Implementing An Effective Student Discipline: 
School Heads’ Perspective

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Abstract: This study described the implementation of students’ discipline. Qualitative phenomenological approach was employed to 13 school heads of both elementary and secondary schools in Sarangani Province Division for the School Year 2016-2017. To gather data, in depth interview and focus group discussion were conducted. The results of the interview were transcribed, translated and coded to produce themes. As regards the experiences of school heads, the following were the themes: parental participation and involvement (on one hand); parental inattention and non-engagement (on the other hand); school-wide adoption of child protection policy; diverse levels of teacher acceptance; teacher inadequacies and inconsistencies; and continued indiscretion of students. Looking upon their challenges in the student discipline implementation, the following themes were created: parental engagement and collaboration; provision of teacher guidance and support; use of “positive discipline”; diverse levels of teacher acceptance; and use of creative approaches. As to their insights, the following themes were generated: parental involvement is essential to student discipline; schools should be steadfast in the implementation; be positive and constructive; teachers need understanding and support; and discipline should be relevant and pertinent.

Keywords: Education, School-Wide Adoption, Child Protection Policy, Positive Discipline, Philippines

1. Introduction

“Too often we forget that discipline really means to teach, not to punish, a disciple is a student not a recipient of behavioral consequences” -Dr. Dan Siegel

The abovementioned quote is a reminder on the strict implementation of discipline some decades ago. It serves as a reminder to the policy-making committee of educational institutions on the essence of discipline in teaching-learning processes. Too many researches and studies associated with the importance, effects and policy on discipline were made in order to perceive the importance of discipline in schools. However, strategies used in discipline may vary from characteristics and attitudes of a person (Bartolomei, 2011; Kkeyune, 2012; Williams, 2015). Today, varying kinds of discipline are passed from one generation to another. That is why there are approaches that are traditional and some are the so-called millennial discipline approach. It is true that, way back 1940’s to 1970’s, corporal punishment was used in disciplining a child in the school. But gradually it has been abolished because of laws that protect children’s rights. Traditional parents thought that spanking and hitting children were the best way to putting up good discipline and some teachers tend to use violence and humiliation for disciplinary actions as part of the educational system (Durrant, 2010; Smenyak & Fleming, 2012). Furthermore, studies show that in the United States even up to now there are 21 states that still practice and utilize corporal punishment as one way of disciplining students in school.

It was found out that more than 100,000 students are physically punished every year. Proponents say that punishment positively motivates the children’s behavior, but some research suggests otherwise. The change of corporal punishment of children to positive discipline will be difficult and will not happen overnight (Glasser & Farr, 2013). To make this possible, the educational community needs to support their teachers, as children may be receiving contradictory messages in the home. Teachers need support from the administration. Other organizations, parents and colleagues vital in molding the attitudes of students need to be more responsible, productive, empowered and successful individuals (Osher, Coggshall, Colombi, Woodruff, & Francois, Woodruff, 2012). In the Philippines, the Department of Education (DepEd) revealed that two out of ten students experience violence among schools and added that they received corporal punishment or the use of violence to discipline a child, whilst the other eight is related to bullying. Experts suggest that incorrect used of discipline may have negative results on a student’s attitude and may affect brain development resulting to hurting other people. The Department of Education has issued Department Order no. 40, series of 2012, which prohibits the use of corporal punishment and promotes the use of positive discipline. Of the forms of violence experienced by children globally, corporal punishment is the most common, 80% to 98% of children experience it in their homes (Department of Education, 2012). As a matter of fact, the DepEd supports the prohibition of corporal punishment and practice of positive discipline in public and private schools. Teachers really take their breath off letting go of the stress from their learners whose individuality is unique. They have their hardships on imposing discipline, for some teachers have abused the said promulgation of the government on child protection. To cultivate the understanding on the implementation of student discipline in public schools, it is necessary to identify the gaps in the existing research. One identified gap is the research on dealing with unresolved indiscipline cases in school and how to treat students with misbehavior disorders. Another gap is the battle between the use of positive form of discipline and student diminishing values (Dyke & Wilcox, 2006). Various researches show that corporal punishment is ineffective in disciplining children of all ages and most
often, it produces anger, resentment, and low self-esteem in children. It also teaches the child that violence is an acceptable behavior and is a solution to problems. Corporal punishment perpetuates itself as children imitate the actions of adults (Philippine Senate Bill 1997). More research is needed to know more on the strategies and techniques in the student discipline implementation. The existing research also reveals a lack of qualitative studies in the implementation of student discipline as a whole. Although a great deal of quantitative research has been conducted on student discipline from the perspective of school heads, considerably less qualitative research has been done in the implementation of discipline in varied schools both public and private. As practicing school heads, we all go through life cycles, and each person has his/her ways of dealing with the implementation of an effective student discipline. As a matter of fact, I have not come across a similar study that dealt with the implementation of an effective student discipline from the school heads’ perspective in the local setting. Therefore, in this context, I am interested to know the experiences of these school heads as this can raise concern for the intended beneficiaries of the study, and come up with the implication for educational to practice, thus the need to conduct a study.

1.1. Purpose of the Study
The purpose of this phenomenological study was to set out ideas, knowledge and understanding on the challenges in the implementation of student discipline, treating unresolved cases of indiscretion and positive discipline as the foundation of the Child Protection Policy in every school, its effect and implications in discipline. This study involved different schools in the division of Sarangani Province, Philippines with the intent of gaining insights and choosing the discipline approaches and strategies relevant to the problems existing in today’s classroom setting. It is a phenomenon in which the insights of school heads were being extracted from their experiences in implementing discipline in their assigned school.

1.2. Research Questions
1. What are the experiences of school heads in implementing discipline program?
2. How do school heads address the problems in discipline?
3. What are the insights of school heads in discipline practice?

1.3. Theoretical Lens
This study is viewed from the lens of Skinner (1999) also known as Skinnerian Model. The Skinnerian model as a behavior modification paradigm derived from the work of behavioural psychologist, Burrhus Frederic Skinner. Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings (Duke & Meckel 1980). He believed that consequences shape an individual’s behavior. He focused his approach on reinforcement and reward. Reinforcers are like rewards; if used in a systematic way, they influence an individual’s behavior in a desired direction. Skinner made use of terms such as operant behavior, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements (Charles & Barr, 1989). Moreover, operant behavior is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behavior. Receiving rewards pleases learners; this makes them more likely to repeat a good behavior pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced in an ongoing basis. Positive reinforcement is the process of supplying a reward that the learners favor; all rewards can thus be seen as reinforcement (Van Wyk, 2000). Negative reinforcement means taking away something that the learners like. The Skinnerian model assumes that behavior is learnt and that reinforcements contribute towards achieving good behavior when reinforcement procedures are used to shape learners' behavior in a desired direction. Educators reward desired behavior with praise and enjoyable prizes; they punish undesirable behavior by withholding all rewards. It is vital that educators who utilize behavior modification consider their own behavior and how it may be used to reinforce good behavior in the classroom environment. Furthermore, Gordon’s (1989) International Model of Effective Training promotes that good classroom discipline involves students developing their own inner sense of self-control. He uses a behavior window, which is a visual device that helps to clarify whether a problem exists and who has the problem. He indicates that there are two feelings, namely a primary feeling, which an individual experiences after unacceptable behaviour, and a secondary feeling sensed after the resolution of the matter (Van Wyk, 2000).

2. REVIEW ON RELATED LITERATURE
2.1. Concepts on Students Discipline
Every individual is entitled to his/her basic right, regardless of race, religion, origin, status and ability. This is also true of children but often ignored by some adults. The individual referred here is a child who may or may not be involved in school discipline problems which are tardiness (delay), vandalism, violence, bullying, disrespect, drop outs, drug abuse, gangs and sexting. There has been a study that adopted zero tolerance policies, and which proposed that students shall be subjected to punishments for violations which have predetermined consequences according to school policies mandate (Campbell, 2011; Casella, 2003; Ewing, 2000; Simatwa, 2012 & Taylor, 2012). In the Philippines, the Department of Education has ordered the No. 40 series of 2012 also known as “Policy and Guidelines on Protecting Children In School from Abuse, Violence, Exploitation, Discrimination, Bullying And Other Forms Of Abuse”. Some policies that protect children’s rights are: DepEd Order No. 55, which supports the implementation of Republic Act No. 10627 otherwise known as the Anti-Bullying Act of 2013; and DepEd Order No. 18 or the Guidelines and Procedures on the Management of Children-At-Risk and Children in Conflict with the Law (Langan-Fox & Copper, 2011; UNICEF, 2013). Moreover, it was also described in the United Nations Convention on the Rights of the Child that the state shall prioritize the well-being of the child and that the child should be free from any form of violence. State Parties are also required to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention. The UNCRC guarantees child...
rights which are the right to survival and full development of their potential, adequate food, shelter, education, health care, leisure activities, cultural calamities, information and dignity; the right to be protected from violence, neglect, exploitation and cruelty; the right to be part of making decisions and freedom of expression. They also have the right to associate themselves with other people (Meyers, Platt, & Pawlas, 1989; Durrant, 2013; Lansdown, 2011; Willis, 2007). To protect the child’s well-being, the UNCRC strongly advised that protective measures should include social program that will effectively give support for the child and for those who have the care of the child. Such protective procedures shall also cover other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (United Nations Convention on the Rights of Children, 1991; Education and Inspection Act, 2006). The World Health Organization (WHO), in the World Report on Violence and Health year 2002, defines violence as the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity. In 2011, about two in three parents of children under 17 said they used corporal punishment. Spanking the bottom (52%) is considered to be the most prevalent form of corporal punishment used. Children experiencing corporal punishment are most likely to have negative attitudes towards siblings and peers (Duke, 1989; Banerjee, 2011; Gershoff, 2014; Smith & Taylor 2006; Donald & Frank, 2010). Another study conducted advocated for positive discipline. Teachers have immense responsibilities and challenges which include guidance, motivation, nurturing of learners with different family background, strengths, weaknesses, talents and skills. Yet, teaching is still gratifying for it is the noblest profession that needs sacrifices and 100% commitment to work. Relatively, school discipline is one of the major challenges experienced by the faculty and administrator of a certain school. It is an obstacle to an effective learning environment as well to the teaching-learning processes (Finn, Fish, & Scott, 2008; Undiyandeye, 2015; Monteiro & Durrant, 2013). Furthermore, discipline plays a significant role in achieving organizational standards. Discipline helps control negative behavior and promotes positive behavior such as obedience. School discipline is a form of discipline implemented at school to regulate students and maintain order. To achieve high performance, there is a need to coerce, control and even threaten them. Teachers serve as leaders who must enable learners find their true potential. The school administrators need to impose a code of discipline to establish a higher set of standards in the performance of teachers as well as academic achievement for the learners (Bower & Griffin, 2011; Herbert, 2005; Cotton, 2000; Okumbe, 1998).

2.2. Challenges in Implementation of Student Discipline
Studies cite that poor implementation of school discipline such as leniency with some students or stringency with other students could trigger violence, which eventually leads to corporal punishment. In this regard, classroom management introduced by Dewey is an approach to address the issue of poor administration at school. Dewey believed that with the help of the teacher as a facilitator, children are capable of learning, cooperation, generosity and mindfulness for one another. He believed that instructional management included a natural approach involving direction and guidance and that behavior management included the sequential behavior development of students. Many teachers practice this technique today as a central component of classroom management (Fisher, Frey & Pumpian 2012; Landau, & Gathercoal 2000; Oludare, 2011; Durrant, 2013; Duffy, 2013). Similarly, another finding explains the teachers’ inconsistencies in enforcing classroom discipline. Teachers explain that few of them are well-oriented with all the rules, while many others lack training in classroom management. For the teachers, despite the inconsistencies in classroom management the most important thing is that they have dealt with the student effectively. An ethnographic study about the moral life of schools included extensive observations in 18 classrooms in elementary schools and high schools. They observed that two main categories capture the moral life in classroom: moral instruction, which are deliberate attempts to promote moral instruction and to encourage moral behavior. In this regard, teachers explain that following and implementing numerous rules is too challenging for them to enforce effectively (Duke, 1986; Tatum, 1982; Ingersoll, 2001; Jackson, 2011). Additionally, the inconsistencies of the enforcement of the rules caused by teachers’ being oblivious to the rules, but rather reflect refinements of the rules that most people involved have a common understanding about. Another study about the use of positive discipline in school management showed a statistically significant improvement in the behavior of students in the program schools when compared with the control schools. There are other small-scale studies that prove the positive impact of positive discipline. It’s been observed that students’ perception as being part of the school community decreases the incidence of socially risky behavior (such as emotional distress and suicidal attempts/thoughts, cigarette, alcohol and marijuana use; violent behavior) and increases academic performance (Nelsen, 1979; Osher; 2010; Smith, Wohlstetter, Kuzin & De Pedro, 2011). There is also significant evidence that social skills development is vital to student’s success. It is also notable that strengthening such skills promotes a positive behavior among students and they are less likely they get involved in behavioral problems. Finally four main components have been identified as important for learning: physical and emotional safety, connectedness, challenges, and a positive peer climate. The School who does positive intervention on treating misbehavior and creates policies reflects these important factors for students may be equally effective in creating an atmosphere more conducive to learning. From some points of view, creative thinking is a catalyst to the accomplishment of goals through the complex, interconnected world; hence, education researchers and psychologists emphasize and push the acquisition of creative abilities for social, emotional, cognitive, and professional benefits (Battistich, Davidovitch & Milgram, 1999; Kellam, 1998; Osher, 2010; Sternberg, 2006).
2.3. Insights on Student Discipline Implementation

Research studies have proven that self-disciplined students do better than impulsive ones. Certain academic indicators were used to measure students' performance such as grades, achievement tests, admission to a competitive high school program, and attendance. Self-disciplined students are more focused to doing their homework and watch TV less. Self-discipline significantly affects academic performance better than IQ. Researchers estimate that self-discipline accounted for twice as much variance in GPA as IQ did. It must be emphasized that the school head has a great influence on the development of the children. How the heads treats them in school could have a long-lasting effect, whether it be positive or negative (Duckworth & Seligman, 2005; Durrant, 2013). Furthermore, discipline isn't only limited to enforcing the rules and the predetermined consequences of a violation, but rather it is a socio-cultural practice through which a teacher can decide whether to suspend a child for a non-violent event or not. There are various ways how teachers can be involved in school-wide programs, such as the implementation of an action plan against school violence; Addressing rule violators, involving students as decision makers, and meeting with gang leaders. No school is immune to violence; thus, practical methods must be carried out. Primarily, issues must be identified to come up with practical solutions. To put into effect the solutions, the district must be involved with the school and promote a district-wide safety committee (Knowles, 1975; Black & Downs, 1992; Cole, 2002; Ferguson, 2008). The involvement of the community is imperative. Committees for the program should be composed of representatives from the schools, community, school system, and community agencies—especially law enforcement, medical, and juvenile services. Explicitly, administrators should recognize the negative teachers as they might enforce assertive discipline into negative practice. It is the duty of the administrators to guide the teachers in practicing positive reinforcement. Moreover, State and Federal laws require that some special needs students receive special attention (Canter, 1984; Durrant, 2013; Kim & Cichitte, 2010). Troubled students don't receive severe punishment as both parents and schools believe that their misbehavior isn't solely their fault. Because of the growing awareness of civil rights of children, the law requires adults to go through appropriate practice of school discipline. This process is often expensive, time-consuming and confusing. While the law protects children's rights, it has become more challenging to carry out effective school discipline (Durrant, 2013). There are many organizations that advocate the rights of the children such as: Save the Children Foundation which is another watchdog to the practice of school discipline (Bowen, 2012). Its advocacy reaches out even in the farthest place in Mindanao, specifically in Sarangani province, where their goal is to strengthen the CPP (Child Protection Policy) system both in public and private schools. The primary goal of the system is to make sure that children's rights is recognized and protected that the child will be free from abuse, neglect, exploitation and any form of violence. A child protection system is made up of a set of components that strengthen the protective environment around each child through proper coordination.

Through the initiatives of the National Child Protection systems violence against children, including sexual abuse and exploitation, neglect, corporal punishment, children in hazardous work, recruitment of children into armed groups, early marriage and other harmful traditional practices shall be addressed (Cohen & Canan, 2006; SCF Foundation, 2010). There are keys in creating a CPP; these are national strategy, legal framework, coordinating agency, local preventive and responsive services, child-friendly justice system, child participation, an aware and supportive public, committed workforce, adequate resources standards, regulations, monitoring and oversight and data collection systems. The National School Safety Center (1993) reported that the occurrence of disruptive behavior happens about every 6 seconds in class. Studies of time-off-task student behavior revealed that 45% to 55% is accounted to misbehavior in the average middle- and high-school classrooms (Curwin, 2000; Jones, 1989; Pinheiro, 2006). Moreover, this long-term goal for learners is one of the foundations of the positive discipline approach. Imposing discipline in school that is positive and non-violent helps children at risk. Remember that children grow; they do commit mistakes where they learn things that have positive results and negative results. Additionally, it is already apparent that there is a significant difference in how discipline is implemented today compared to the 1950s. However, finding the reason/s for this difference requires arduous investigation. Some studies reveal that students who were involved in trouble tend to have a variety of reasons behind certain acts. Among these reasons is the perception that teachers care less about them; others don't want to be in school at all; some don't give importance to setting of goals and achieving success; and some students don't have awareness or orientation to the consequences of their bad behavior (NAESP, 1983; Berg & Lune, 2012; Lhamon, 2014; Muyot, 2015). Discipline enforcers have to follow the due processes which are hearings, specific charges, witnesses, and appeals. A school is just the same as a street if there will be no discipline encircling in the cognitive process. Corporal punishment is defined in the United Nations Committee on the Rights of the Child as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children, with the hand or with an implement, a whip, stick, belt, shoe, wooden spoon. It can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scolding or forced ingestion (Durrant, 2012; Kayode, 1984; Speziale & Carpenter, 2007). Non-physical forms of punishment do not align to the advocacy of the Convention as well. Examples of these are punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. In the Philippines, Save the Children conducted a study in 2005 which revealed that 85% of children have experienced corporal punishment in their homes and that the most common form is spanking (65%). Majority of the children interviewed (82%) reported that they were hit on different parts of their body (Harper & Row, 1987; Glasser, 2015). Consequently, effective discipline must be both positive and constructive. Settings of goals and constructive solutions should be met so that challenging situations can
be addressed effectively. The School should respect children’s developmental levels, their rights to dignity and physical integrity, and their right to participate fully in their learning. The only way to promote effective school discipline is through collective effort of the educators and everyone within the school environment. Definitely, learning follows, prompted by order and civility (Durrant, 2013; School Discipline, 2013; Langan-Fox & Cooper, 2011).

Foregoing views on positive discipline in everyday teaching approach are based on sound pedagogical principles and practice. Positive discipline is Holistic, it applies not only to students’ behavior, but to all aspects of their learning and social interactions. It is strength-based, as it identifies and builds on the students’ strengths. It is Constructive, aimed at strengthening students’ self-esteem and confidence. It is Inclusive, for it recognizes and respects the diversity of all students. Next, it is Pro-active as it identifies the roots of behavioral and learning difficulties and implements strategies promoting success, avoid conflict, and finally, it is participatory in the learning process and school community (Durrant, 2013; Ingersoll, 2001; Kohn, 2006). Additionally, Durrant stressed that the possibility of conflict between students and teachers is always present. But by implementing the positive discipline model, you can use conflict as an indicator to promote proper management emotions and resolve conflict without hurting others physically or emotionally. Before any action taken, one must look into the variety of reasons that lead to a child’s misbehavior. Children have different stages of development too. Make a list of the possible reasons and assess the child’s behavior, remember your long-term goals and think the characteristics that you hope your students will develop. Once you have thought through the problem, use positive discipline then involve the student in thinking in finding solutions to challenges and difficulties (Finn, Fish, & Scott 2008; Durrant, 2013; Jackson, 1993; Anbar & Eker, 2007). Furthermore, the process of discipline includes the protection, prevention, guidance and correction of abnormal behavior. The discipline and pervasive comprehension program prevents the incidence of problems and it is a way to treat abnormal behavior of the learners. Punishment coupled with aggression and hostility can only worsen a child’s behavior and leads to increase distraction. In contrast, a combination of rewards and punishments, set in a context of discussion, validation of appropriate behavior, involvement and trust, will encourage student responsibility and reduce misbehavior (Clifford, 2012; Coleman, 1999; Durrant, 2013; Raby, 2010; Ramon & Roache, 2011). Moreover, looking at the study of Platt (2012), on parent and teacher education programs directed at parents and teachers of students with maladaptive behavior that implemented Positive Discipline tools, there is a statistically significant improvement in the behavior of students in the program schools when compared to control schools. With the use of positive discipline a students perception of being part of the school community (being connected to school) decreases the incidence of socially risky behavior (such as emotional distress and suicidal thoughts / attempts, cigarette, alcohol and marijuana use; violent behavior) and increases academic performance (Resnick, 1997; Battistich et al., 1999; Henriksen, 2011; Goodnow, 2012; Browning, 2000). Positive discipline teaches parents the skills to be both kind and firm at the same time (Stanley, 2014). Positive discipline aims to work with children and not against them. The emphasis is on building on learners’ strengths rather than criticising their weaknesses and uses positive reinforcement to promote good behaviour (Liebberman, 2012; Durrant, 2010; Battistich, Davidovitch & Milgram, 2014). In some of the results from different studies, pupils were punished for different reasons by their teachers, who used different types of punishment in response to this unwanted behavior. Not being able to accept the situation, pupils experienced negative emotions toward the teacher and the lesson. Some of the punitive methods applied changed pupil behavior, some did not. Pupils expected different reactions in place of ineffective teacher punishments. The reality is that in many classrooms in various schools across the country, there are over 70 pupils in one class. This creates more challenges to teachers for effective teaching and learning that involves enforcing discipline (LEADSA, 2010; Nakabugo, 2007; Stanley, 2014; Simons-Morton & Crump, 2003). Moreover, disciplinary discrepancies through multiple explanations including poverty, differential rates of inappropriate or disruptive behavior in school settings, and cultural mismatch or racial stereotyping (Skiba, 2011). Research suggests a positive school climate has a positive effect on students and conversely, negative school climate has a negative effect on students. School climate has been linked to improved student behavior and academic achievement, student learning, student failure, student delinquency, absenteeism, suspension, and low motivation. Similarly, the comfortable and supportive feelings would support effective and efficient learning and teaching as well as positive student behaviors and attitudes, and on the contrary, negative feelings such as concern, fear, frustration, and loneliness would negatively affect learning and behavior (Hoffman, 2009; Peterson & Skiba, 2001; Conley & Tsuji, 2010). However, positive discipline also provides a foundation for the parents which can be applied to a wide-range of situations. Positive discipline is not letting the child do whatever they wanted to do, it is a long-term solution, teaching a child life- long skills, increased competence and confidence. Discipline becomes a constant problem of educators and even administrators. In many secondary schools in Botswana, a widespread occurrence of bullying, vandalism, alcohol consumption, and substance abuse, truancy, inability or unwillingness to do class work at home is also persisting. Theft has become more common among secondary level students (Clifford, 2012; Durrant, 2013; Matsoga, 2003; Moiso, 2004). Further, some studies show that positive student-teacher relationships have a positive impact on students and lead them to behave more properly. Moreover, behavioral problems can be closely monitored which may not only solve issues but even prevent issues from happening. Creating a concrete discipline procedure is always a responsibility of any member of society. There is no better way to solve the social issues of the students but by the collaboration of every member of the community (Durrant, 2013; Wang, 2014). Consequently, in imposing discipline by the leaders, finding out discipline trends shows promise. First is reaching success through involvement: this process has been used in 17 schools across the nation. It involves students in improving their schools, requires adult school members and student leaders to form a community of...
learners and leaders for improvement. This process alters school contracts, roles and responsibilities of students, teachers and administrators. The students work with the adults to help other students develop a sense of ownership and control. This new feeling of control makes students more motivated to learn. It has been a success in the 17 schools and is being introduced in more schools around the nation (Bowen, 2012; Battistich et al., 1999; Resnick, 1997; Goodenow, 2012). However, periodically restating the rules, especially after students return from summer or winter vacation is also recommended. Studies reveal that those who do poorly academically find the school not enjoyable and not interesting. When teachers at Wilson Elementary School in North Carolina changed their instructional practices to accommodate a variety of learning styles, discipline problems decreased dramatically. Administrators should regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in future employment as well as in school (Gottfredson, 1989; Meyers, Platt & Pawlas, 1989, Platt, 2012). Additionally, low achiever students with school work increase their academic performance and they are motivated to get good grades. The principal plays an important leadership role in establishing school discipline, both by effective administration and by personal example. A principal of well-disciplined students is usually a highly visible model. They engage in what Duke describes as management by walking around, greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (Black & Downs, 1992; National Association of Elementary School Principal, 1983; Osher, Coggshall, Colombi, G., Woodruff, & Francois, 2012). Furthermore, it was found out that teachers' satisfaction with the school discipline policy was related to their relationship with the principal. Good communication and shared values are important elements in this relationship. Ideally, a principal should be able to create consensus among staff on rules and their enforcement. In practice, some principals create consensus by recruiting like-minded staff over the course of years or by arranging transfers for teachers whose views don't fit in with goals and plans for their school. Others concluded that stable and supportive administrative leadership was the overriding factor determining whether a discipline program was effective. Schools that successfully implemented a pilot program experienced distinct improvements in discipline (Duckworth, 1984; Gottfredson, 1989; NAESP, 2012). However, teachers as the direct implementor of discipline suffer if students are hard headed and hard to handle. The findings of the researches concern, there are unproductive work of student talking out of turn, avoiding doing schoolwork, disengaging from classroom activities, disrupting the flow of a lesson, moving around the room unnecessarily, being late for class, making distracting noises intentionally, mucking around, being rowdy, making impertinent remarks, interfering with other students’ or teachers’ property, interfering with other students’ or teachers’ property, being physically destructive, being physically aggressive towards other students, harassing other students and spreading rumours (Dreikurs, 1971; Kohn, 2006; Maguire & Raby, 2010). In addition, effective discipline comes from effective administrators. Everyday problems in discipline arise more and from the different continents of the world. It was reiterated that School-Wide Positive Behavioral interventions and support is a prevention model that administrators will have to support, for this program is based on the premise that all students can benefit from well-implemented, evidence-based practices for improving behavior. It is also very helpful for students’ decision making, guiding them to a better future and letting them grow holistically (McIntyre & Silva, 1992; Horner, Gresham, & Sugai, 2002; Irvin, 2004; Bogdan & Biklen, 1998). Additionally, Peretomode (1992) confirmed that the use of physical punishment can be a deterrent to other students who might violate a rule in the absence of such punishment. But, on the other hand he opposes cruel and inhuman corporal punishment. In support with the participants sentiments on imposing student discipline, teachers find school discipline regulations practiced in Nigerian schools very problematic. Classroom control has become somewhat burden for teachers. This is because students are prone to misconduct for they know that teachers are not allowed to administer corporal punishment, and the one who is designated to do so can never be omnipresent. Regulations for corporal punishment have made students difficult to deal with since they know their rights and will question it if a teacher administers corporal punishment (Kayode, 1984). In general, management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Johnson, & Duffet, 2003: Harris, 2005). However, parental support plays vital role to the students. Parental non-engagement meant that it may jeopardise children’s development (Landry, 2011). According to the survey, done by the teachers during the Public Agenda (2003) students would perform better in school if their parents were more involved in their child’s education, while 72% of parents say children of uninvolved parents sometimes “fall through the cracks” in schools (Lohan, 2010: Duffy, 2013). Furthermore, Ferguson (2008) concluded on his study that regular interaction between parents and teachers helps students adjust more easily to school and classroom expectations, which can translate into higher achievement. Also, attending PTA meetings or participating in parent-teacher conferences are often expected, Ferguson concludes that districts and schools that “target activities and processes to give families the tools and the information they need to engage effectively in school improvement create a stronger system of education and provide additional resources for both students and school systems. Parents shall encourage to actively participate in creating and implementing educational programs for their children. Administrators must assess, evaluate, monitor those policies, procedures and practices in developing a comprehensive child protection policy in
their schools (Cicchetti, 2010). Moreover, the school’s rules and regulations are among the strategies designed to instill good conduct among students. This implies self-control, orderliness, good behavior and obedience to school authority. Also in admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations. These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools in Busiro Country, USA, students break these rules and regulations with wide spread acts such as escaping from schools, taking alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect their academic performance (Adams, 2003; Anbar & Eker, 2007). The collapse of discipline in the classroom order, classroom hooligans, is an indication of students’ disrespecting classroom rules and regulations. Discipline and established rules are declining among students, some disciplinary measures did not focus on how indiscipline affect students’ academic performance; hence, a need for this study. Similarly, discipline as an issue in the learning process and management differ in organizations. Lack of discipline is the most serious problem facing the education system in American schools, with many educators and students greatly concerned about disorder and dangers in school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruptions, leading to many suspensions in a year (Cotton, 2000; Marcenko, De Voy, & Conway 2010). Correspondingly, there are various types of punishments administered in the secondary schools in Uganda. These include the different modes or forms, which prevail in schools in Uganda such as reprimanding, bawling out, ridiculing sarcasm, belittling, name calling, withdrawal of privileges, social isolation, demotion, putting placards around the offender’s neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school (Moiso, 2004; Yatchmenoff, 2015; Black & Downs, 1992). Moreover, some disagree that uniform punishment can be an effective way of controlling students’ behavior if students, teachers and school administrators know and understand that punishment is firm, fair and consistent. They act as motivators to students in order to improve students’ learning and academic performance. But, this uniform punishment might foster an effect and it is unfair to other learners whose character and attitude are good. Although, some reasoned out that there are also advantages of uniform punishment, for them, its implication is to have unity in everything. It encourages the spirit of camaraderie, for the fault of one member will be paid off by everybody (Cotton, 2000; Henriksen, 2011; Conley & Tsuji, 2010). Knowingly, this was concurred by Canter (2012) that uniform punishment will help them perform better academically. It was discovered that learners do not need harshness for they want affection and passion from the people that surrounds them. Administrators will be of great help to answer their needs and wants. Moreover, punishment must not arouse resentment and insult of the students mistakes, this discipline must be positive, constructive and develop their trust as well as confidence. Due to rampant cases on indiscipline, the Tanzanian government made the Corporal Act of 1979 under the Education Act of 1978, where it gives authority to the head of schools to strike and hit with flexible sticks, the hands and clothed buttocks of those students who are indiscipline and it will be recorded for future use. Other punishments under this act are exclusion and total expulsion (Canter, 2012; Icarbord & Yaghambe, 2013). It is adamant for educators to implement approaches such as step systems so that they gain effective classroom control. Additionally, policies suggest that by fixing student behavior, it also will ‘fix’ learning (Maguire & Raby, 2010). That Parent participation in schools increased positive student attitudes, study habits and academic performance (Adamski, Fraser, & Peiro, 2013). Moreover, Houtenville and Hall (2007) pointed out the impact of parents involvement in school, one of which is it will develop positive student behaviour, that there would be always tracking down on their performances in school, as well as for the parents, they will increase their interaction and discussion with their children and are more responsive and sensitive to their children’s social, emotional, and intellectual developmental needs. It is significant for the parents to be invited and be called upon during assembly meetings, for they need to be aware of and become more active regarding crafting policies that affect their children’s education and are requested by school to be part of the decision-making team (Harper & Row, 1987: Taylor, 2012). Consequently, parent is nurtured when parents knows how to contribute meaningful contributions and that they are welcome by the school staff and administrator (Leithwood, 2006). This was the practice of some participants like Albert, Dina, Chris and Diego. Parental involvement is a broad term and includes such things as good parenting, helping with homework, serving on good councils and board committees, communicating and meeting with teachers and volunteering in the classrooms, That in every parental involvement in education shows children that their parents care about what they are doing and learning and that they value a good education (Ontario Ministry of Education, 1994). The above mentioned literature emphasized that problems still arise despite the conducive learning environment with distinctive preventive discipline plans. School heads and administrators must not take misbehavior lightly, whether physical or non-physical, as there could be different reasons behind the acts that need to be addressed soon. Teachers must make it a routine to let the students understand the rules and consequences of classroom policies.

3. METHODOLOGY
This study employed qualitative phenomenology which is believed to be more appropriate for this investigation rather than the quantitative approach, for discipline is a continuous process in developing individual’s character and the purpose of this study is to seek answers to questions that stress how social experience is created (Denzin & Lincoln, 1994). I used the phenomenological approach because it is effective in obtaining a complete understanding of individuals’ experiences, piercing into their thoughts, feelings and actions in order to acquire insights from their experiences. It absolutely described the accurate point of
the experiences and how those were interpreted by the end users. It is an exact device in my study wherein I dug into the innermost explanation or point of justification of my informants who actually have experiences on the implementation of student discipline in their assigned school in the southernmost part of Sarangani, Philippines, as head of a certain school. In phenomenological research, the use of bracketing is applied to minimize presuppositions to prevent potential harmful effects of presumptions that they may affect the research process, thereby improving the precision of the research study. The researcher must be vigilant at all times, aware of his/her own views and the pre-existing beliefs on the study, must learn to set aside his/her own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks & Trinidad, 2007; Taylor, 2012; Tufford & Newman, 2010) in conducting this qualitative study. I was interested to know how things happened and how people interpret their experiences and how they find meaning to these experiences (Merriam, 2009). Through phenomenological reduction, the researcher simply lessenened the realm from how it is recognized naturally, with all biases and judgment to a domain of pure phenomena (Dowling, 2007). Thus, the essence of the phenomena is allowed to surface. In addition, the participants’ own words were used throughout the process of data analysis and phenomenological depiction. The process of combining was employed throughout the course of the study. The method examined and scrutinized the phenomena from the subjective eyes of the representatives, focusing on subjectivity of reality and continually pointing out the need to understand how human view themselves and the world around them, and in the process, the researcher set aside her personal experiences and opinion to fully grasp the experiences of the participants, identifying the essence (Creswell, 2007).

4. RESULTS
4.1. Experiences of School Heads’ in Implementing Discipline Program
To generate a comprehensive discussion for the above research problem, the following questions were asked during the in-depth interview and focus group discussion: What are the good experience you encountered on the implementation of student discipline in school? What are the negative experiences you encountered on the implementation of student discipline in school? How do you feel every time you heard reports of student misbehavior? What are the reactions of teachers in the implementation of student discipline? What are the reactions of parents in the implementation of student discipline? And How did you deal with all the reactions of students, parents and teachers in the implementation of classroom discipline? From the data collected on the experiences of the study participants six main themes emerged as presented in Table 1. These themes helped me determine which ideas to report. These themes are the following: Parental participation and involvement (on one hand); Parental inattention and non-engagement (on the other hand); School-wide adoption of child protection policy; Diverse levels of teacher acceptance; teacher Inadequacies and inconsistencies; and Continued indiscipline of students.

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Core Ideas</th>
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<tbody>
<tr>
<td>Parental participation and involvement (on one hand)</td>
<td>Parents were open-minded on the policy on cutting classes Parents were very supportive on the implementation of student discipline Prior to implementation, meeting is called for parents' orientation During assembly, parents and faculty craft discipline policies together PTA and SGC officials review and amend the CPP policies each year We have the PEP (Parent education Program)</td>
</tr>
<tr>
<td>Parental inattention and Non-engagement (on the other hand)</td>
<td>Some parents do not mind whatever discipline the school will enforce Parents entrust the entire discipline to the school; are uninvolved Parents who need to be around in meetings are the ones not showing up They just entrust their children, gave full responsibility to the school Parents prioritize their work in the farm; leave it up to the teachers It is an IP school and I struggle much reaching out to the parents.</td>
</tr>
<tr>
<td>School-wide adoption of Child Protection policy</td>
<td>We implement the CPP because of rampant discipline issues in the school We use the Child Protection Policy as basis for our discipline action We orient the students on the CPP before implementing it. We conduct orientation regarding the CPP; Students, parents and teachers Faculty meeting is done before implementation of CPP We ensure that the guidelines/steps of sanctions are religiously followed</td>
</tr>
<tr>
<td>Diverse Levels of Teacher acceptance</td>
<td>Some teachers were not satisfied with the provision of policy Some teachers are not happy; they think that policy is not sufficient About 50% were unhappy, for they cannot apply the discipline they want There is a feeling of discouragement in imposing discipline Some teachers felt that it can lessen the burden on their part Some teachers were happy and hopeful; had positive reactions They were very excited to see the results of this endeavour Some opposed it because they still prefer corporal punishment</td>
</tr>
</tbody>
</table>
4.1. How do School Heads addresses the challenges of Student Discipline implementation

In support of this research question, three questions were raised during the in-depth interview and focus group discussion namely: As a school head, What strategies do you use in order to effectively implement student discipline in your school? What coping mechanisms are used to lessen impact of challenges? How do you treat students who have good classroom behavior? From the data collected through the above questions there were five main themes which emerged from the responses as shown on Table 3 these are Parental engagement and collaboration, Provision of teacher and support, Use of Positive Discipline, and Use of Creative approaches.

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Core Ideas</th>
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<tr>
<td>Parental engagement and Collaboration</td>
<td>Talk to the parents during the crafting of the discipline policies.  We call for a meeting with the parents. Discipline policy is crafted in collaboration with the parents. Present the final draft of the policy to the PTA, BLGU, GAD committee. I ensure that everybody works together cohesively for the policy. We do parent mentoring which include assessment and evaluation.</td>
</tr>
<tr>
<td>Provision of teacher guidance and support</td>
<td>I told the teachers to watch their language; treat students fairly. I advised the teacher to give the child extra attention and care. I told the teachers to comply with the policy anchored on the CPP. I told the teachers to use positive approach always. As head, you have to be always around in case decisions will be made. We hold SLAC sessions for teachers on student discipline. Teachers share discipline strategies they employ. Conduct conferences with teachers to plan courses for action.</td>
</tr>
<tr>
<td>Use of “Positive Discipline”</td>
<td>We use gentle and soft approach in discipline; show the child you care. We allow the child to make a promise to change behaviour. Give troublesome students some kind of responsibility. Use friendly approach for secondary students; they are mature enough. Instead of shouting to them like they do; talk to them gently. I do heart to heart talk with the students involved. You have to love them tenderly, show them affection.</td>
</tr>
<tr>
<td>Use of creative approaches</td>
<td>We put up an anti-bullying box where students can write their complaints. I do not delay the settlement of the problem; settle it right then and there. If positive approach won’t help, we use reverse psychology. There are times we deal with indiscipline on a case to case basis. We do home visitations. Sanctions for misbehaving students include background gardening. We invite religious group to give formation and spiritual growth sessions. We strengthen the guidance counselling; do individual counselling.</td>
</tr>
</tbody>
</table>

4.3. Insights of school heads in implementing Student discipline in their schools

In support of the research problem, three questions were raised during the in-depth interview and focus group discussion namely: How do you intend to apply the new learnings to the future implementation of classroom discipline? What advice can you share with your teachers in imposing student discipline in the classrooms? From the data collected through the above questions there were five main themes which emerged from the responses as shown on Table 3. Parental Involvement is essential to student discipline. Schools should be steadfast in the implementation. Be Positive and Constructive. Teachers need understanding and support, and Discipline should be relevant and pertinent.
Table 3
Themes and Core Ideas Insights of School Heads in the Implementing Student Discipline in their Schools

<table>
<thead>
<tr>
<th>Major Themes</th>
<th>Core Ideas</th>
</tr>
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</table>
| Parental Involvement is Essential to student discipline | There should be collaboration among school head-teacher-parents  
Parent’s involvement is important  
Parents/PTA officials should be involved and be open  
Parents should broaden their thinking  
The most effective strategy is the involvement of all stakeholders  
Intensify Parent mentoring  
Open communication with parents is very important |
| Schools should be steadfast in the implementation | Be firm on what the policies provide; do what is agreed upon  
Be unswerving on decisions made and policies formulated  
Mean what you say; be solid and consistent  
Stand to what the policies conveyed; do not yield to pressure  
Just enforce the CPP to avoid inconsistencies  
Actions should always be anchored to the school’s policy on discipline |
| Be Positive and Constructive | We have to be calm and composed in dealing with discipline  
Teachers have to “chill” every time problem on misbehaviour arises  
Teachers should use the kind of discipline that is acceptable to all  
Teachers must take a deep breath whenever there are problem; relax  
Don’t let the emotion take over; be patient and calm  
Harsh discipline can produce harsh result  
Never ever touch/hit the students; no corporal punishment |
| Teachers need understanding and support | Consider the class size the teacher have to handle  
They have to understand teachers and be sympathetic  
There should also be a law that protects teacher’s rights  
Teachers think that they are being neglected  
Teachers should be trained in classroom management |
| Discipline should be relevant and pertinent | In this age of computers, parents must consider positive discipline  
The approach of discipline must fit the kind of generation  
Approach effective one time, may no longer effective the next time  
Strategy suited to one may not be suited to another student  
There are new approaches to discipline; old teachers should adapt |

5. DISCUSSION

5.1. Experiences of School Heads in Implementing Student Discipline
Parental Participation and Involvement. As the results of this study revealed, parents involvement is a major factor in establishing student discipline in school, particularly in the locale of the study. Adamski, Fraser, and Peiro (2013) stressed that parent participation in schools increased positive student attitudes, study habits and academic performance, which was also pointed out by Banerjee (2011). Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school. He also added that children will develop positive attitude only if the parents have close communication with the school and tend to achieve more in their academic and socio-economic status. For junior high school whose parents actively participate in school activities, this results to better transition, and most likely these students are not at risks in dropping out. Referring to the answers of Dina and Azy (pseudonyms) that before implementing student discipline, parents should be informed first on all the policies given by the school, an example of this is the cutting of classes (a rampant misbehaviour of junior high students), if amendments happened it is good to let the parents know the policy. Yet, parents on this policy were open-minded so the school will automatically implement it and there would be no problem at all. Furthermore, Houtenville and Hall (2007) pointed out the impact of parents involvement in school, one of which is it will develop positive student behaviour, that there would be always tracking down on their performances in school, as well as for the parents, they will increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs. Susie on her part said that there are parents who are happy, because what they shared in the ratification on the policy of implementation on student discipline was considered and applied. Taylor (2012) stressed that it is significant for the parents to be invited and be called upon during assembly meetings, for they need to be aware of and become more active regarding crafting policies that affect their children's education and are requested by school to be part of the decision-making team. Moreover, Chris and Diego said that during the crafting and amendments on student discipline, parents impart their suggestions on the said policy, then sanctions follow, informing students what they brought out during the mentoring made them part on the decisions made. This policy is effective because students tend to cooperate and obey the policies. With another participant revealed that in their school they have this so-called PEP (Parent Education Program), that parents can freely write a policy on student discipline and submit it then the committee on CPC reviews for consolidation then on the meeting it will be presented then agreed on what is best suited. Nonetheless, it is supported from the researches of Bower and Griffin (2011) that parents that are active in their child’s schools show positive effects including increased academic achievement, positive social behavior, augmented resources and social networking opportunities. Smith, Wohlstetter, Kuzin, and De Pedro (2011) also added that parent involvement increases the likelihood that students will come to school more prepared. This is related to the experience of Josh (pseudonym) there implementation was as easy as it is for their parents really involves policy making and are present during parent mentoring. The greater the parents support for their children the more likely their children do well in school. The positive
result of partnership between school and parents, improves students achievement, students behaviour are more likely better, boost their esteem and reduces absenteeism. According to the World Health Organization (1984), the students' holistic being is not only attributed physically but, it is a package of mental, social, moral, cognitive and spiritual dimensions. Gwen said that it is good to have supportive parents as partners, for in them they have amendment and checking of the policy on student discipline once a year. Their aim is to have a product that is a well-rounded and holistically competitive individual. Parental Inattentive and Non-engagement. Talking about parental inattention and non-engagement it's all about the kind of support of parents give to their children. This parental non-engagement meant that it may jeopardise children's development (Landry, 2011). Bien (pseudonym) concurred that those parents that entrusted their children to the school, all the responsibility tend to have problems on their behavioral aspect in school. According to the survey, done by the teachers during the Public Agenda (2003) students would perform better in school if their parents were more involved in their child's education, while 72% of parents say children of uninvolved parents sometimes “fall through the cracks” in schools (Johnson & Duffett, 2013). Consequently, about half of the participants' responses on parents rates in inattention towards meetings in school was at the low level, it is because they were too busy in their work. They prioritize work for survival, and ensure their children in school. Pete stress that there was no reinforcement from some of the parents. Diego also told me that he went through process. He had this struggle on convincing parental engagement. This was supported by Chris (not his real name) that parents were stuck to their principle and the beliefs. That according to what they say, authorities in school are the ones responsible for the child's development in the different dimension in life particularly in their attitude, as quoted by one parent "they will just learn from school, they will be disciplined by teachers". Moreover, Ferguson (2008) concluded on his study that regular interaction between parents and teachers helps students adjust more easily to school and classroom expectations, which can translate into higher achievement. Also, attending PTA meetings or participating in parent-teacher conferences are often expected, Ferguson concludes that districts and schools that “target activities and processes to give families the tools and the information they need to engage effectively in school improvement create a stronger system of education and provide additional resources for both students and school systems. Parents shall encourage to actively participate in creating and implementing educational programs for their children. School-wide adoption of Child Protection Policy. Another theme which emerged on the experiences of school heads on the implementation of student discipline was the adoption of child protection policy. Since the birth of the law, child rights and responsibilities was highlighted. the Department of Education strengthened the school's vision, mission and goal to be a child-friendly. Guided on the legal bases such as Republic Act 7610 also known to be the Child Abuse Law, R.A. 9262 Anti-violence against women and their children act, and the DepEd order no. 40 s.2012 known to be the child protection policy. In adopting the Child protection policy, some policies are effective some are not, based on the experiences of Catherine and Angelo. With this CPP, the advocacy on positive approach was highlighted. Some approaches on discipline is effective but in some instances it is not. Kim and Cicchetti (2010) stressed that when the day of student spent in school, it is now the responsibility of the school on prioritizing child protection. Furthermore, Cicchette (2010) added, administrators must assess, evaluate, monitor those policies, procedures and practices in developing a comprehensive child protection policy in their school. It was concurred by some participants namely Diego and Pete, following the CPP will safeguard the school's environmental learning processes. In the definition of Child protection policy, which refers to the activity which is undertaken to protect children who are suffering, or at risk of suffering, and in significant harm. It is what Skinner (1954) relied in the assumption, the best way to modify behaviour was to modify the environment. He was a proponent for many instructional strategies that modern day "progressive" educational reformers advocate for: scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Skinner did not approve of the use of punishments in school, or as a behavioural modification technique in general. Punishments were ineffective and he advocated for the frequent use of reinforcement (rewards) to modify and influence student behavior Diverse Levels of Teacher Acceptance. Teachers as the direct implementor of discipline suffers if students are hard headed and hard to handle. The findings of the researches concern, there are unproductive work of student talking out of turn, avoiding doing schoolwork, disengaging from classroom activities, disrupting the flow of a lesson, moving around the room unnecessarily, being late for class, making distracting noises intentionally, mucking around, being rowdy, making impertinent remarks, interfering with other students’ or teachers' property, interfering with other students’ or teachers' property, being physically destructive, being physically aggressive towards other students, sexually harassing other students and spreading rumours (Kohn, 2006; Maguire & Raby, 2010). Furthermore, Dreikurs (1971) stress, there are troublesome students that can make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behaviour, can aggravate it. It was affirmed by some participants like Azy and Dina who are quite disappointed on using CPP because according to them there are really students, who are disrespectful. Psychologically, these students have behavioral problems. But somehow, not all times, there are also times that CPP is effective in other situations. Meanwhile, Dina feel sometimes discouragement in imposing discipline, as Bogdan and Biklen (1998) pointed out that apart from imparting knowledge and facilitating student learning, teachers are expected to maintain security and order in their classrooms. This statement relates to Susie that 50% of her teachers were unhappy for them wanted to have corporal punishment. Teachers do have a choice, if and if they feel encouragement, mentioned by McIntyre and Silva (1992) thus, the issue of student conduct is a factor in their job satisfaction and they can resign from the profession if students’ misbehaviour is unbearable. Understanding the level of teachers acceptance, on how they reacted in imposing discipline with diverse students, help me realize
that sanctions on misbehaviour depends on the kind of the students and the weight of his/her fault or mistakes. You will impose discipline to help, improve, correct, and prevent not to punish, humiliate, or retaliate. But there are reasons why some teachers wanted to do corporal punishment. This was supported by Peretomode (1992) for the reasons, students only respond to corporal punishment. Corporal punishment is effective because it makes students think twice before committing the same offence. The use of physical punishment can be a deterrent to other students who might violate a rule in the absence of such punishment. But, on the other hand he opposes cruel and inhuman corporal punishment. In support with the participants sentiments on imposing student discipline, teachers find school discipline regulations practiced in Nigerian schools very problematic. Classroom control has become somehow burden for teachers. This is because students are prone to misconduct for they know that teachers are not allowed to administer corporal punishment, and the one who is designated to do so can never be omnipresent. Regulations for corporal punishment have made students difficult to deal with since they know their rights and will question it if a teacher administers corporal punishment (Kayode, 1984). Teacher Inadequacies and Inconsistencies. School heads revealed their conclusion that somehow its the teacher factor that matter in discipline. If a teacher have knew classroom management technique, then there might be no problems in imposing discipline nor getting referrals to guidance counsellor. About half of the participants believed that its teachers inefficiency and inconsistences. Ingersoll (2001) stressed that if a teacher had this poor classroom management they tend to be burnout, job dissatisfaction and might have an early exit from their profession. Catherine (pseudonym) shared on this theme, teachers are very active at first, but as it runs long, discipline approaches or even the policies will be forgotten. Albert (not his real name) concurred that if the teacher cannot handle situations, like uncontrollable misbehaviour of a certain student, that teacher needs training on classroom management.

Furthermore, Kohn (2006), Maguire and Raby (2010) found out that when a student exhibits behaviours that are deemed inappropriate, teachers tend to locate responsibility for the behaviour with the student rather than consider other factors that might contribute to the behaviour. Therefore, teachers often use ways to help or coerce students to gain self-control of their behaviour. That is, they ‘blame’ the student for inappropriate behaviour. This what happened to Zach (pseudonym) experience on teachers inadequacies, many time the teacher got a referral for she cannot solve simple problems regarding misbehaviour. But, let us also be considerate enough for the teachers. Using the step systems in an attempt to be logical and fair, or to support students to make good choices (Maguire & Raby, 2010). Moreover, according to Duke (1986), this finding makes it a little easier to understand why teachers seemed to be inconsistent in rule enforcement; it is likely that few of them could have been aware of all the rules in the first place. Most teachers reported that they had poor formal training in classroom management. They justified their inconsistencies and failures to deal effectively with student misbehaviour by their lack of classroom management skills. Earlier research concluded that teachers seem to enforce rules in an inconsistent manner, but with reference to the study of Jackson (1993) a closer look shows that many of these inconsistencies are not actually instances of rules being ignored, but reflect refinements of the rules that are clearly understood by almost everyone involved. In the study by Duke (1986), teachers explained their inconsistent behaviour by saying that there were too many school rules for any individual to enforce effectively (Duke, 1989; Tattum 1982; Jackson, 1993). Continued Indiscipline of Students. Average of responses from the participants of the study reveals, there is no one to be blame, for we are in the world of diverse individuals. Josh (pseudonym) that he did what is good to stop the trouble, but the student’s behaviour is unbearable, it came to the point that this student was hurt accidentally. And it was also affirmed by Catherine, she said that is not the child’s fault, but its the environmental factors and how the parents raises their children. Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared. Concluded by Angelo and Dina (pseudonyms), that even if you do discipline anchored with CPP, still there are those who are still rebellious and unproductive work of student. According to Oludare (2011) that there are contributing factors that causes indiscipline in the school today. These are the following root causes: parental attitudes, environmental factors, family instability, media influences, infidelity of school heads, government interference and economic instability. In addition, Lee (2011) stress, administrators, teachers and parents have been struggling solving solutions to indiscipline problems in school. Finn, Fish and Scott (2008) supported the idea of Lee, that disruptive behaviors can cause harm in classroom. It was also identified by DreiKurs, (1971), on his studies that all behavior including misbehaving is orderly, purposeful and directed towards achieving social approval. Human beings have a need to belong and be accepted.

5.2. How School Heads addresses the Challenges in School Discipline Implementation
Parental Engagement and Collaboration. Genuine partnership administrators, teachers and parents had shown positive impact on students’ performance in academic, social, behavioral and emotional outcomes. The benefits were identified by Taylor (2012) on his study that parents who actively engaged on various activities in school, specially during PTA meetings, assemble and mentoring are more sensitive on children’s needs whether it is emotional, behavioral or academic. Parents have a better understanding of the teacher’s job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children’s learning activities at home. Parents are more aware of, and become more active regarding, policies that affect their children’s education when parents are requested by school to be part of the decision-making team (Taylor, 2012). In the case of Catherine, she explains, you have to welcome and accommodate parents at all times showing their importance in school. Talked to them politely specially during the crafting and making of policies in student discipline. Diego and Zach added that school programs that encourage and involve parents usually do better and have
higher quality programs than programs that do not involve parents. Teachers and principals acquire a better understanding of families' cultures and diversity, and they form deeper respect for parents' abilities and time. Furthermore, parent engagement is nurtured when parents know how to contribute meaningful contributions and that they are welcome by the school staff and administrator (Leithwood, 2006). This was the practice of some participants like Albert, Dina, Chris and Diego. Parental involvement is a broad term and includes such things as good parenting, helping with homework, serving on good councils and board committees, communicating and meeting with teachers and volunteering in the classrooms, That in every parental involvement in education shows children that their parents care about what they are doing and learning and that they value a good education (Ontario Ministry of Education, 1994). Provision of Teacher Guidance and Support. Based on the general responses of the participants in this study, most of them addresses on operational duties of teachers that collaboration with parents of students with behaviour problems in helping the students overcome their difficulties can help student discipline effective and functional. And assistance in running staff development programmes to strengthen teachers' skills in managing students' misbehaviour (Harper & Row, 1987). Zach relates what was mentioned, they have this SLAC session regarding on student discipline and through supportive environment teachers will share strategies and techniques to their colleagues on how to treat disruptive behaviour of student in classroom. Meanwhile, some of the participants talks on training and staff development for teachers, school heads if possible they are in their posts, as shared by Angelo (pseudonym). In developing the behaviour policy, the headteacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour. These are the following; a consistent approach to behaviour management; strong school leadership; classroom management; rewards and sanctions; staff development and support; pupil support systems; liaison with parents and other agencies; Managing pupil transition; and Organisation and facilities. The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010. Use of Positive Discipline. In defining positive discipline, have lots of meaning. Positive Discipline teaches parents, educators, students and community members the skills necessary to create healthy interpersonal connections in an environment where each person's contribution has meaning, valued, and expected (Simons-Morton & Crump, 2011). Referred to the case of the participants Gwen and Pete, positive discipline is effective. It was also the answers of Susie, Dina and Chris, they believed that talking to the students gently, appreciating on what they did positively, praised them and recognized them will motivate them to be a model of good behavior. Dina stress encouragement, will be a factor that attitudes changes into productive. It will boost their ego says Bien. Moreover, looking on the study of Platt (2012), it is about on parent and teacher education programs directed at parents and teachers of students with maladaptive behavior that implemented Positive Discipline tools showed a statistically significant improvement in the behavior of students in the program schools when compared to control schools. Where the ideas of Platt was supported by Browning (2000) that with the use of positive discipline a students perception of being part of the school community (being connected to school) decreases the incidence of socially risky behavior (such as emotional distress and suicidal thoughts / attempts, cigarette, alcohol and marijuana use; violent behavior) and increases academic performance (Resnick, 1997; Battistich, Davidovitch, & Milgram, 1999; Goodenow, 2012). Positive discipline teaches parents the skills to be both kind and firm at the same time (Stanley, 2014). Positive discipline aims to work with children and not against them. The emphasis is on building on learners’ strengths rather than criticising their weaknesses and uses positive reinforcement to promote good behaviour (Durrant, 2010). It is related to what has Bien had been described during my interview with him in his office. Through promise logbook it promotes goo attitudes towards students who have promise on the logbook. Positive discipline plays a vital role in molding a person. Those schools that advocates the use of positive approach most likely creates a product that last for a lifetime. They respected the rights of children and encloses dignity to the students and with this the school created a more humane society. It promotes students' self control, teachers responsibility and choosing the right path. Generally, school heads/administrators must lead teachers, parents and stakeholders into the world of positive discipline approach. That they should be the model in it. They need to establish and drive the concept and ensure that policies are implemented and ensure that learners are dealt with fairly and consistently. That this approach must anchored with the principles. Such principles are holistic, strength-based, constructive, inclusive, proactive, and participatory. Use of Creative Approach. Based on how the school heads addresses the challenges on student discipline implementation, the use of creative approaches are the remedies treating rampant misbehavior of students and those really, shall we say the worst among the worsts. Resulted on their responses, almost half of the them concluded on appreciating and reward system As to the case of Susie, in the school where she was assigned, they have a reward on the students who do good things. Similarly on the idea of Pete and Catherine that during flag ceremony or classroom checking they gave rewards to those who behaves well. They too also recognized their works and making them as a model og good will and conduct. These creative approaches shared by the participant was related in the study of Battistich, Davidovitch, and Milgram (2014) that creative teaching is essentially the same with effective teaching. In addition, this reward system was introduced by Skinner (1954) he was an advocate of reinforcement, example of giving of rewards where it modify and influence student behavior. This is the so-called “operator conditioning” in which is important to behavioral management. Lieberman (2012) pointed out that the use of punishment of behavioral modification technique was found out to be ineffective. But there ideas was contradicted by Kohn (2006) that says, grades and praise, kills intrinsic motivation and the desire to learn, and this concept is, of course, in opposition to what teachers have always been taught. He states that rewards destroy a student's inherent motivation and reduces their natural interest in a subject. Moreover, teachers might stimulate
their creativity by deliberately perhaps for 10 minutes a day observing the world around them, keeping their eyes open for new ideas. Most teachers keenly observe their classes and students. Extending this observation to look for ideas from other disciplines or from something they see, read about, or interact with in daily life is a good first step. Open-mindedness also means considering other people’s perspectives. In foregoing view of Henriksen (2011) a creative teacher imagines him- or herself in the position of students, asking how a particular class or group of students would want to learn something and what methods could make a topic interesting for that group. Teachers should create an environment where students feel they are important, secure, safe and where teachers arouses their interest. This will be effective in classroom management system then use a new behavior system. Praising, recognizing and acknowledging is an example of behavioral modification where it helps students behavior to be productive.

5.3. Insights of School Heads in Implementing Student Discipline in Schools
Parental Involvement is Essential to Student Discipline. Parents as partner of school heads and teachers in honing good conduct and behavior modification of students in school. Working with parents to develop and communicate expectations, creating positive opportunities in school activities and maintaining channels of communication with the parents makes students discipline to be effective. This means that parental involvement plays a vital role in child’s good behavioral development. Mostly of the participants explains on the positive result if parents involve much in school activities like policy making. This is strongly agreed by Azy (pseudonym) that there should be a collaboration of parents-school heads and teachers in implementing effective discipline. It was being quoted that children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about. Parent mentor program is a place where parents can explore and helping them to realized that they cando things they think they cannot. Parents that involves in their child’s learning, develop the sense of security and high moral and most likely achieved their goals in life. Parent mentoring program trains community to established a helping relationship with the children at risks in school and a strategy of knowing and disecting students character through parental reflection. In the case of Diego as school head, he wanted to inform the parents and PTA officials on their responsibilities and duties through mentoring/conference or assemble meeting in their school. According to Conley and Tsuji (2010) that through parent mentoring program it had developed family-focused practice models that include values, principles, and practice frameworks. It fosters inclusion in child’s welfare in decision-making processes. It was also stressed out by Cohen and Canan (2006) that through genuine collaboration of parent and school staff it promotes permanency and reunification in implementing policies. Moreover, studies show that inspire of increasing efforts to improve family-centered practice, parents still report that they do not feel included in decision making and that case plans often do not meet their unique needs (Marcenko, DeVoy, & Conway, 2010; Yatchmenoff, 2015). Parent involvement was introduced on 1900’s as major issue on public schooling and affect diverse aspects in education. Parent involvement is one of eight national goals and includes research funding for Family, School, Community Partnerships at John Hopkins University and at the Office for Educational Research. According to one of the participants named Zach, he advised that to be effective in implementing discipline, parents must be cooperative and participative in varied school activities. In the sections on Special Education and Suspensions and Expulsions where the Ministry of Education represents the interest on parental duties and responsibilities were enumerated. These are the following: ensuring that their children attend school regularly and on time; becoming familiar with and informed about board policies and procedures in areas that affect their children; becoming familiar with the Code of Conduct and school rules participating in meetings with teachers and other member’s of your child’s education tea; encouraging and assist their child in following the rules of behaviour and; assisting school staff in dealing with disciplinary issues. Schools should be steadfast in the Implementation. Based on NAESP (1983), school heads plays significance in implementing student discipline. Principals of well-disciplined students are usually models of the implementation. Duke (1989) described school heads must be visible at all times. That effective school heads are liked and respected by hes/her subordinates rather than feared and communicate students and firm on discipline policies imposed in school. This was uttered by Pete and Catherine, sharing on their insights in the implementation, that school head must be fix and be fair in judgement when trouble arises. Some of them shared that student discipline policy, must be monitored and evaluated and it should be functional either. Furthermore, Bandura’s social learning theory, pointed out on the key concept of the theory that people learn behaviours and attitudes through observation. That most human learn through modelling as they are motivated to imitate it. Be Positive and Constructive. Among the major themes in giving insights on student discipline, this marked my heart as a researcher. Why? Its because even though there are struggles in the implementation of the policy in discipline, still our leaders in schools advocates possibility and constructivity of human perceptions towards child’s behavioral modification. Josh said that let us all use positive approach. Be positive. Be fair in dealing trouble nor quarrels in school. The legal theory also known as “ job propety doctrine” states that individuals should have this “due process” it was 14th amendment of the constitution. As Lhamon (2014) quoted that “Let’s work together to support schools, to remove barriers to educational opportunity, and to ensure students’ safe passage through the critical and formative stages of their educational experience. In addition to some general responses on the insight of school heads, Albert and Bien shared their insight on discipline that apply the discipline that will not gave you problem at the end and if you use negative discipline then of course the result will most likely be negative too. Comparing the idea of Gottfredson (1989) that discipline problems will be reduced if students find school enjoyable and interesting. Sometimes problem behaviour occurs because students simply don’t know how to act appropriately. In view of the foregoing results, Zach, Pete, and Susie said that administrators must have self-
control, patient and anger management dealing with student discipline as well as teachers too. Two of the proponent also on discipline strongly suggested that, administrators must regard disciplinary referrals as opportunities to teach students valuable social skills that will promote success in future employment as well as in school (Black & Downs, 1992). In the perspective of Diego (pseudonym) school heads and teachers must be self-directed and a good decision maker. This was related to the theory of Knowles (1975) which describes self-directed learning as a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes. Teachers Understanding and Support. In the foregoing results on the insights of school heads, teachers as the direct implementor of student discipline, they need too understanding and support to both administrator and parents. They are merely individuals, that commits mistakes too. That they need consideration. In his studies, Duckworth (1984) found out that teachers’ satisfaction with school discipline policy was related to their relationship with the principal. Good communication and shared values are important elements in this relationship. As Bien, relates his story, teachers felt neglected by the department, that why most of them experienced burnout. Burnout decreases job performance, job satisfaction, job commitment, and quality of service. Burnout increases absenteeism, low morale and job turnover (Anbar & Eker, 2007). Furthermore, Fisher, Frey, and Pumpian (2012) delineated that factors that gives stress to teachers are teaching pupils who lack motivation, maintaining discipline, time pressures and workload, coping with change, being evaluated by others, dealings with the colleagues, self-esteem and status. Administration and management, role conflict and ambiguity, and poor working conditions. This was the commentaries of some participants like Dina, and Pete. Teachers approach to student discipline are sometimes misunderstood and uncontrollable misbehaviour. In the case of Catherine, she said parents must also think of the ratio of teacher to student as stressed-out by Langan-Fox and Cooper (2011), class sizes and over-crowded classrooms do lead to emotional exhaustion, physical exhaustion, stress, and burnout among teachers. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Education and Inspections Act, 2006). Discipline Should be Relevant and Pertinent. Relyed on the assumption that the best way to modify behaviour was to modify the environment. Many theories supported this phenomenon on student discipline implementation. There are also lots of researches and studies cling to the idea of relevancy in giving policies is important. When based on the result of the commentaries of the participants, generally their answers was about of the word right discipline. Like the insight given by Azy and Pete, there are approaches of discipline that is ineffective. Know what is effective. According to Duke (1989) that effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct. This findings also described by Meyers and Pawlas (1989) where, the rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. They also added that an amendment on school discipline policy annually is much recommended. And that rule must be communicated, fair enough and consistent enforcement helps maintain students’ respect for the school's discipline system. Besides the findings of above mentioned researchers, they also added that school discipline policies must conform with to state and federal status. Albert concurred on the above statement. There should be conformity on the community-school in the implementation of discipline.

5. 4. Implication for Practice
On the Parental Participation and Involvement in Implementing Student Discipline. In view of the perspectives of school heads revealed in the locale of the study, the implementation of student discipline has been viewed by the study participants as very effective if parents do participate in policy making and collaborate in decision makings as far as their children’s concern. Teachers may call-out the parents particularly those parents who have children with indiscipline cases. With these initiative done during parent mentoring, meetings and assembly, parents might be more active and engaged on various activities in school. On Parental Inattention and Non-engagement. A growing literature described the significance of parental involvement in child’s education. Parent involvement may enhance children’s behaviour at home and in school as parent-school head and teachers work together to enhanced sociological functioning. The study respondents on the locale mentioned disclosed a negative observation as revealed on their responses. School heads as the leader of a certain school implies that further parent education program must be quarterly implemented and maintaining the genuine relationship of teacher-parents be regarded and given attention. On Diverse Levels of teacher Acceptance. There are many indiscipline cases that needs further studies. The problem encountered in this theme is average of the teachers were unhappy because of this CPP where it advocates positive and gentle approach towards misbehaviour or unproductive works of students. It implies that have a 100% approval in behalf of teachers as implemener of discipline, parental engagement and school heads support must be put emphasis. School heads must use tactics to empower teachers and be active in providing teachers experiences to be a leader. Teacher Inadequacies and Inconsistencies. In the foregoing views coming from the study participants, there are teacher who have poor classroom management. Those incidents that are not easily resolved contributes burden and stress to them. This study implies that to be an effective disciplinarian and as head of the mission, vision and goal of the school. On Continued indiscipline of Students. Student indiscipline is a symptom of deep-seated disease that can be cured and have remedy. The cause maybe because of educational system that is defective or breeds dissatisfaction to students. Generally the responses of the participants on the locale mentioned revealed that it is actually the behaviour of the students or the students attitudes mainly the cause of continued discipline even the approach in discipline was gentle not harsh. School heads must increase the teacher-
parent communication through giving of cards and knowing child’s being through anecdotal record be reviewed. Parental Engagement and Collaboration. Parents who participate in school and home activities increase learning outcomes for their children. The engagement and collaboration of parents to school activities particularly on discipline had shown positive effect on students’ attitude. It also implies that parent-school relationship must be continuous making effectiveness on discipline policy reliable, efficient and consistent. That would create also a good environment in teaching-learning processes. Provision of Teacher guidance and support. Empowering teachers and letting them to attend more trainings and seminars on the strategies and approaches needed to be effective in discipline. In this theme, mostly of the participants revealed the significance of awareness given to teachers using positive discipline. As school head they may follow the guidelines as to have effective discipline implementation. On the Use of Positive Discipline. Positive discipline in the concept of this study revealed the when you use gentle and soft approach answers back positive too. School heads anchored their discipline on CPP, that instead of shouting them, talking gently is far more effective. Effective school discipline policy must advocate the use of positive discipline. Use of Creative Approach. There are various creative approach used by the school heads in implementing student discipline. This study implies that if student can’t control his attitudes then do reverse psychology. Further investigations on students background must be regarded. If problem arises then settle it immediately, do not wait for tomorrow. Traditional approach no longer works. As implementing agent of student discipline, be broad enough on finding effective strategies and approaches. And lastly, values formation integration must be deepen and given more emphasis. Parental Involvement is Essential to Student Discipline. Working with parents to develop and communicate expectations, creating positive opportunities in school activities and maintaining channels of communication with the parents makes students’ discipline to be effective. That parent’s engagement plays a vital role in implementing student discipline. Where it motivates students to modify their behavior for they felt being love and supported by their parents. It implies that school heads must persuade parents to be involved in all decisions particularly in policy making in the school. They may be given importance which in return they will become more cooperative and participative. School heads as well as the teachers must strengthen school’s parent mentoring program and parent education program. Schools should be steadfast in the Implementation. In implementing student discipline school policy may be constant and firm to what have been agreed by the body. School heads may be the model of disciplined as well as the teachers. For in fact we all know that we do imitate behaviour of person we want to. Be Positive and Constructive. Effective discipline is through positive and constructive. Save the Children Philippines as one of the organization that advocates positive discipline, where they found out that through positive discipline students behavior resulted positively. Teachers as the frontliner in implementing discipline, should be more aware on the effects between using corporal punishment and positive discipline. School heads and teachers may have further trainings and workshops using positive discipline. Teachers Understanding and Support. School heads may understand their teachers for they have this overlapping of work and activities in school. The result of this study implies that the Deped should promote trainings and seminars on values formation for the school heads as well for the teachers. As what Duckworth (1984) found out that teachers’ satisfaction with school discipline policy was related to their relationship with the principal. It is also the right time to put into action requesting the secretary of education to sent out a licensed psychologist in every school in support of those students with behavioural disorders, thus helping school to resolve indiscipline cases.

5.5. Concluding Remarks
The investigation on the implementation of student discipline as viewed by the school headship illuminated the relevance and the essential of such study. As a researcher and educator, I have done my contribution towards the realities behind the implementation of student discipline in my work place. I do believe that the findings of this study would lead towards school heads realization on the importance of implementing student discipline that is constructive and positive. That it is not rude and motivates student to modify their attitudes that leads them into academic, social, economical and spiritual excellence which are the various dimensions of life. The results of this study clearly substantiated the impact of student discipline implementation which depicts that there are children who experienced some sort of negative approach which leads to absenteeism and worst they stop coming to school. The findings have proven that if we do positive and constructive discipline children most likely develop positive result which it can be noticed through their attitudes, behaviour and academic representations. Those schools that follows the Child Protection Policy as basis on the implementing student discipline, have effective learning environment and creates well-rounded individuals. The data from the two methods of data gathering employed in this study proved to be similar and parallel. The focused group discussion thus completed the components of the triangulation technique. Validation of data through cross validation from more than two sources: First, the readings on the implementation of student discipline, second, the in-depth interview and the third, the focused group discussion. The contributions of this study lie in its making available the experiences, insights and perspectives of school heads on the phenomenon of the implementation of student discipline as well as the constructs derived from the findings. Moreover, it brings to fore the advantage of using the qualitative approach in understanding certain experiences. It has also opened opportunities and ideas for future researches in as much as there is a great deal more to be learned about the implementation of student discipline and its gains in the behavioural modification of students to what approaches and strategies were effective. I have validated that by engaging teachers through their ideas and experiences for they were the direct person also who implements student discipline, effective discipline is done through collaborative partnership of school heads, parents and teachers as well. To be discipline school head as the leader must be first the implementor of good character. Parents must involved in various school activities particularly on the amendments of...
school policy for it will benefit the growth of their child’s education. I do hope that school heads should have trainings and workshops on positive discipline as integral part in the implementation of student discipline. It is needed also to strengthen the spiritual aspects of school heads through retreats and fellowships. Secondly, for the teachers, that there should be intensive seminar and trainings on classroom management. That there should be also identification of school heads and teachers who has poor school and classroom management then trained them, thereafter evaluate and assess them if there are improvement on their management. I do hope also for pushing on and keeping the flame burning on in the spiritual aspects of the faculty staff and student itself to have values formation as part on SLAC(School Learning Action Cell).

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