in Large Classes and Balancing Discipline and Teaching Tasks.

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### ***Managing Discipline in Large Classes***

Participants described several strategies they use to maintain discipline in large or overcrowded classrooms. Their responses highlight the importance of proactive and structured approaches. Selected statements include:

*“To manage discipline in an overcrowded classroom, I have to use differentiated activities to keep them focused and involved.” (Participant 23)*

*“By consistently reminding them about the classroom rules and always making sure they follow instructions.” (Participant 28)*

*“In a crowded class, I use a few clear rules, steady routines, and simple signals like eye contact to keep order without stopping the lesson... I also involve parents or support staff if problems continue.” (Participant 21)*

These responses suggest that managing discipline in large classes requires preventive strategies that promote order while allowing instruction to continue smoothly. Teachers rely on varied teaching approaches, structured routines, and clear communication to reduce distractions and increase student engagement despite overcrowded conditions. Such practices demonstrate that effective discipline in large classes is largely achieved through proactive rather than punitive measures.

The findings are consistent with Blatchford et al. (2016), who noted that teachers in larger classes often adopt whole-class management techniques, including clear rules, consistent routines, and strategic classroom organization, to compensate for reduced individual attention. Similarly, Egeberg et al. (2016) found that teachers in overcrowded classrooms frequently use preventive strategies such as regular reminders, efficient time management, and non-verbal cues to minimize disruptions and maintain lesson continuity. Pas et al. (2019) further emphasized the effectiveness of proactive techniques—such as proximity control, predictable routines, and non-verbal signals—in preventing misbehavior without interrupting instruction.

### ***Balancing Discipline with Teaching Tasks***

The findings indicate that teachers experience difficulty maintaining discipline in overcrowded classrooms while simultaneously delivering instruction. Participants emphasized that keeping rules simple, establishing clear routines, and using visible or non-verbal cues help manage student behavior without disrupting teaching. The following statements reflect these practices:

*“Making sure that I set clear rules and consequences before engaging students in an interactive lesson and providing positive reinforcement when they show good behaviors.” (Participant 26)*

*“I keep discipline simple and consistent, so it blends with teaching instead of interrupting it. Clear routines and posted rules reduce the need for constant reminders.” (Participant 6)*

*“Non-verbal cues like a pause, eye contact, or standing near a student let me correct behavior while continuing the lesson... I also plan engaging activities with smooth transitions to prevent downtime.”(Participant 21)*

These responses suggest that teachers managing large classes rely on proactive and well-organized practices to balance instruction and discipline. Strategies such as differentiated activities, structured routines, and effective communication help sustain order and student engagement despite overcrowded conditions.

The findings are consistent with Blatchford et al. (2015), who noted that increasing class size makes classroom management more challenging, particularly when addressing individual learner needs. Their study emphasized the importance of structured and well-organized classrooms in maintaining order. Similarly, Marais (2016) reported that overcrowded classrooms often lead to discipline issues, but proactive strategies—such as varied learning activities, peer collaboration, and simplified rules—can reduce disruptive behavior.

In addition, the OECD (2019) highlighted that effective management of large classes requires strong routines, efficient use of time, and strategies that promote active participation while limiting opportunities for misbehavior. Taken together, these studies suggest that maintaining discipline in crowded classrooms depends on proactive, structured approaches rather than reactive responses. Clear expectations, consistent routines, and differentiated instruction support both effective classroom management and efficient use of instructional time.

### **Adherence Coupled with Professional Judgment**

The findings indicate that adherence to school policies, combined with the exercise of professional judgment, plays a crucial role in managing student discipline. Teachers emphasized the importance of following established guidelines while making informed decisions based on specific classroom situations. They also highlighted the value of administrative and institutional support in implementing effective discipline practices and suggested areas for strengthening policy implementation. Two sub-themes emerged under this category: Support Systems Within the School and Recommended Changes in School Policy.

#### ***Support Systems Within the School***

The findings show that teachers recognize the importance of school-based support systems in addressing behavioral concerns. Participants noted that guidance designates, Child Protection Committees, and strong leadership from school heads contribute significantly to resolving discipline-related issues. The following statements reflect their experiences:

*“I inform my school head if there are incidents and ask her what I should do to address the issue.” (Participant 23)*

*“The specialized child protection and guidance designated in our school are the ones helping in resolving issues.” (Participant 27)*

*“Clear school policies... plus support from colleagues on handling pupil behavior, asking them about their strategies, and involving parents.” (Participant 8)*

These responses suggest that effective classroom discipline is strengthened when teachers are supported by a well-functioning school system that includes administrators, guidance personnel, and peer collaboration. Such support fosters shared responsibility, consistent policy application, and open communication in addressing behavior concerns. Teachers reported greater confidence in managing discipline when they could rely on guidance staff, school leaders, and colleagues for assistance and advice.

The findings are consistent with Cohen et al. (2015), who emphasized that a positive and supportive school climate established by school leadership is associated with improved classroom management and student behavior. Their study highlighted those clear policies, access to guidance services, and collaboration among teachers contribute to a more effective discipline environment. Similarly, Sugai and Simonsen (2020) underscored the importance of a school-wide approach to discipline, particularly through Positive Behavioral Interventions and Supports (PBIS), which promote shared expectations, consistent communication, and collective responsibility among staff.

In the Philippine context, Crisol and Alamillo (2021) found that strong school leadership and structured teacher support are closely linked to effective discipline management. Teachers who receive administrative support and have access to guidance personnel reported greater confidence in addressing behavioral issues. Their findings also indicated that peer collaboration and parent involvement initiatives initiated by school leaders strengthen consistent responses to misbehavior. Taken together, these studies suggest that discipline management is most effective when supported by coordinated school systems rather than relying solely on individual teachers.

### ***Suggested improvements in school policies***

The findings indicate that teachers consider policy enhancement necessary to ensure effective and sustainable discipline practices. Participants emphasized the need for school policies that support fairness, consistency, and a positive learning environment. The following statements reflect teachers' suggestions for improving school discipline policies:

*“School discipline policies should always promote a positive school climate with a fair and consistent approach to addressing misbehavior.” (Participant 1)*

*“Hold a school orientation for parents to help them stay informed. Provide workshops or training for teachers, and if possible, assign a trained or licensed guidance counselor to each school.” (Participant 16)*

*“I recommend clearer, school-wide rules with consistent consequences, more counseling and mental-health support, and regular parent–teacher communication so families stay involved before problems grow.” (Participant 21)*

These responses suggest that effective discipline depends on well-structured policies that go beyond punitive measures. Teachers highlighted the importance of preventive strategies such as counseling services, continuous professional development, and active parental involvement. When policies are clearly defined, consistently implemented, and supported by school leadership, they encourage shared accountability and cooperation among students, teachers, and families.

The findings are consistent with Cohen et al. (2015), who emphasized that school policies should prioritize a positive school climate rather than rely solely on punishment. Their study showed that fair and consistent disciplinary frameworks contribute to improved student behavior and teacher effectiveness. Similarly, Sugai and Simonsen (2020) highlighted the importance of adopting evidence-based frameworks such as Positive Behavioral Interventions and Supports (PBIS), which promote clear expectations, consistent consequences, and preventive interventions at the school-wide level.

In the Philippine context, Crisol and Alamillo (2021) underscored the need for stronger leadership and systemic support to improve policy implementation. Their study identified gaps in teacher training, access to counseling services, and home–school collaboration. They recommended strengthening discipline policies through regular capacity-building activities, effective guidance services, and structured parental engagement programs.

Taken together, these findings suggest that discipline management is most effective when schools adopt proactive, supportive, and evidence-based policies that prioritize student well-being, teacher support, and strong partnerships with families.

### **Empathy and Socio-Emotional Support**

Results revealed that the main theme focused on Empathy and Socio-Emotional Support. Teachers noted that external socioeconomic challenges greatly influence students’ behavior and overall classroom discipline. They emphasized the need for empathy, emotional understanding, and appropriate interventions to help students cope with personal and social difficulties. Two sub-themes emerged under this theme: (5.1) Responses to Discipline Problems within the Home and Community and (5.2) Adjustment and Intervention.

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### *Responses to Discipline Issues from Home/Community*

The findings indicate that teachers experience difficulty addressing discipline concerns that originate from the home or community, as their authority is largely limited to the school setting. Participants noted that behavioral issues shaped by family or community factors are often beyond their direct control. The following statements reflect these challenges and responses:

*“Sometimes, we also have limitations if it is discipline at home, so it’s really difficult to get involved, especially if outside the school, and we don’t have control.” (Participant 23)*

*“I respond with empathy and consistency. First, I listen and try to understand what the student may be experiencing, keeping expectations clear but flexible when needed.” (Participant 26)*

*“We should talk to the parent and pupil separately and find a way to help the parent in disciplining their child in their home.” (Participant 20)*

These responses suggest that although teachers have limited authority over home- and community-based issues, empathy, clear communication, and collaboration with parents can help address behavioral concerns more effectively. By engaging families in open dialogue and shared problem-solving, teachers extend their influence beyond the classroom and promote shared responsibility for student behavior.

The findings are consistent with Wright et al. (2018), who found that structured home visits and direct communication between teachers and families improved mutual understanding and trust. Their study reported that when teachers reached out to parents, classroom behavior and study habits improved, as discipline concerns were addressed collaboratively rather than through punitive measures alone. This approach highlights how relationship-building can help bridge the gap between school and home environments.

Similarly, Agapito (2024) examined sustained parent–teacher communication in the Philippine context and found that consistent collaboration helps align disciplinary approaches at home and in school. Strengthened communication channels—such as parent conferences, advisory meetings, and informal check-ins—led to more timely and empathetic responses to behavioral concerns. The study also emphasized that involving parents supports culturally responsive practices, particularly in public schools where socioeconomic challenges may affect parental supervision and involvement.

In addition, Tan (2022) explored the role of parental monitoring and support in students’ behavior and academic performance during home-based learning. The study found that students whose parents actively communicated, monitored progress, and provided guidance demonstrated better self-regulation and fewer behavioral issues. Tan further emphasized that schools play a role not only in disciplining students but also in guiding parents toward effective, positive discipline practices at home. Parent-focused training programs were found to help align behavioral expectations across home and school settings.

### *Adjustments and Interventions*

The findings show that teachers implement various adjustments and interventions to support learners affected by external socioeconomic conditions and to maintain a positive classroom environment. Participants described strategies that emphasize stability, empathy, and proactive support. Selected statements include:

*“The use of a proactive approach where everyone is in a safe, positive, and supportive learning environment.” (Participant 16)*

*“Always talk to the child kindly and let them feel supported... give fair consequences to help them understand their mistakes and praise them when they do something right.” (Participant 9)*

*“I provide clear routines and simple instructions, so expectations stay predictable, even when life outside school is chaotic.” (Participant 21)*

These responses indicate that teachers play a vital role in supporting learners affected by socioeconomic challenges through compassionate and proactive classroom practices. By establishing clear routines, showing empathy, and applying fair and consistent consequences, teachers help create a stable and nurturing environment that supports positive behavior and emotional well-being. Such approaches enable learners to cope more effectively with challenges beyond the classroom.

The findings are consistent with Majcík (2025), who reported that teachers working with socially disadvantaged learners often use flexible instructional and behavioral strategies, including personalized routines, feedback systems based on praise, and shared expectations. These practices were found to enhance engagement, reduce behavioral concerns, and strengthen learners’ sense of belonging. Similarly, Gregory et al. (2017) emphasized the value of restorative and preventive approaches to discipline, noting that management strategies focused on guidance rather than control help foster ethical behavior and long-term self-regulation among students.

In addition, Reinke et al. (2018) found that proactive classroom management and social-emotional learning (SEL) interventions contribute to fewer behavioral disruptions and stronger teacher–student relationships. Teaching appropriate behaviors, reinforcing expectations, and providing support for students’ personal challenges were identified as key elements in promoting a positive and orderly classroom environment.

### **Proposed Disciplinary Measure Plan**

The findings of this study indicate the need for a structured Disciplinary Measure Plan to strengthen classroom discipline in public elementary schools in Puerto Princesa District III. Although Department of Education policies promote child protection and positive discipline, gaps in policy dissemination, consistency of implementation, and school-level support were identified. In the absence of a unified

framework, teachers often rely on individual judgment, which may result in inconsistent disciplinary practices.

The proposed plan provides clear and practical guidance for teachers, school administrators, and support personnel in implementing fair, consistent, and non-punitive discipline. It emphasizes preventive and corrective approaches, clarifies roles and procedures, and supports uniform application of discipline across classrooms.

This disciplinary measure plan is important because it promotes shared responsibility among teachers, school leaders, parents, and support services. By strengthening collaboration, communication, and guidance support, the plan addresses both behavioral concerns and their underlying causes. Overall, the proposed plan supports a safe, inclusive, and orderly learning environment while ensuring that disciplinary practices remain aligned with learner welfare and existing education policies.

## CONCLUSION

Based on the study's findings, the study concluded that the teaching workforce in Puerto Princesa District III is composed mainly of experienced and professionally mature educators capable of maintaining effective classroom management. Their participation in training and seminars on classroom management and positive discipline has strengthened their competence and confidence, enabling them to foster structured, supportive, and well-disciplined learning environments that promote student growth and positive behavior.

Furthermore, teachers primarily implemented guidance-oriented discipline practices that focused on positive reinforcement, clear rules and procedures, parental collaboration, and non-verbal management techniques. These approaches reflect their commitment to building respectful, organized, and inclusive classrooms that nurture positive behavior and student self-discipline.

Additionally, the study revealed that teachers faced various challenges in implementing disciplinary practices, including student behavioral issues, limited parental involvement, large class sizes, heavy workloads, and policy constraints. External factors such as poverty, unstable family relationships, and insufficient parental guidance also contributed to classroom misbehavior. These challenges highlight the need for shared responsibility between the school and home in reinforcing discipline and values formation.

Lastly, the study concluded that teachers demonstrated resilience and sound professional judgment in addressing classroom management challenges. Their coping mechanisms were reflected in five key themes: Positive Behavior Support and Relationship-Building, Community and Guidance Collaboration, Time Management and Peer Assistance, Adherence with Professional Judgment, and Empathy and Socio-Emotional Support. These strategies enabled teachers to maintain classroom discipline while upholding empathy, fairness, and professionalism.

Overall, the study concludes that effective classroom discipline requires collaborative efforts among teachers, parents, and school administrators, supported by continuous training and professional development on positive and inclusive discipline practices to ensure the holistic development of learners.

## RECOMMENDATIONS

Based on the findings and conclusions of this study, several recommendations are proposed for the Department of Education (DepEd), policy makers, school heads, teachers, and future researchers.

### For the Department of Education

1. *Strengthen Professional Development:* The Department of Education (DepEd) should conduct regular training, seminars, and workshops on positive discipline, classroom management, and socio-emotional learning every grading period or at least twice a year to enhance teachers' skills in managing student behavior effectively.
2. *Develop a National Framework:* DepEd should create and implement a standardized national framework on inclusive and non-punitive disciplinary practices that emphasize guidance, empathy, and consistency across all public schools.
3. *Provide Support Personnel:* DepEd should assign a designated guidance teacher or counselor in every school to assist teachers in addressing behavioral and emotional concerns of learners.
4. *Allocate Resources:* Ensure budget allocation for materials, tools, and programs that support positive discipline and student well-being initiatives.

### For Policy Makers

1. *Reduce Teacher Workload and Manage Class Size:* Establish guidelines that ensure teachers handle a reasonable number of learners and receive administrative support to focus on instructional and behavioral management.
2. *Strengthen Parental Accountability:* Develop policies that require active parental involvement in addressing learners' behavioral concerns through regular conferences and coordinated interventions.
3. *Promote Community Participation:* Implement programs that encourage barangay officials, community workers, and stakeholders to support schools in reinforcing positive discipline and learner development.
4. *Clarify and Align Discipline Guidelines:* Formulate clear, standardized procedures for classroom discipline that are aligned with child rights, mental well-being, and holistic development, while also upholding teachers' authority and ensuring their safety and well-being.

### For School Administrators

1. *Implement Parent-Teacher Partnership Programs:* Conduct regular orientation sessions and intervention meetings for parents of at-risk learners to enhance cooperation in addressing behavioral and academic concerns.

2. *Enhance Guidance Services:* Ensure that guidance programs are responsive, accessible, and proactive in meeting students' behavioral and emotional needs.
3. *Provide Continuous Mentoring and Supervision:* Conduct mentoring sessions and classroom observations to support teachers in applying positive discipline strategies effectively.
4. *Ensure Availability of Support Systems:* Provide adequate counseling services, manageable workloads, and wellness programs to sustain the well-being of both teachers and learners.

#### **For Teachers**

1. *Engage in Continuous Professional Development:* Actively participate in training, seminars, and workshops organized by DepEd and professional organizations to strengthen their classroom management and behavioral intervention skills.
2. *Establish Peer-Support and Mentoring Groups:* Form collaborative networks among teachers to share best practices, provide emotional and professional support, and develop collective strategies for addressing common behavioral challenges.
3. *Practice Reflection and Strategy Adaptation:* Regularly reflect on classroom experiences and adapt disciplinary approaches to meet the diverse learning and behavioral needs of students.

#### **For Future Researchers**

1. Future researchers are encouraged to conduct quantitative or mixed-method studies to further validate the findings of this research and explore additional variables such as teacher stress, emotional intelligence, and parental engagement in relation to discipline practices.
2. Comparative studies across different grade levels, districts, or regions may also provide broader insights into the factors influencing classroom discipline. Likewise, future research could evaluate the effectiveness of proposed interventions or training programs on improving teachers' coping mechanisms and classroom management outcomes.

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