

Student Discipline In The Classroom:Public School Teachers' Point Of View

Maria Corazon A. Virtudazo, Dr. Eugenio S. Guhao

Abstract: This study described the lived experiences of public school teachers on student discipline in the classroom. A qualitative phenomenological approach using in-depth interview and focus group discussion were conducted to 21 teachers of Sarangani Division for the School Year 2016-2017. Six themes that emerged as experienced by teachers in imposing classroom discipline; namely, harassment and intimidation; student defiance and disobedience; teachers' risk of litigation; parental assent; favorable learning environment; and appreciation. The participants of the study had different approaches in coping with the problems on student discipline in the classroom, with the themes parental involvement and collaboration; positive reinforcement and affection; constancy and consistence; knowing students on a personal level; calmness and composure; and constructive approach. As to their insights, the themes generated were know your students; traditional approach may no longer work; teachers need support from administrators; and parents' involvement is crucial.

Keywords: educational management, phenomenological study, public school teachers, student discipline, Philippines

1. INTRODUCTION

Students young in school still have tender minds and cannot exactly identify what is right and wrong; thus they need guidance and supervision from their teachers, otherwise they can go towards the wrong direction in life [15]. Learning in school commands for obedience to school rules and regulations as part of the students' life, where discipline is also part because it is the paramount of learning (Thornberg, 2018). It plays also an important role in molding the future citizens of a nation [10]. There is no other agenda of the teacher in teaching the children, only for them to learn something while they are in school, therefore a teacher needs to manage a conducive classroom because a controlled classroom with an established atmosphere of teacher-pupil relationship will achieve effective learning and the teacher assigned should be observant enough to handle all these individuals. God wants us to live a godly life; a holy and acceptable life to Him. It tells us how children were brought up with their parents and teachers, even with relatives at home. The environment where children are raised in is the first contributor in their lives [11]. Teachers and the public in general agree that the major problem of public schools today is the lack of student discipline in the classroom [33]. Moreover, educators are aware that classroom management is one aspect that should be evaluated by every school administrator to reach the competency level of every learner [39]. Disciplining students in the classroom is associated with high student engagement and achievement; classroom management is reported by teachers as being the greatest concern in their teaching, often leading to teacher burnout, job dissatisfaction and early exit from their profession [27]. Furthermore, student misbehavior can impact negatively on the professional resilience of beginning teachers [13]. One study reveals, teachers who are low in academic performance are also poor in managing student discipline in the classroom. Some teachers are facing some accusations and litigations even from their own administrators, like in one of the schools in

Georgia, instead of solving problems among students, many administrators are accusing their teachers of poor classroom management skills. The law on Child Protection Policy (CPP) makes the students "untouchables." Parents on the other hand also need to discipline their children at home. As a teacher and a model of the society, I have observed that educators seem to have become apprehensive because they see the new official stipulations as a matter of sparing the rod and spoiling the child. While teachers cast around for alternative methods of disciplining learners, respect for them began dwindling. School leaders, likewise, have been having difficulties coping with learner misconduct. The establishing and implementation of sound discipline policies are seen by some as a measure that could assist leadership to cope with disciplinary problems. Furthermore, student discipline in the classroom remains a major concern for most schools today. There is indeed a need for more research studies to eradicate disruptive behaviors of students to meet the desired quality education for a better tomorrow and become productive citizens in the future. From this trend of new generations we can really observe disruptive behavior of students, despite the many strategies of the teachers which they have embedded from different trainings [2]. The researcher has not come across a similar study that dealt with the student discipline in the classroom from the public school teachers' point of view in the local setting. Therefore in this context, I am interested to know the experiences of these teachers as this can raise concern to the intended beneficiaries of the study, and also to come up with the implication to practice, thus the need to conduct a study. The primary purpose of this phenomenological study is to better understand the significance of the teachers' perspective in imposing student discipline in the classroom, the challenges they are facing and the insights that contribute to the understanding of this study. In this study I focused on teachers handling the last sections in the grade, since these are the teachers who are encountering students with varied misbehavior or are disruptive. It has been the problem of teachers to give the best classroom management to these students, considering the level of their learning capacity; hence, they are the pupils who are more physically active and hyperactive. Research questions are designed as follows: What are the experiences of teachers in imposing classroom discipline? How do teachers cope with the

- *Maria Corazon A. Virtudazo, Dr. Eugenio S. Guhao*
University of Mindanao Professional Schools

problems of student discipline in the classroom? What insights can teachers share in the implementation of classroom discipline?. As this study clearly indicated, its purpose, is to describe the student discipline in the classroom. It aims to dig deeper into the feelings and insights of the participants bringing these to the surface and determining what concepts may be gleaned from the findings. It is within this context that I opted to adopt the qualitative research method, particularly the phenomenological approach in my research study. As cited by Lester (1999) phenomenological method is the best method to bring the core experiences in the real world of individuals from actual happenings in their lives to digging the essence of the experience as described through lengthy discussions. Phenomenological qualitative approach is very ideal in bigger issues such as on student discipline in the classroom, taken for granted assumptions and the challenge of the status quo. It is within this framework that the 21 participants, 12 for the in-depth interview and 9 for the focus group discussion, were invited to share their experiences in terms of disciplining their students in the classroom, as well as their insights and perception to what had happened to them. All of them are currently teaching in the public schools, 5 are teaching in secondary school while the 16 are in elementary school. They are all assigned in the schools of Alabel, Sarangani Province. This study is anchored on Eccles' (1983) version of expectancy-value which differentiates task value into several components. In this model, tasks are important because they are fun and enjoyable (intrinsic value), are useful and relevant to other tasks or aspects of life (utility value), are important to the person's sense of self (attainment value), and require certain amounts of time, energy, and resources (cost value). This is also in line with the views of Harackiewicz, Durik, & Barron's (2005) expectancy-value models of motivation, which posit that an individual will be motivated to be disciplined and engaged in a task to the extent that they feel they can be successful at it and they perceive the task as being important to them in some way. Furthermore, Epstein's (1994) Family and Community Partnership Theory states that collaboration arrangements and endeavors between and among schools and other entities such as parents and community are essential to achieve common goals and foster educational achievements, improvement and discipline for student success. In this theory, parental involvement is an important factor in the quality of a child's education. The model redefines the relationship between schools, families, and communities as one of overlapping spheres of influence that share a concern about the success of the child. As a framework for increasing parental participation in education, the model recognizes six types of educational involvement and encourages schools to develop activities that engage schools, families and communities within the six types. The model has been influential in shaping social policy regarding parent involvement in education (Epstein, 1994). The theory integrates educational, sociological, and psychological perspectives on social organizations, as it emphasizes the importance of school, family, and communities working together to meet the need of children. Epstein's Family and Community Partnership and other theories underscore the importance of family engagement and involvement in children's learning that support school readiness and

academic success. This theory is also supported by the lens of Finn's (1993) on Participation-Identification Model of School Engagement which states that school engagement is integral to school completion. His model of dropout prevention suggests students must both actively participate in school and have a feeling of identification with the school for them to remain in school and graduate. Student participation includes behavioral indicators such as attending school, being prepared for work, and being involved in extracurricular activities. The psychological indicators of identification with school include the feelings and sense of belongingness associated with school engagement. Finn's theory suggests that student participation in activities is directly related to successful school performance, which promotes identification with the school.

2. LITERATURE REVIEW

2.1. Experiences/ Challenges of Public School Teachers in Imposing Student Discipline

Problems in imposing classroom discipline is also a battle and a loss to the teachers in South Africa. For this reason, they conducted a comparative study on dealing serious disciplinary problems among eight education systems Brazil, England, Turkey, Singapore, Malaysia, Australia and New Zealand. The international systems surveyed in this article developed promising models, namely the National Safe Schools Framework (NSSF) in Australia, the Response Early Intervention and Assessment Community Health (REACH) programme in Singapore, the National Education Plan in the state of São Paulo, Brazil, and the two models in the category of positive disciplinary approaches in New Zealand, namely the Respectful Schools: Restorative Practices in Education and the New Zealand Minister of Education's Positive Behavior. They conducted this international research study on their practices and underlying principles on pedagogical situations to extract some guidelines that would be applicable to South African Schools (Wolhuter & Russo, 2013). Perceived self-efficacy, defined as one's belief in one's ability to perform a task despite the obstacles, and has been linked with achievement, motivation, and performance in both academic and work settings. Teachers cannot easily discipline students because of a fearful and intimidating environment caused by the parents of the students. Intimidation and harassment is not an effective pedagogy since people cannot work well when there is the presence of fear, frustration and conflict in the working environment (Musselman & James, 2005). These teachers who were victims of maltreatment by the parents and even their own school head felt demoralized and lost their self confidence in facing public gatherings (Schneider, 1987).

2.2. Coping Mechanisms of Public School Teachers with the Problems on Student Discipline

From a teaching and teacher standpoint, student misbehavior might force teachers to (a) disrupt the lesson to confront and reprimand misbehaving student(s), (b) try to reinstate order in the classroom, and (c) recompose themselves before carrying on with their teaching (Putnam, Luiselli, Handler, & Jefferson, 2003). From the teacher's standpoint, student misbehavior might force teachers to

disrupt the lesson to confront and reprimand misbehaving students. They try to reinstate order in the classroom and recompose themselves before carrying on with their teaching. The most often used intervention strategies by teachers are those controlling the misbehavior of students in the classroom. Sanctions are also used to minimize disruptive behavior in learning environment and as a reward for a job well done (Putnam, Luiselli, Handler, & Jefferson, 2003; Sullivan, 2015). Over time, the management of student misbehavior can be a draining experience for teachers with potentially harmful effects on teachers' emotional exhaustion levels (Carson, Plemmons, Templin, & Weiss, 2011) and result in increased turnover intentions (Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010), regardless of age or experience levels (Liu & Meyer, 2005). It also has been demonstrated that teachers' concerns relative to student misbehavior is a major contributor to teachers' job dissatisfaction (Hastings & Bham, 2003; Landers, Alter, & Servilio, 2008; Liu & Meyer, 2005) and job commitment (Day, Sammons, Stobart, Kingston, & Gu, 2007). Over time, the management of student misbehavior can be a draining experience for teachers with potentially harmful effects on teachers' emotional exhaustion levels (Carson, Plemmons, Templin, & Weiss, 2011) and result in increased turnover intentions (Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010), regardless of age or experience levels (Liu & Meyer, 2005). It also has been demonstrated that teachers' concerns relative to student misbehavior is a major contributor to teachers' job dissatisfaction (Hastings & Bham, 2003; Landers, Alter, & Servilio, 2008; Liu & Meyer, 2005) and job commitment (Day, Sammons, Stobart, Kingston, & Gu, 2007). Consequently, teachers in the United States of America were recommended to use subtle eye contact and soft reprimands as means of communicating with the students rather than overreacting on entertaining little things like minor misbehaviors, unfinished assignments or excessive exuberance. This is also to avoid more emotional maltreatment and guilt (Hyman & Dahbany, 1997). However, to establish effective schoolwide discipline systems, school leaders must challenge these five common notions namely: If their lessons are engaging, teachers won't have discipline problems; Teachers need to find their own style of discipline; Effective teachers do not have power struggles with students; A school leader's attention needs to be on instruction, not discipline; and the school code of conduct is an adequate building discipline system (Boyd, 2012).

2.3 Perspective of Teachers in the Implementation of Student Discipline in the Classroom

As teachers, our primary role is to create a positive learning environment for efficient learning to happen, and to minimize destruction from students' misbehavior. Teachers give their best to discipline their students despite of difficulties and some efforts. Some of the teachers, because of their experiences in teaching, have already gained wisdom on how to deal with student discipline in the classroom but not all teachers have been successful in disciplining their students even they have already old in the teaching career. Not all best teachers are also good in student discipline, they are likely to focus only on the academic achievements setting aside the personal behavior of the students (Miller, Fredenburg, & Diedrich 2014). However in a research study in Iran, it was found out that teaching effectiveness, motivation and achievement in learning English was linked to discipline strategies. This was proven when they conducted a study on the role of EFL teachers' classroom discipline strategies in their teaching effectiveness and their students' motivation and achievement in learning English as a foreign language. Students perceived those teachers who used to involve the students and give recognitions as effective teachers, compared to the teachers who employ punitive strategies. It was also revealed that punitive strategies lowered students' motivation to learn (Rahimi & Karkami, 2015). Similarly, foreign studies also had much research on the essentials for effective learning to happen. It was found out that poor classroom discipline would likely result in poor grades of student in the examinations. The study established that undisciplined students do not have a good life even after completing school, since discipline is the vital for students' academic and social success (Njorog & Nyabuto, 2014).

2.4. DepEd Order /Policies on Student Discipline

Every classroom has its fair share of unruly and obnoxious students who oftentimes push teachers to teach them a hard lesson on discipline. Based on the data provided by the Department of Education (DepEd), two of the ten cases of violence among schools which they have received speaks about corporal punishment or the use of violence to discipline a child, while eighty percent is related to bullying (Luistro, 2016). The Department Order No. 40 Series of 2012 or the Child Protection Policy states that DepEd prohibits maltreatment, abuse, bullying and any form of violent discipline of teachers to their students. It has likewise assigned public schools in the elementary and high school levels to put together a child protection committee which will help provide protection and welfare among students. To further amplify the department's campaign, DepEd launched a book which will serve as a guide to teachers in order to acquire positive methods in disciplining students (Millapre, 2016). DepEd Secretary Armin Luistro said, "Aside from anger, use of offensive languages, there are other ways to carry out disciplinary actions among children, such as explanation and other methods to show the children that there are other ways to discipline a child." Experts' studies say, incorrect punishment of children may have a negative impact as he mingles with friends and associates and other people (Holinger, 2014).

3. RESEARCH METHODS

This research study employed descriptive qualitative method since this is a phenomenological study that explores the experiences or events that happen to individuals (Creswell, 2013; Waters, 2000). It is the study of human perceptions, perspectives and understanding of a particular situation or phenomena from the actual happenings in the real world. This would be of help in the interpretation of the excavated experiences of the involved participants of this study through interviews and investigations (Padilla-Diaz, 2015; & Campbell, 2011). The goal of the study is to find variations of different aspects to reach the phenomena (Funda, 2008). I employed this phenomenological approach in this study in the sense that this gives the best instrument to come up with comprehensive human experiences and awareness of the respondents through digging up their thoughts, feelings, emotions, and their reactions to certain situations or events. It gave me clear and specific details of the experiences and how they are seen and perceived in their situations. This is exactly accurate to my study where I figured out the experiences of teachers in imposing discipline to their students. This phenomenological study collects the data through a series of individual interviews and focus group discussions. The researcher of a phenomenological study also makes some readings from books and journals and some related studies, and seeks ways of managing and interpreting these documents (Denzin & Lincoln, 1994). The use of unstructured in-depth phenomenological interviews supplemented the recording of voices and transcripts by respondents, a focus group discussion, and field notes. This involves eliminating overlap between clusters to determine the central themes, which express the essence of these clusters (Hycner, 1999). This is the use of triangulation strategy to test the validity through the convergence of information from different sources (Carter, Bryant- Lukosius, DiCenso, Blythe, & Neville, 2014).

4. DISCUSSION

4.1 Concrete Experiences of Public School Teachers in Imposing Classroom Discipline.

Harassment and Intimidation. As the results of this study revealed, harassment and intimidation was experienced by teachers, particularly those teachers teaching in the last sections. Parents find it easy to do this to the teachers, whether in the classroom or in public places. Teachers cannot easily discipline students because of a fearful and intimidating environment caused by the parents of the students. Intimidation and harassment is not an effective pedagogy since people cannot work well when there is the presence of fear, frustration and conflict in the working environment [23]. Considering the case of Inday. She was devastated when she was embarrassed by the parents of her pupil in public during an event. She was not even given a chance by the parents to present her side about the incident. Parents went to the different DepEd offices without even calling her attention first. The teacher knew the issue only from other teachers close to her. This teacher until now is waiting for the parents to confront her so she can defend her side also. Her intention for not helping their autistic son in taking the test is because it is already on the third grading and because the level of development of the child

has to be tested. The teacher cannot imagine how the parents insulted her during the awarding of ceremony. The parents uttered harsh words when she greeted them. The teacher just ignored everything, not knowing the issue was not as simple as she thought. She was just late informed that these parents were so angry. This was the worst experience of Inday with a parent in her 22 years of teaching in Grade two SPED section. As revealed in Tsouloupas, Carson, and Matthews [38] the managing of student misbehavior is a draining experience for teachers. It gives potential harmful effects on teachers' emotional exhaustion levels, resulting in increase of turnover intentions, regardless of their age experience levels. It has been found out that teachers' concerns in relation to student misbehavior in the classroom was a major contributor to job dissatisfaction of teachers as well as job commitment. More on the case of Cherry, who was surprised when a mother who came in and sat down on her table opposite to the teacher while the latter was teaching the lesson. After a while this mother stood up and approached her with a knife in her hand angrily confronting for cutting the hair of her son. In surprise, Cherry immediately removed her sandals and ran as fast away from the mother. The children were shocked upon watching them inside the classroom since it was locked by the parent. The teacher trembled with fear much more that this is her first year of teaching. She cannot hold her tears upon narrating the said incident. For her this is her second life, because if not from the rescue of her co-teachers she would now be dead. The parent was then called by the principal and they were settled after the mother asked forgiveness; for her that was just her reactions when her son reported the shame because of the slight cut to his hair by the teacher. This parent was not informed of the said policy because she was absent during the homeroom meeting. These parents might kill teachers because of her negative reactions which was also her fault. The purpose of the teacher is just to discipline her son for his own good also. Student misbehavior might force teachers to disrupt the lesson to confront and reprimand misbehaving students. They try to reinstate order in the classroom and recompose themselves before carrying on with their teaching. The most often used intervention strategies by teachers are controlling the misbehavior of students in the classroom. Sanctions are also used to minimize disruptive behavior in learning environment and as a reward for a job well done (Putnam et al., 2003). Bruce Lee experienced ballistics from a mother who refused to come to school despite of many notices. She attended the distribution of report cards and upon knowing that her son has failing grades she then murmured to the other parents, not knowing that Bruce Lee was at her back listening to her. She's questioning the grading system and the teaching style of the teachers. The teacher then asked her to give the number of children she has. The parent answered that she has five children. So the teacher said that your reason for not coming is because of so much work at home, because of many children to take care of; how much more on the part of the teachers who have more than 60 pupils to take care of. Right there and then the parents were silent. Parents are sometimes self-centered and forget to consider the efforts of the teachers in caring for their children, for them teachers are their slaves and can be harassed anytime and anywhere. This is in line

with the concept of Kelly (2017) that consideration should be given for the mentally and physically draining experience of teachers in performing their primary task which is managing student discipline with disobedient children in the classroom. These situations of teachers in the classroom bring negative outcomes like stress and burnout on themselves. Furthermore, to establish good classroom management there should be proper handling of student discipline to avoid stress. A good classroom management combined with an effective discipline plan will be provided and teachers are given enough time to plan properly. A plan that would help minimize bad behavior of students to avoid distraction of the whole class on focusing learning. Classroom rules must be clear and easy to perform at their level. So with the case of Ruby who was confronted by a parent when his child was hit by her classmate. He is questioning the teacher what she's doing in the classroom. She didn't notice that his child was already hit by the other child. The teacher was shocked because no one from the pupils reported the said incident. The teacher requested the parent to observe her class before he will question her classroom management. The parent then noticed that the whole class was so behaved and nobody is doing bad and he then calmed down his voice in talking to the teacher. Another teacher Daniel, was shocked while teaching in the class when a father came in, and in a loud voice, accused the said teacher of spanking his daughter. The father calmed down when the other students confirmed that his daughter was not hit by the teacher but only the chairs. Eva was confronted by a parent, blaming her strict discipline that caused the children not to go back to school. Another participant, Gara, was dismayed when the principal himself questioned the misconduct of her pupils in the presence of the parents. She then right there asked forgiveness to the parents so not to broadcast the incident. Even if the teacher knows the real truth that she is in the right track, but just to calm down the parents and satisfy them, the teacher decided to ask forgiveness. This is so painful and disgusting on the part of the teacher for asking forgiveness, but she cannot do anything about it. Lan felt so upset and down with the approach of the school principal. The parents then developed self confidence, reporting every incident to offices and even to the radio station to be aired even without verifying the validity of the incident. They broadcast the incident on air. Mama was also narrated that a parent demanded an amount of money for an alleged incident. These teachers who were victims of maltreatment by the parents and even their own school head felt demoralized and lost their self confidence in facing public gatherings [29]. Defiance and Disobedience. This is child disobedience and noncompliance mostly observed not only by parents but also by pediatricians and teachers (Kalb & Leober, 2003). Taking into account the case of Bruce Lee, whose name was vandalised on the school fence because of his discipline style. Students who committed mistakes used to hide themselves when saw him coming, especially when they got drunk and smoke cigarettes. They turned away when they see him in school. Students look at him as Bruce Lee because of his discipline style that for him if he is bigger than his students he will throw their bodies. This is just one of the many negative behaviors of students' defiance and disobedience towards their teachers, because of how they were confronted and reprimanded like for

instance, for Cherry, her pupils immediately went out from the classroom taunting; Daniel felt disrespected since his students drag the chairs even they know already that the teacher does not like it; Flor, after confronting her students, was laughed at by them even they know that their teacher was so angry; Inday when she corrected the behavior of her pupils they will just "dila-dila" at her then run away; Dhen, when she confronted a topsy-turvy pupil in her Grade Six Class for not listening to her lesson after several warnings, the pupil then went outside murmuring; another movable child was calmly told by her to have a chain with her tomorrow to tie the child, the child went on retaliating to his classmates that he will also bring a chain tomorrow and tie his teacher; and then when Gara confronted a child who got only 5 correct answers out of 100 items upon knowing that the child is just playing stickers at the back of the class while taking the test, the child immediately rolled down his body on the floor and shouted that the teacher hurt him. As teachers, our primary role is to create a positive learning environment for efficient learning to happen and to minimize destruction from students' misbehavior. Teachers give their best to discipline their students, despite difficulties and efforts. Some of the teachers, because of their experiences in teaching, have already gained wisdom on how to deal with student discipline in the classroom but not all teachers were successful in disciplining their students, even though they are already old in the teaching career; thus, the research study on student discipline needs to recommend further studies even up to the present. Not all best teachers are also good in student discipline; they are likely to focus only on the academic achievements, setting aside the personal behavior of the students (Miller et al., 2014). Moreover with the case of Love who wanted to reprimand her students in Grade Five First Section when she heard some mischievous words from them, the pupils are just laughing and making much noise in the class. These negative reactions of the students develop the true passion of the teacher that if this will not be taught today, what would be their future? Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. Teaching is a noble profession that involves the molding of the future of a student (Friedman, 2003). Risk of Litigation. Accusations, summons, threats, reporting to higher DepEd officials and broadcasting on air through radio stations are some of the risks teachers are suffering. These are some factors that affect the risk-management techniques of teachers who have undergone litigations (Schumacher, 1995). With all the trainings for safety and accountability to DepEd officials and teachers, still the social culture of litigation hinders the optimum objective of quality service to the public; hence, the community who are partners file malpractice suits that may cause teachers forfeit their benefits, and bear expensive litigation costs (Furedi & Bristow, 2012). Ivy was threatened by a parent that she will be reported to the Bombo Radyo because she closed the door of her classroom. The reason the teacher did was to prevent pupils from keeping out and loitering the school campus besides the door is not locked and that pupils can go out immediately when necessary. The teacher was not expecting that the said parents will then automatically report the incident without listening to her explanation. She was so disgusted of being condemned publicly. The feeling of fear and depression are still present

in the eyes of the teacher and for her to ask for forgiveness despite of her good intension would the best solution to satisfy the parent. Teachers should understand the parents and be humble to them since they are public servants it would be more complicated then if parents will continue to their complaints against the teacher. Mark also was accused by some parents of violating the rights of the child due to reprimanding his students from misdoings. Love was been filed by a parent on Child-Abuse Case forcing the Municipal Officer to issue a medical certificate in favor of the parents. Mamang was many times blottered in the police station by the parents of her students because of her disciplinary styles. She has already five police records in the police station but yet all of them were not pursued because of lack of evidences against the teacher. Working in an environment with the presence of fear and litigations is not help to humans. When we tolerate these things to happen to teachers in the school where their lives are choked with fear and litigations governed by few individuals same as they lose their rights and freedom in their existence on earth (Rocker, 2013). Parental Assent. Despite some negative reactions of some parents, there are also parents who are in favor of the disciplining style of the teachers. Some parents only listen to their children and they easily get angry with the unverified reports. Ivy attested to the unfair treatment of teachers by the parents. Based on the rights and responsibilities of parents in Sec. 26.-001 (Code of Parental Rights and Responsibilities, 2005), parents are partners with educators, administrators, and school district boards of trustees in their children's education. Whatever rules and regulations of the school are all inclined to the benefits of the main clientele which are the students; thus, there's no reason for parents' lack of support in this aspect. When parents are properly oriented especially during first meeting of the school year, they will become favorably supportive with the disciplinary style of the teacher. Dhen received an affirmation from the parents to give whatever proper discipline to his son because for him it is not good when we tolerate misdoings. The parents have nothing to do but to surrender to the teacher the task of disciplining their children because they have already done their best but still their son is so naughty even in their own house. Dhen was consulted by a parent on what possible remedy to help her child to be disciplined. These are the parents who really find it difficult to discipline their misbehaved children. Dave describes his parents as being involved in students' discipline. He even appreciated the good feedbacking and some healthy reactions during the meeting with the parents. Some parents of Mercy, another teacher, received trust and confidence from some parents. Parents' assent is easy when these are well-communicated to and agreed on by the parents. It is dependent on the teachers to implement classroom discipline to their students when they have the support and trusts of the parents. Favorable Learning Environment. The study revealed that student discipline in the classroom gives positive benefits. It promotes quality learning of the learners. These are the insights of teachers upon establishing student discipline in the classroom. Barkley (2010) identified that the classroom as a favorable environment when the students are comfortable in what they would like to do and have that self-confidence to push their performance to the maximum. It is the endorphins in the blood, which in turn gives feelings of euphoria and

stimulates the frontal lobe. Dave and Eva both observed that students are behaved well; cooperative there is the presence of harmonious relationship in the classroom. Moreover Gina testifies that classroom discipline has great contribution in the performance of the learners. The pupils are guided with rules which made them behaved and responsible to the task assigned Pupils are aware of their responsibilities even with their limitations, this is her observation. Mercy and Lyn gained a high level of respect from her pupils. For Aub, it minimizes conflicts among students, and Lan's pupils learned to follow rules in regulations accordingly; for Marc was able to accomplish on time. Appreciation. Garrett [14] explains that his life was changed by his teacher who found the best in him and influenced him find the success in life that he has now. He encourages the parents to increase teacher appreciation and realize benefits of positive student relationships. He wants to help teachers see the incredible long term value in their day to day interactions with their students for keeping them the best version of themselves. Here are some of the students who are same with Garrett. Bruce Lee was able to met his former student in high school five years ago, while he was walking on the city's sidewalks. This young man gave his appreciation that if not for his teacher he cannot graduate in secondary. He will be remembered until his last breath. This former student was one of the students the teacher helped in some of their financial needs in the school. And another one was when he met the security guard in one of the venues of the seminars he attended, the former student gave also his thanksgiving upon seeing the teacher. He even narrates that he refrain now from smoking cigarettes and getting drunk unlike before. This student justifies that what his teacher before when he was a student is really reality now that he is also a father to his son. This appreciation lifted up the spirit of the teacher for hearing appreciations for all the things he has done to his students. Cherry was also proud enough that is now a very good performing kagawad in their own barangay who is also claiming of the total transformation of his misbehavior before because of the understanding and sacrifices of his teacher. Everytime the kagawad meets the teacher the latter will not let her pass by without a smile. This proves the saying that; Respect begets respect, same with love begets love: What you sow is what you'll reap. As Cherry planted the seed of love it grew and bore fruit and now she has raised a very polite and positive attitude leader of their own barangay. Eva, Flor, and Gina received also appreciations from their parents for the transformation of their children. Ivy was able to received gifts from the parents as way of expressing their gratefulness for the learnings their children brought at home.

4.2 Coping Mechanisms of Teachers in Imposing Classroom Discipline

Parental Involvement and Collaboration. It is so crucial and essential for without their cooperation teachers' effort is not effective or has no value. According to child development experts at the Kids Health website (<https://kidshealth.org>) parents can help children develop a healthy sense of self-esteem. Getting involved in your child's life -- at school, in sports or at home -- will not only show her how interested you are in her world, but can also help her self-esteem. Dave said that she coordinated with the parents

before imposing his classroom discipline, through homeroom meetings similar with Gina. All of the respondents and participants gave proper orientation to the parents during homeroom meetings; to inform the parents what kind of student discipline will be imposed by the teacher. There was proper presentation of the plans for classroom management conducted on the first month of the opening school year. Parents were also called for some assignments or involvement in some school activities. Positive Reinforcement and Affection These are helpful reinforcements for teachers to motivate students to pursue building good behavior. These include the praises, affection and attention to arouse students to become more obedient and submissive to what is being prescribed [31]. Inday, Gara, Dhen, Aub, and Ruby practiced rewards system through giving of tokens like medals, gifts especially on Christmas and sometimes food. They used praises and sometimes hug them to feel their affection for recognition of the students' efforts and accomplishments. Ivy, Cherry, and Flor used to touch their head and tapped their shoulder. Ivy during reading time, plays her fingers on their hair combing while reading, and she noticed that this is very effective. Eva, treats her students like their own children, talking to them in a nice way and living by example. These teachers really touched the hearts of the learners and they noticed that there is a great impact on the learnings of the student that wherever they go they cannot forget their teachers, their learnings in life while they are with these kinds of teachers. These teachers play a great role in the development of their students, without any conditions and reservations for themselves and discrimination among their students. When children are given recognitions or rewards from an accomplishment the more they will be motivated to perform their best and when they are punished or reprimanded from the mistakes they have committed based on this theory children will learn to stop doing it again. Therefore positive and negative reinforcement can help for teachers in the implementation of classroom discipline [32]. Constancy and Consistency. There is a need for constancy and consistency to support the rules and regulations in the classroom to have an effective implementation. This is based on the Balance Theory and Cognitive Dissonance Theory of Festinger (1957) and Heider (1958). When the behavior, values and beliefs are supported with external forces then there is an alignment of the directions of group of individuals. Cherry, Daniel, Gina, all of them tried to set their classroom management with the constant reminders and patience in reiterating the policies every now and then for students to follow. Setting of standards should be well said before every activity to remind students of the proper way of behaving. Teachers when implementing punishment to misbehaviors should be fair and consist to gain harmony and order among students in the classroom. When implemented on the first day to the set of students then this should be also true to the rest of the days and months of the whole school year. Marc used leadership delegation to his responsible students to remind them of the rules and regulations to the class and the consequences of breaking these. Fernan learned that imposing discipline should be a continuous process regardless of its pace. Knowing Students on a Personal Level. The best and effective student classroom management is when there is a harmonious relationship among the students and the

teacher aside from the parents. How can you find the best strategy when you do not have a pre assessment of the behavior of students. Getting to know the personal lives of the students is one of the steps teachers are establishing at the beginning of the school year. Love, Dhen, and Bruce Lee are trying to personally talk to misbehaved pupils and do some friendly interviews in private to know and study the causes of their behavior. As experienced by Love, most misbehaved pupils are those who are not living with their biological parents. These are the parents who need special attention; thus, the teacher finds time to talk to them once in a while to remind them of their self worth. As Dhen suggested that there is really a need to study their behavior because there are times that they are against their teachers but some also would stand and defend their teachers compared to the parents. For instance, students would tend to obey the instructions of the teachers rather than their parents. Lan emphasized a need to consider the individual differences of the students and that the teacher should be packed with different strategies which would fit to a certain student. Family backgrounds should also be researched and examined for these are some of the factors that contribute to how a student behaves. Daniel and Gina find it effective to establish closeness to pupils when they frequently did home visitations for the first quarter of the school year. Constant communication with the parents would also helpful much more today that some of them have cellphones. You can contact them anytime when needed. Daniel feel pity upon knowing the real situations of some of his students, knowing the factors that lead them to misbehave. These are all important in knowing the students and establishing close relationships to achieve a productive and successful school year with the students. This is how students learn and interact with one another for ten months in a year. To be acquainted with parents and guardians in a conducive time and venue makes a big difference based on her observations [34]. Calmness and Composture. Teachers are the captains of the ship and have the qualities of all the things to organize students, space, time and materials have a quality education. In all situations, regardless of the time and place the ability of calmness and good composture should be maintained (Reissman, 1968). Love and Inday strongly stressed the need to be always calm and maintain the composture for angry teachers will be losers in the end, so just relax and find the best solution. They find it more stressful when they can choose the other way around that would not give risk to the health if not dying early. In their minds there are still some co-workers and friends whom they can lean on when depressed, weary and down. It is also helpful to accept the realities and looking forward to a positive solution. Cherry finds that control and forgiving parents or students who hurt her was effective. She never holds grudges towards the parents and even to pupils and her to co-teachers. She keeps in mind that the innate self of an individual is good; only the behavior and the wordly spirits are bad. Dave has in his mind that human beings have lapses and imperfections. Mercy did not forget to consider that human beings are normal when they reacted something. There are times that she lets every reactions from parents to come and go for in this case, she can learn something to improve her level of maturity in accepting the reality and the imperfections of others. Be relaxed a moment after hearing murmurs and taunting. Then face the

problems with poise calmness and a soft voice. Constructive Approach. Teaching is an art; according to Brubacher, teaching is a plan of arrangement and manipulation of a situation in which pupils will seek ways and means to overcome situations and they will learn by doing so. Cherry, Ivy and Marc find it effective when they utilize their responsible students to lead a group and noticed that the more they become mature and responsible students and younger ones looked up to them as models. Flor finds herself joining the children in the conversation establishing an environment that a teacher can be a friend and at the same time, a mentor. Students are more confident to perform their best, and creativity was evident. Gina planned to incorporate challenging rules in student discipline that would encourage them to participate well. Building a gap among students is not a helpful, since it will hinder only the inner self of the students to develop to become passive to their actions; but instead, it builds walls that impede interactions and interrelations which are necessary in the cognitive development of the child (Vygotsky, 1934). Grace prefers to employ strategy of giving enjoyable activities to students to ease boredom and indifference, but instead there are enjoyable learning activities. This is to apply the Skinner's Theory that teaching is the arrangement of contingencies of reinforcement.

4.3 Insights of Public School Teachers in the implementation of classroom discipline

Traditional Approach may no longer work. Eva, Mercy, Ruby, Bruce Lee explicitly said that being strict at times cannot help in disciplining the students. Flor noticed that when children are used to be scolded at home are rebellious children in school. Children need also a heart to heart talk rather than being scolded always. Touching the lives of the students would be more effective. Inday opposes to give always punishment because the more often you reprimand the children the naughtier they will become. You need more factors to consider in imposing discipline with the thought that whatever strategies imposed and effective to a group of students may not be as effective with other sections or other groups of learners. Marc promotes the use of preventing misbehavior which is better than imposing discipline or reprimanding. Teachers and support of administrators. Inday stresses that teachers should also be accountable for whatever happens to their students. Love emphasize this time that you cannot immediately impose discipline right away, you need to think it over and over again if this strategy would have best results or may cause chaos. Gara learned that in the profession of teaching to continue to have community linkages we need to have humility that even if we are still on the right stand on issues but to satisfy the parents we should ask forgiveness from them and that school administrators should always be at the side of their teachers whatever it takes, for the benefits of the teachers and the students (Morse, 2015). Parents' Involvement is crucial. The respondents agreed that parents' involvement has a great role and that is influential in resolving discipline problems of students in the classroom. The study recommended that parents should be involved in dealing with students' discipline problem (Wanja, 2014). Parents should support whatever has been agreed on and implemented in the school. The teacher cannot fully

implement disciplinary actions unless parents themselves will support the program. Inday made the parents observe the behavior of their children in the classroom so they can assess and that they will find or suggest what would be their actions that would help the teacher and even their children. That is why most of the respondents are claiming for the involvement of the parents, since the primary role of the parents is to discipline their misbehaved children whereas teachers are just the second parents in the school. Thus parents should be well informed on whatever misbehaviors noticed in the students; the earlier the better, to avoid worst incidents and that teacher will find it comfortable in implementing classroom management. Most of the participants tried to involve the parents and that works well. Like in the case of Gara who has a parent who admitted that he really used to whip his son when he made mistakes at home, which sometimes resulted to the child being absent because of the physical damage that made the child unable to wake up and attend his class. Through openness with the teacher, the parent then realized his mistake and corrected his discipline style at home.

5. CONCLUDING REMARKS

From the results of the study, I can say that in the profession of the teachers this encompasses total commitment for raising a child into a wholesome being that sometimes they were treated beyond human considerations and easily accused, summoned and aired on media without hearing their sides. Classroom management is essential, not only for a teacher's piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment for students. It is important to have a basic set of rules for students to follow. These regulations will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments. If your students know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your students and how they are expected to behave. Teachers were well oriented on what to do and don't want to do with the students in the support of the RA 7610 or the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, RA 9262 or the Anti-Violence Against Women and their Children Act of 2004 and DepEd Order No. 40, series 2012 or better known as the DepEd's Child Protection Policy. Schools should find themselves a Teacher Protection Policy considering of what were these students can freely do to the teachers because of the DepEd's Child Protection Policy law that protect them. The study of investigations on the teachers experiences of teachers on student discipline in the classroom made me conclude that students nowadays are very much enjoying their freedom on whatever they wanted to do because teachers are now hesitant to discipline them and even their own parents are experiencing the same. With this trend of generations there will come a time that the more worst generations will be produced since student discipline cannot be properly imposed because of the law that protect them. Based on the findings of the study, I can also describe what kind of young generation we have with

this advanced technology and almost westernized culture this young generation is promoting. That they are just treating their teachers and parents as their age level where respect is sometimes just a mess. What would be the kind of misbehaved students ten years from now and that is to be researched. The contribution of this study lies in the availability of the teachers' views and insights on their experiences in imposing student discipline in the classroom and the concepts derived from the results. It opens opportunities for future researchers in other areas of teacher experiences in imposing student discipline in the classroom.

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