

EXPLORING DISCIPLINARY CONCERNS IN SECONDARY SCHOOLS: A QUALITATIVE INQUIRY

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ABSTRACT

This qualitative phenomenological research was conducted to unveil the experiences of the teachers in handling students with disciplinary concerns. Subsequently, it endeavored to delve deeper into the impact of the disciplinary concerns to the school and to the students. Moreover, the insights drawn from their experiences, and the interventions done by the school were also given explored. A total of eight informants from the research locale who met the inclusion criteria participated in the in-depth discussion. The researcher utilized a validated interview guide to gather the data. Thematic analysis of the responses generated structured themes. On the experiences of teacher-participants regarding the disciplinary concerns in the school, the following themes emerged: common misbehaviors of students experienced inside the classroom and in the school; feelings about the misbehavior of students; ways in dealing with the disciplinary concern/s; ways student/s with disciplinary concerns respond to teacher's actions; and ways disciplinary concerns affect the efficacy as a professional. On the impact of these disciplinary concerns to the school and to the students, these themes emerged: effect of disciplinary concerns to classroom management; ways these disciplinary concerns affect the overall discipline of the school; ways these disciplinary concerns affect the expected academic outcomes. The insights can be drawn from the experiences of the participants in dealing with disciplinary concerns in the school were as follows: it pays to know students' background; setting expectations for students' behavior; importance of keeping anecdotal records; discipline a collaborative effort of both teachers and parents; and teachers performing multiple tasks. With regards to the interventions are done by the school to address students' disciplinary concerns, these theme surfaced: engage students in sports; conduct of conferences; facilitate restorative communal actions; students trying to control behavior; helping students' moral development; students getting more excited for school; and better performance in school. The findings are indicative for school administrators, teachers, and guidance personnel to review the existing programs of the schools and evaluate their effectiveness in addressing disciplinary concerns.

Keyword : *disciplinary concerns, students' outcomes, public school teachers, phenomenological research , Davao de Oro*

1. INTRODUCTION

Schools are not just places of academic learning; they are also environments where students cultivate essential life skills, values, and behaviors. It is in this line that discipline becomes the most crucial. Discipline in schools extends far beyond mere rule enforcement; it represents the cornerstone of a thriving educational ecosystem inside educational institutions, including teachers and administrators .A significant concern has been noted on the diminishing reverence of some students towards authoritative figures inside educational institutions, including teachers and administrators [10] .

[9] found in their study that teachers were concerned about the negative behaviors of the students in the classroom such as aggressive behaviors, interrupting the teachers during classes, and even fighting inside the class. This made them feel uneasy having as they have trouble in effective management of the class. According to [23], those who have experienced such incidents may endure significant psychological and emotional ramifications. These findings imply the negative impact of students with disciplinary concerns, not only in their classes, but also on the well-being of the people around them.

On a national scale, the study of [3] pointed out that there were a number of cases public schools where teachers had a hard time in dealing with students with disciplinary concerns. This includes the common by-stander behavior of some students making it difficult for the teachers to motivate the rest of the students to learn.

Locally, in the Division of Davao de Oro, a number of cases on disciplinary concerns were noted in the records of the Guidance Counselors, advocates and the class advisers such as truancy, tardiness, gangsterism, and bullying. These have been perennial problems that need to be urgently addressed. In Magsaysay National High School, though this is a small school, however, there are perennial cases of disciplinary concerns. Nevertheless, majority of students who were advised for transfer due to their involvement in disciplinary cases in their previous schools usually enrolled in Magsaysay National High School. Since schools cannot refuse enrolling students, they are being accepted into the school without prejudice.

2. METHODS

This study employed a qualitative phenomenological research design. Qualitative research methods was employed to gain insight into concepts, thoughts, and experiences, allowing for a deeper understanding of poorly elucidated phenomena. Typical qualitative methodologies encompass the use of open-ended interviews, documentation of observations, and engagement in literature reviews to scrutinize concepts and hypotheses. The researcher developed a comprehensive and integrated representation, assessed linguistic aspects, presented in-depth perspectives from informants, and carried out the investigation in an authentic environment.

Moreover, qualitative research involves the collection and analysis of non-numerical data, such as text, video, or audio, with the aim of understanding concepts, perspectives, or experiences. According to [2], this tool has the potential to facilitate a comprehensive understanding of a particular subject matter and stimulate the development of novel research concepts.

2.1 Research Locale

The study was conducted in Nabunturan, specifically among public secondary schools. Nabunturan was formerly a barrio in the Municipality of Compostela. The word ‘mountain’ in Cebuano is “buntod”, which is where the name of the municipality originated. The English translation of the word “Nabunturan” is “surrounded by mountains.”

Nabunturan is primarily an agricultural town, with major crops including coconut, banana, corn, and rice. It is also known for its mining industry, with gold and copper mines located in the area. In terms of tourism, the town boasts natural attractions such as waterfalls, hot springs, and caves, as well as cultural and historical landmarks like the Nabunturan Municipal Hall and the Nabunturan Public Market.

Currently, the municipality has 43 public schools – 31 elementary schools; 4 integrated school; and 8 secondary schools. Four schools will be identified as locale – Magsaysay National High School, Nabunturan National Comprehensive High School, Manat National High School and Kao National High School.

Geographically, Magsaysay is a barangay in the municipality of Nabunturan, in the province of Davao de Oro. Magsaysay National High School was established under House Bill No. 2063, 16th Congress of the Republic entitled An Act Establishing a National High School in Barangay Magsaysay.

On the other hand, Nabunturan National Comprehensive High School is a popular high school in Nabunturan, Davao De Oro. It was official established under Republic Act No. 5551. The school offers both Junior High School and Senior High School. Other than the regular Basic Education Curriculum, the school offers special program such as Science, Technology and Engineering (STE), Special Program in the Arts (SPA), Special Program in Journalism (SPJ) and Special Program in Sports (SPS). The senior high school program includes GAS, STEM, and TVL tracks.

Meanwhile, Kao National High School is located in barangay Santo Niño. Specifically, Santo Niño, formerly Kao, is a barangay in the municipality of Nabunturan, in the province of Davao de Oro. The school ID of Kao National High School 315806. Under RA 9880, the school was separated from Manat National High School and was converted to national high school.

Finally, Manat National High School is located in barangay Manat, Nabunturan, Davao de Oro. Manat is a barangay in the municipality of Nabunturan, in the province of Davao de Oro. Its population as determined by the 2020 Census was 3,513. Manat is situated at approximately 7.5470, 126.0243, in the island of Mindanao. Elevation at these coordinates is estimated at 107.1 meters or 351.4 feet above mean sea level.

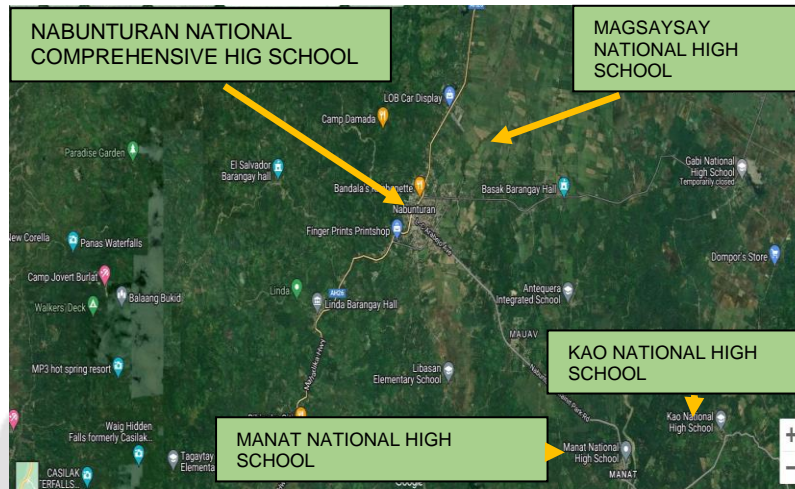


Fig-1 Map of the Research Locale

2.2 Research Participants

There were 8 participants in this study; those had first hand experiences on students' disciplinary concerns such as teachers, guidance counselor/advocate or prefect of discipline; whoever was designated in schools with such position. To obtain a good quality of qualitative research.

Purposive sampling was utilized in the identification and recruitment of the participants. The sampling was appropriate since their identification was based on the purpose of the research and related to the theoretical propositions about the topic.

The participants were selected based the following inclusion criteria: (1) Public secondary school teacher with permanent plantilla item; (2) have been in the service for at least 5 years; (3) have been a teacher/adviser of students with disciplinary concerns.

To maintain confidentiality of the participants, the schools where they were currently stationed were assigned with codes which was used throughout the course of this research.

2.3 Research Instrument

This study utilized a validated interview guide. A panel of experts validated the research instruments to determine their appropriateness in the context of this study. The researcher is the primary data collector. This study requires an In-depth interview(IDI) therefore the researcher must ensured the ethical conduct of the research and made sure to follow the guidelines before and during the conduct of the study .It is necessary to protect not just me as a researcher but most important the participants of this research study and try to get a sense of what the study participants are thinking and experiencing.

Interview Guide Questions

Research Title: EXPOLRING DISCIPLINARY CONCERNS IN SECONDARY SCHOOLS: A QUALITATIVE INQUIRY

Research Question 1: What are the experiences of the teachers regarding the disciplinary concerns in the school?

- 1.1 What were the common misbehavior of the students that you experienced inside the classroom and in the school?
- 1.2 What did you feel about the misbehavior of students?
- 1.3 How did you deal with the disciplinary concern/s?
- 1.4 How did the student/s with disciplinary concerns respond to your actions?
- 1.5 How did these disciplinary concerns make you feel about your efficacy as a professional?

Research Question 2: What is the impact of these disciplinary concerns to the school and to the students?

- 2.1 How did these disciplinary concerns affect classroom management?
- 2.2 How did these disciplinary concerns affect the overall discipline of the school?
- 2.3 How did these disciplinary concerns affect the expected academic outcomes?

Research Question 3: What insights can be drawn from the experiences of the teachers in dealing with the disciplinary concerns of the students?

- 3.1 What insights have you gained from all these experiences?
- 3.2 What would you suggest to other teachers who have experienced the same situation?

Research Question 4: What interventions are done by the school to address students' disciplinary concerns?

- 4.1 What specific intervention programs were implemented by the school to address the disciplinary concerns of the students?
- 4.2 What was the impact of those intervention program/s to the character development of the students?
- 4.3 What was the impact of those intervention program/s to the students' academic outcomes?
- 4.4 Given the opportunity to make recommendations to the school administrators, what intervention program would you recommend to improve the character development and academic outcomes of the students with disciplinary concerns?

2.4 Research Procedure

This study followed the steps and procedures in gathering the data from the participants. As a researcher, it is my responsibility to uphold the protocols in the conduct of the research as regulated in the educational institution.

The conduct of the study only commenced upon the issuance of permits and approvals from the concerned offices. First, sought the endorsement of the Dean of Graduate School as soon as the research have undergone review and granted approval by the research committee.

Second, submit the documents to the Office of the Department of Education, Schools Division Superintendent for the approval to conduct the study. Once the approval from the Division Office was at hand, sought the help of a gatekeeper to gain access to the prospected research participants.

After gaining agreement with the gatekeeper, secure a consent from the participants. Each participant was provided with an Informed Consent Form (ICF) to inform them about the purpose and the salient details of the study, specially with the nature of their participation. The ICF was distributed and retrieved with complete signature through personal transactions.

Once the access to the participants was gained, conduct an online orientation for them to understand the nature of the study and the purpose as well. All the participants were oriented regarding the protocol in the data collection procedure and were assured that all extracted data remained confidential.

Moreover, set an agreed schedule of interviews based on the availability of the informants and they were informed that the interview did not exceed an hour. Also set the environment for the participants for them to feel at ease. Used the interview guide in the course of the in-depth interviews and focus group discussions.

Lastly, the responses of the participants were recorded using a recording device. The researcher also jot down notes to get key points shared by the participants and to avoid misleading data. Significantly, asked follow-up questions for the enrichment of the information. The word-for-word conversation were transcribed, and all information were transferred and stored to the password-protected folder in a password-protected computer. All produced hard copies material were kept in a locked cabinet. When the transcription is done, thematic analysis followed.

3. FINDINGS AND DISCUSSION

This chapter presents the discussions, conclusion, and recommendations of the study that aimed to describe the lived experiences of the of the teachers and or the designated guidance advocates on the disciplinary concerns in the selected secondary schools which may be used as basis for intervention activities.

The presentation sequence for this chapter was determined by the order of the research questions in the interview guide. The presentation of the discussions was divided into four subsets; a) the experiences, b) impact of the disciplinary concerns, c) insights drawn from the experiences, and d) interventions done by the school. The discussion section highlighted the themes that emerged from the study and were supported by related literature and studies.

RQ1: What are the experiences of participants regarding the disciplinary concerns in the school?

This section presents the results to the 1st major research question, ‘What are the experiences of the participants regarding the disciplinary concerns in the school? After analyzing the responses of participants ,five structured themes paved way for the emergent themes.

The structured themes and emerging themes within them served as a foundation for broadening the discussion of the findings in this study. As each theme was connected to related literature and studies, they were subjected to a thorough review and assessment to determine their consistency with the theme.

Common misbehaviors of students experienced inside the classroom and in the school. There are common misbehaviors that students demonstrate in school. These misbehaviors are in the form of bullying, being talkative, seeking attention both from their peers and their teachers. Such misbehavior not only disrupts the class but also have left a trademark on a student; being tagged as someone unruly.

[24] described these behaviors as disruptive behavior and if not addressed, this would lead to disciplinary issue. These acts encompass behaviors such as speaking without permission, interrupting the teacher or classmates, ignoring instructions, or participating in activities that distract from the learning process.

With the students’ misbehavior, the teachers felt negative emotions and are experiencing challenges with their instruction. The findings imply that the misbehavior made the teachers felt sad and disappointed since this has turned into a habit among students with disciplinary concerns. This even made the teachers unable to implement the planned lessons for the day.

The findings parallel to that of [20] emphasizing that teachers demonstrate consistent efforts to ensure maximum learning. However, the students’ disciplinary concerns made the implementation of classes challenging; requiring the teachers to shift strategies. In support, [18] pointed out the need to implement disciplinary actions for the students with behavioral concerns. This actions should be consistent with existing statutory policies.

Feelings about the misbehavior of the students. It is undeniable that the teachers felt negatively about the misbehavior of the students. Simply because this implies that their classroom management strategies were ineffective. This would even make them feel inefficient.

Ways in Dealing with the Disciplinary Concerns/s

The informants shared that exhort efforts to deal with the disciplinary concerns. One of these is to control disruptive behaviors. This calls for the teachers’ effective implementation of classroom management. Effective implementation of classroom management is expected to bring about students’ engagement in meaningful learning activities without disruptions.

The teachers’ efforts to maintain order in the class is in cognizance with the assertion of [16] that the students’ behavior in the classroom is a manifestation of the way teachers organize the class. This calls for their managerial roles to maintain an environment conducive for learning to take place.

The teachers also shared their ways of dealing with the disciplinary concerns. The focus were on the control of disruptive behavior and uncovering life’s experiences. The finding is a manifestation of the assertion of [22] that teachers have to control the disruptive behavior in the class to facilitate the attainment of academic success. Moreover, the reduction of problematic behavior is an offshoot of the teachers’ implementation of classroom management.

Ways Student/s with Disciplinary Concerns Respond to Teacher's Actions

With regard to the students' response to the actions of the teachers to manage classroom behavior, the students with disciplinary concerns respond with passivity. [1] argued that the students' response towards discipline control depends on their background and perceptions in life. The passivity may be due to mismatch need and intervention [5].

On the other hand, there are also those who respond positively with the teachers' intervention to manage disciplinary concerns. [1] posited that teachers occupy a unique role within the educational system, wherein they are tasked with maintaining discipline and facilitating the process of learning. The way teachers handle disciplinary matters define the dynamics of teacher-student relationships.

Ways Disciplinary Concerns Affect the Efficacy as a Professional

The experienced disciplinary concerns affect the teachers' efficacy as a professional. The participants shared that they reflect on their effectiveness. In addition, they need to develop patience and enhance professionalism. The finding is supported with that of [13] that the teachers' effectiveness in dealing with disciplinary concerns depend on the methods that they utilize. Effective measures eventually led to positive results.

RQ 2 :What is the impact of these disciplinary concerns to the school and to the students?

This section presents the results to the 2nd major research question, 'What is the impact of these disciplinary concerns to the school and to the students? The interviews and discussions with the participants paved way for the structured and emergent themes to surface. Three structured themes were framed: effect of disciplinary concerns to classroom management; ways these disciplinary concerns affect the overall discipline of the school; ways these disciplinary concerns affect the expected academic outcomes.

Effect of Disciplinary Concerns to Classroom Management

The noted disciplinary concerns affected the classroom management. Importantly, it has a negative impact on the students' learning environment. The presence of class disruptions negatively affect the students' focus in class. The finding is in consonance with [4] that effective classroom management practices are crucial for proactively preventing discipline issues in the classroom. Teachers can utilize several techniques to create a structured and supportive learning environment.

Ways these Disciplinary Concerns Affect the Overall Discipline of the School

The disciplinary concerns mean that these students failed to abide the classroom rules. With the intervention of the teachers, the students are expected to follow classroom rules. On a similar sense, it made them obey the rules. According to [22], classroom management strategies help teachers address behavior challenges promptly and effectively. By implementing proactive approaches such as positive reinforcement, redirection, and logical consequences, teachers can manage disruptive behavior while promoting positive alternatives.

Ways these Disciplinary Concerns Affect the Expected Academic Outcomes

Instances of misconduct can disturb the educational setting, resulting in disruptions to the instructional and learning procedures. Teachers may allocate a greater amount of time towards handling behavioral issues rather than providing education, leading to a decrease in the quality of instruction and a reduction in the amount of time devoted to academic content.

The disciplinary concerns affected the academic outcomes of the learners. [19] emphasized that disciplinary concerns is associated with adverse consequences in their academics. This may be in the form of increased dropout and low completion rate.

RQ 3 :What insights can be drawn from the experiences of the teachers in dealing with the disciplinary concerns of the students?

This section presents the results to the 3rd major research question, 'What insights can be drawn from the experiences of the teachers in dealing with the disciplinary concerns of the students? The interviews generated five themes: it pays to know students' background, setting expectations for students' behavior, importance of keeping anecdotal records, discipline a collaborative effort of both teachers and parents, teachers performing multiple tasks

Insights Gained from all the Experiences

Each learner possesses distinct attributes, including varying aptitudes, obstacles, and approaches to learning. Teachers can customize their approach to fit the specific requirements of kids by understanding their backgrounds, allowing them to offer focused support and interventions to effectively address disciplinary issues.

[1] suggested that teachers' understanding of students' behavior may differ based on their unique origins, experiences, and cultural perspectives. For example, one educator may perceive a student's disruptive conduct as a manifestation of disrespect, while another teacher would consider it as a cry for attention or an indication of more profound underlying issues.

Another insight is that there is a need to set expectations for students' behavior. Established behavioral standards offer a structured framework for displaying suitable behavior within the classroom. This clearly articulates standards that foster a mutual comprehension of acceptable conduct between students and teachers.

The finding is in cognizance with that of [12] that class standards and expectations can be collectively formed between the teachers and the students. Fostering a sense of ownership and accountability create an environment in the classroom that promotes a sense of value, safety, and inclusiveness among students. Incorporate favorable components, such as praise, encouragement, and recognition of effort and advancement.

Another insight that emerged is the need to keep anecdotal records. Anecdotal data offer valuable insights into the distinct strengths, limitations, and learning preferences of individual students. This data enables educators to customize teaching and support strategies to successfully address the unique requirements of each student.

[15] pointed out that anecdotal recordings facilitate the monitoring of behavioral patterns over time, enabling teachers to discern triggers, trends, and advancements in student conduct. This information provides valuable insights for developing targeted behavior control strategies and implementing effective interventions.

Similarly, [7] emphasized that necessity of keeping an anecdotal record. This serves as a means of documenting student development, accomplishments, and areas requiring improvement. They offer substantiation of student learning and growth, which is highly helpful for communicating with parents, administrators, and other others with a vested interest.

On the finding that teachers perform multiple task, it is indeed something that needs urgent attention. When teachers are concerned with handling many duties, such as dealing with behavioral concerns or arranging classroom supplies, their attention to instructional delivery may decrease. This can have a significant influence on the caliber and efficacy of educational experiences for students.

The performance of multiple roles hinder the teachers from being creative and in addressing effectively the disciplinary concerns. [21] asserted that teachers indicated that they did not have any spare time, attributing this to a lack of action on the part of the administration/principal. They clarified that they have adapted to this demanding work environment which them unable to address the disciplinary concern right away.

Suggestions for other Teachers Experiencing Same Situations

The participants suggested that dealing with students' disciplinary concerns entail more understanding and patience. Also they recommended the use of positive environment and the emphasis on prevention over reaction. Students may exhibit disruptive behavior as a result of underlying emotions such as irritation, worry, or boredom. Exhibiting patience and comprehension enables educators to effectively manage these emotions, facilitating the growth of pupils' emotional control abilities. [25] pointed out that exhibiting patience and comprehension enables teachers to effectively manage these emotions, aiding in the cultivation of students emotional control abilities.

RQ4 : What Interventions are done by the school to address students' disciplinary concerns?

This section presents the results to the 4th major research question, 'What Interventions are done by the school to address students' disciplinary concerns?'. Four specific research questions were used to collect data for this question highlighting the interventions done by the school to address the disciplinary concerns.

Specific Intervention Programs the School Implemented to Address Disciplinary Concerns

There are specific intervention programs the school implemented to address disciplinary concerns. One of these is the engagement in sports. Sports offer pupils a means to direct their energies in a positive manner. [17] emphasized that engaging in physical activity can effectively alleviate tension, anxiety, and restlessness, all of which frequently contribute to misbehavior.

The conduct of conferences offer venue for the teachers, the students and the parents to discuss matters pertaining to the maintenance of behavioral control [8] posited that regular parent-teacher conferences provide an opportunity for teachers to discuss students' behavior with parents or guardians. This open communication allows parents to be informed about their child's behavior in school and work collaboratively with teachers to address any concerns.

The participants deciphered that it is essential to facilitate restorative communal actions to convene students, teachers, and other pertinent stakeholders for the purpose of collectively addressing challenges and devising solutions. This is one of the proactive actions pointed out by [20]. According to literature, fostering transparent and sincere communication during restorative procedures. Promote the practice of actively listening and showing empathy among participants, so cultivating a deeper understanding and compassion for the experiences of others.

Impact of Intervention Program to Character Development of Student

In terms of the impact of intervention program to character development of student, it surfaced that students showed effort to control their behavior. [6] emphasized that importance of constructive feedback and acknowledgement of the students' endeavors in managing their conduct. Commending their advancements and accomplishments, regardless of their magnitude, are both essential to foster ongoing enhancement.

Meanwhile, the students with disciplinary concerns would mostly benefit when given an opportunity for moral development. [18] pointed out that fostering empathy and perspective-taking skills by encouraging students to consider others' feelings, perspectives, and experiences. Students should be engaged in activities that promote understanding and appreciation of diversity and inclusivity.

The intervention program has positive impact on the students' behavior as manifested by their excitement to go to school and demonstration of better performance. The findings is in cognizance with [11] that intervention programs such as restorative approaches promote the growth of positive social conduct among students and encourage cooperative interaction between students and teachers. All of these lead to learning engagement and eventually better performance in school.

Impact of Intervention Program to Academic Outcomes of Students

Finally, the intervention program that may develop the students character and academic outcomes may come in the form of positive support such as engagement in various activities, moral development and scaffolding. When teachers offer constructive support to kids who are struggling with misbehavior, it can significantly influence their social, emotional, and academic growth. Teachers help children to learn from their mistakes, make constructive choices, and ultimately succeed in school and beyond by providing support, advice, and encouragement.

The finding is in consonance with [14] that teachers rely on the existence of support structures within the school community to effectively address disciplinary matters. This involves collaborating with colleagues in the field of education, including teachers, school counselors, administrators, and sometimes external specialists such as behavior intervention experts or mental health professionals.

3.1 Implication for Practice

On the experiences of the teachers regarding disciplinary concerns in the school, both teachers and students who do not have disciplinary concerns are affected by the misbehaviors of some students. This is indicative that effective classroom management is needed to ensure continual quality of the learning process.

The common misbehaviors of students experienced inside the classroom and in the school indicate the need for schools to be consistent with the implementation of school policies. With this, it is indicative that schools should enforce the policy implementation by setting time in a day where policies are being discussed in classes.

The teachers felt negatively about the misbehavior of the students. This suggest that teachers felt inefficient in the performance of their tasks which may lead to serious concerns. This pinpointed the need for school administrators to provide support to the teachers. This may be in the form of stress debriefing for them to reflect and regain their engagement in dealing with the students.

In terms of dealing with disciplinary concerns, teachers made use of different strategies that they deem as working well for the students. This is suggestive that teachers have to be sensitive the use of strategies as this may make or break a learner. Students with disciplinary concerns have the same rights as those who are behaving well in class, and so therefore, they are entitled to received facilitative behavioral management.

The disciplinary concerns of the students challenged the patience of the teachers, made them reflect on their effectiveness and realized the need for professional enhancement. The finding is indicative the need for teachers to maintain professional ethics despite of the adversity of the situation in school.

In terms of the impact of the disciplinary concerns to the school and to the students. The findings reveal that it affects the learning environment. It also causes distractions in class. With this, it is indicative that the teachers have to exhort ways and means to maintain order inside and outside of the class sessions.

Disciplinary concerns also affect the overall discipline of the school and has a big impact on the students. This is suggestive that teachers have to be sensitive on the needs of the students, both for those who are behaving well and those who showed disruptive behavior. Maintenance of the positive dynamics inside the classroom is essential to achieve the target academic outcomes.

Disciplinary concerns affect the classroom management. Hence, it is imperative that the teachers exhort all possible means to maintain the control in the classroom. This suggest that school administrators support the endeavors of the teachers. This may come in the form of strengthening the professional learning community where teachers interact and exchange ideas with their colleagues on what works best for their classes.

Indeed, disciplinary concerns affect the overall discipline of the school since these would be taken as precedence by others if not addressed properly. Chaotic environment may flourish when this matter is taken for granted. This is suggestive that guidance advocates along with the school's disciplinary committee may craft programs that targets the behavioral management of the learners. Relevant activities, trainings, and other engaging activities for the learners may divert their attention from misbehaving to being engaged in school activities.

Since disciplinary concerns affect the expected academic outcomes, it is indicative that teachers provide scaffolding for these learners. Parents have a crucial role in the process. Hence, the school may involve the parents in school activities for them to aware of their children's progress.

From the insights gained from the experiences of the teachers, it emerged that teachers have to look into the background of the students. This is suggestive that profiling of learners is intensified at the start of the school year.

Setting expectations for students behavior is reinforced with the conduct of consistent orientations of the school policies. In addition, teachers may include in their value focus activities some of the policies that students would work on a specific class session. In this way, they become accustomed and well aware on what are expected from them as a student and as a community member.

The use of anecdotal record is essential in tracking the progress of the learners. This pinpointed the need for teachers to keep a timely record for their learners. School heads may show their support to the teachers with the conduct of informal consultations with the teachers.

Discipline is a collaborative effort of both teachers and parents. This is indicative that teachers and parents should maintain an open communication lines. With the advancement of technology, teachers may create group messaging for parents to be aware of the activities in school. Their participation may provide the students with better social support, and may lessen the cases of disciplinary concerns.

On the discernment that teachers are performing multiple tasks. This implies that teachers have a hard time focusing on the task that matters, particularly on instruction and class discipline. In this regard, school heads may consider evaluating the work load of the teachers and relieve them from other ancillary tasks.

In terms of the intervention programs, the participants shared that it would benefit the students with disciplinary concerns when they are engaged in sports, be subjected to progressive conferences, help them in their moral development and achievement in their academics. The findings are indicative on the crucial role of the teachers to identify basically the needs of the learners. Through this the students with disciplinary concerns will be provided with positive venues for improvement.

With the engagement in sports, school heads may plan with the teachers certain flexible schedule in a week where students can be engaged in sports. This may be facilitated by the teachers or the officers of the student council.

On the conduct of conferences, the school may intensify this through scheduling quarterly meeting with the parents, or as often when needed. During this time, guidance advocates may include sessions of good parenting styles.

With regards to the facilitation of restorative communal actions, teachers may form core group that will plan for community or spiritual programs. Teachers and guidance advocates may forge partnership with other agencies to provide moral recovery program for the students.

The intervention program of the school has an impact to the character development of student as evident on the fact that they try to control their behavior. With this, it is recommended that the school will create peer counseling group to assist the students with behavioral concerns. Their interaction with their peers who have better discipline and academic inclination may help those students with concerns to progress.

The intervention programs also help in the moral development of the students. This is indicative that the teachers make consistent progress report of the learners. This may be done through informal group discussions with them.

On the impact of the intervention program to the academic outcomes of the students, it was found that the students are getting excited for school. This is indicative that the interventions were successful. However, the school should not be complacent with the progress. It is indicative that consistent impact assessment is done for the school to make necessary innovations.

With the cited impact on the students' performance, it is suggestive that continuous efforts are done to maintain their achievement. Programs that provide concrete commendation for the students' progress may help. Celebration of learning, fellowship with the school principal and acknowledging students' for a specific quarter, are few of the activities that the school may adapt.

4. CONCLUSIONS

The role of teachers is crucial when dealing with students that have disciplinary issues. In addition to managing conduct, teachers have the chance to profoundly influence the course of students' lives in a good manner. Teachers can assist students in overcoming obstacles, gaining insights from their errors, and cultivating the necessary social-emotional competencies for achievement in various settings by offering compassionate assistance, constructive direction, and unwavering motivation. Recognizing the individuality of each student and the potential challenges they may be dealing with, teachers have a crucial responsibility in creating a secure, and encouraging learning environment that enables every student to succeed. Teachers possess the ability to convert disciplinary issues into chances for personal development, adaptability, and constructive transformation.

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