

Teachers' Discipline towards Learners' Behavior

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ABSTRACT: This study sought to determine the extent of the teachers' discipline and learners' behavior and find the significant relationship. This study employed the descriptive-correlational design and utilized an adapted questionnaire which was conducted to 150 teachers from the district of Laguindingan and Alubijid, under Misamis Oriental Division. Respondents were selected through purposive sampling. Descriptive statistics such as Mean, Standard Deviation and Pearson Product Moment Correlation Coefficient were used. Results showed that the extent of teachers' discipline both preventive and therapeutic are high. Learners' behavior either school related or environment related factor is moderately high. There is an inverse correlation of the teachers' discipline and learners' behavior which means that as the teachers' discipline increases, learners' negative behavior decreases. Thus, it is necessary for teachers to be aware and develop more skills to appropriately respond to learners' behavior to achieve a conducive learning and teaching environment away from disruptions.

KEYWORDS: behavior, preventive discipline, therapeutic discipline

I. INTRODUCTION

Humankind undergoes a challenge that is marked in history. COVID-19 pandemic had a devastating effect on all aspects of life worldwide, from economy, health, transportation, to education and personal lifestyle. Even though COVID-19 is a threat, education continues. Education operates amidst calamities or threat; it surpasses all the problems and children continue learning through the most applicable modality. Among the industries in the world, education is the only industry that transferred to online mode (Mayhoob, 2020). Online learning was the suggested solution to continue education during pandemic.

In two years of learning from home, learners were not in school and had slightly forgotten their teachers, friends and even the school principal. It cannot be avoided because learners were not meeting their teachers daily. Learners stay at home to study and answer their modules alone and sometimes with the support of the parents by facilitating the lessons. Indeed, learners were not exposed to school for two years, mostly were not disciplined well and not properly oriented to school rules and regulations. Learners tend to display behaviors in the classrooms that disrupt the class.

The study of behavior is one of the most researched topics in graduate school and one of the most interesting phenomena, especially about learners' performance and assessment. Even though it is not a new topic, any phenomena about learners' behavior are always unpredictable, especially the effects of COVID-19 pandemic. The pandemic greatly affects the normal functioning of the educational arena. Indeed, learners were forced to stay at home and adapt to the new learning modality, the modular approach. This new modality shows how grateful learners are in the pre-pandemic where all places are safe and nothing to worry. Learners normally go to school and a mere obligation is to finish their studies. However, during pandemic learning is difficult and parents were able to experience the hard-work and sacrifices of teachers in handling the learners. There was a lot of evidence that learning is difficult to take place especially when parents are the ones who facilitate learning to their children. Philippine education successfully delivered to the learners the lessons through modules.

In the post-pandemic reveals the effect to the behavior of the learners that resulted to the problem that teachers are facing nowadays. The researcher had seen the difference in the behavior of the learners between pre-pandemic and post-pandemic times. In the real setting in the classroom, a teacher spent 19% of their time maintaining order and take full control (Gunduz et al., 2022). The problem on learners' behavior is one of the issues that the researcher needs to find out, its causes or factors that learners tend to act undesirably. Learners have both positive and negative behaviors that they practice at home and are difficult for teachers to correct. However, any type of behavior that hinders learners to learn and to become successful is

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considered as undesirable behaviors. Ghassemi et al. (2021) stated in their study that any violation of rules committed by learners in an academic classroom can be considered as unwanted behavior. Learners were not able to meet a performance that is expected from them in the classroom. Therefore, these actions compromise the interests of the learners to learn and perhaps disturb or disrupt the education and the learning processes. Unwanted educational behavior is the assertiveness of the learners that is not compatible with the classroom atmosphere.

Unwanted educational behaviors are divided into two groups that interfere with the learning of an individual and other learners. Some of these behaviors include being offensive to other learners, creating disruptive sounds, peer influence, contradicting with the teacher, unfair criticism, laughing and distracting others, passing notes, and others. However, other group of behaviors are less distractive that only hinder learning and do not disrupt classroom or the learning of others. These includes negligence, irregularity, not asking for help if needed and doing tasks slowly.

This study investigated effective discipline and formulated appropriate response towards behaviors. While creating the learning environment, the teacher should organize the psychological conditions related to the discipline, the environment consisting of school, classroom and educational equipment, classroom management, and emotional-social atmosphere.

Classroom management and discipline has a significant impact on controlling and managing learners' behavior. The management of the classroom is an Art and a Science. It is a set of techniques and skills that allow teachers to provide a positive learning environment through effective control to learners. Experts use classroom discipline to maintain and enhance educational standards in a humane atmosphere that aims to satisfy teachers and learners. Likewise, classroom discipline is a teacher's effort to supervise classroom activities that include teaching, social interactions, and learners' behavior. Indeed, effective classroom management can increase learners' learning opportunities (Ghassemi et al., 2021).

The main purpose of this study was to convert unwanted behaviors into desirable ones that would be helpful to teachers to achieve the lesson objectives. In fact, dealing with behaviors is one of the things that causes so much stress to teachers, type of stress that requires effective coping strategies that leads to a happy life. It is with great interest of the researcher to conduct this study to determine the status of children's behavior in school. There were a lot of issues that arose as face-to-face learning was implemented in different parts of the country. The school year 2022-23 is considerably the most challenging opening of the classes. Learners' experiences fears and frustrations of the threat of COVID-19 pandemic. Everybody was a victim of the pandemic, and this generation is undeniably a batch of survivors. A type of survivors who obtain a lot of needs especially the scarcity of learning.

This study was primarily anchored on the Choice Theory by William Glasser (2009). This theory involved bringing learners to an awareness of their responsibility and to make their own decision about their learning and behavior in the classroom. This approach created a safe classroom for learners feeling a sense of ownership and responsibility. This theory stated that when dealing with discipline problems, teachers should have two goals. First is to stop unwanted or challenging behavior and to teach learners how to control their own behavior. It emphasizes that learners behave based on what they want, not on what they see and know. Behavior is a choice made by an individual based on his feelings and needs which is beyond their control. Learners are not victims but as a self-determining individual who takes responsibility for the consequences of their actions and choices. Thus, teachers cannot directly control the behaviors of the learners since they react based on their feelings or emotions. Teacher guides the changes in the behavior of the learners that will add to the quality of their lives and to society by imparting knowledge.

Classroom behaviors described as misbehaviors that disrupt and impede the teaching-learning process affecting the quality of learning. Undesirable behavior disrupts the class and often occurs at the end of classes (Ghassemi et al., 2021). Therefore, teachers should always manage the class by maintaining order and take control of learners' behavior. Learners' behaviors can be categorized into different groups as cited by Lekli (2020). These are emotional factor (anxiety, fears, boredom, need for attention and care, low self-esteem, etc.), family (divorce, drug abuses, family violence, etc.), school (overcrowded classrooms, noises, violent games, lack of clear instructions and rules in the classroom, etc.), physical factors (malnutrition, tiredness, hunger, illnesses, pains, etc.), learning difficulties (sometimes depending on the character of the learners, etc.), and community factors (peers' influence, poverty, media violence and community violence, etc.). These factors are contributory to the behavior of learners in school. In the study of Gunduz et al. (2022) posited reasons of unwanted behavior. These are learner-related reasons, school environment-related reasons, family-related reasons, classroom environment-related reasons, teacher-related reasons, communication barriers-related reasons, and curriculum-related reasons.

Unwanted behavior are behaviors that violate explicit rules or implicit norms of the classroom that interfere the classroom order and interrupt the process of teaching and learning. Therefore, the teachers need to be aware of these interactions and should adopt appropriate strategies to manage undesirable behavior (Ghassemi et al., 2021).

Unwanted behaviors can be handled properly through effective classroom discipline. Discipline in school is geared at ensuring the safety of educators and learners to create an environment conducive to teaching and learning but unfortunately

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hampered by behaviors that disrupts the normal teaching and learning process and indeed deprived the learners an opportunity to learn effectively. Through discipline, teachers can minimize unwanted or disruptive behaviors and at the same time teach learners how to control their behavior without executing punishments. Challenging learner behaviors is a result of lack of coherent disciplinary. Although careful planning can effectively manage and modify learner's behavior in school, learners' accountability and responsibility of his own behavior can contribute to successful management and modifying challenging behaviors without using punishment or any disciplinary actions. Teachers can maintain order through preparing the learners and making them active in the classroom (Gunduz et al., 2022).

Maintaining effective discipline in the classroom can run the teaching and learning process smoothly without disruptions. Teachers can function as parents, information provider, judge, and disciplinarian of the school. Teachers professional experience, teaching style, personality, health, and culture affects classroom management. Perception to learners is a way of understanding learners' behavior (Gunduz et al., 2022). But the implementation of the Child Protection Policy eventually adds burden to teachers to properly discipline learners. Teachers were in an uncomfortable situation that if proven guilty of maltreatment may lead to dismissal in the service. These rights made the job of the teachers frustrating and exhausting and that made teaching as a profession the most stressful job.

Discipline was classified into three categories. Preventative discipline, Supportive discipline and Corrective or Therapeutic discipline (Wahlig, 2020). Preventive discipline tries to prevent chances of bad behavior in a classroom. Teachers explain clearly what behavior is expected. Supportive discipline helps learners to get back to work when they start misbehaving. Teachers provide options for correcting behavior, and Therapeutic discipline corrects the learner's behavior when breaching the undesirable behavior rules in an academic classroom. Teachers will give consequences of their behavior. These types of discipline aim to confront behaviors of learners especially in this post pandemic times. It is believed that behaviors of learners in the face-to-face classes in the post pandemic show great difference compared to pre-pandemic eras since learners are not exposed to schools for two years and modular and online approach is the only modality used by most institutions.

Preventive discipline is defined as the measures teachers apply to avert misbehavior by keeping learners engaged. To prevent classroom misbehavior, teachers provide a stimulating activity that involves learners to be engaged and spend little time to misbehave (CSBE, 2022). Indeed, learners enjoy fun and interactive activities. However, supportive discipline is usually a verbal warning or suggestion for the correction of behavior and occurs in the case of transgression and it helps to control them and get them back on task. Usually, supportive discipline is done quietly, so only the misbehaving learner realizes what is going on and this is done by the teachers as validation of so many roles. A good teacher should maintain eye contact with every learner in the classroom; go around the classroom in between the lines and rows of the learners. Therapeutic discipline could be implemented when learners engage in dishonest behavior. This discipline comes into play when a learner has failed to change his/her behavior after repeated attempts at supportive discipline.

Discipline in school life is extremely important, as it sets the foundations for learners' success later in life. Discipline is a transferable skill, and it can bring on many virtues, such as professional success through being focused and staying healthy. Discipline is what helps learners achieve good performance in school and is responsible for keeping order in the classroom.

II. METHODOLOGY

This study utilized a descriptive correlational design. Descriptive correlational research aims to describe a population, situation or phenomenon accurately and systematically. It answers what, where when and how questions (McCombes, 2019). Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It uses a variety of research methods to investigate one or more variables. Descriptive design describes the situation or any area of interest in a factual and accurate process. This design was most appropriate for this study since it determined the extent of teachers' discipline and learner's behavior and their relationship.

Descriptive statistics like Mean and Standard Deviation were used to determine the extent of teachers' discipline and learners' behavior which were for problems 1 and 2. Pearson Product Moment Correlation Coefficient was utilized for Problem 3.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of the teachers' discipline as to:

- 1.1. preventive discipline; and
- 1.2. therapeutic discipline?

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Table 1: Overall Teachers' Discipline

Variables	Mean	SD	Description	Interpretation
Preventive Discipline	4.32	0.54	Very true of me	High Extent
Therapeutic Discipline	4.34	0.55	Very true of me	High Extent
Overall Mean	4.33	0.54	Very true of me	High Extent
Note: 4.51 – 5.00 Very High Extent 3.51 – 4.50 High Extent 2.51 – 3.50 Moderately High Extent 1.51 – 2.50 Low Extent 1.00 – 1.50 Very Low Extent				

Table 1 discloses teachers' extent of discipline to a high extent with an over-all Mean of 4.33 with SD=0.54, described as Very true of me and interpreted as High Extent. Data show that teachers are equipped with different discipline strategies, and it is no longer a problem in terms of disciplining learners. One of the reasons that teachers have a high extent of discipline is because of the experiences in dealing with these behaviors. It is not rightful to ignore learners' undesirable behaviors, teachers must fulfill their duties by completing their task through appropriate discipline to lift learners to higher quality of learning (An, 2020).

Problem 2. What is the extent of the learners' behavior in terms of the following:

- 1.1. school related factors; and
- 1.2. environment related factors?

Table 2: Overall Learners' Behavior

Variables	Mean	SD	Description	Interpretation
School Related Factors	2.71	0.53	Somewhat true of me	Moderately High Extent
Environment Related Factors	2.75	0.54	Somewhat true of me	Moderately High Extent
Overall Mean	2.73	0.54	Somewhat true of me	Moderately High Extent
Note: 4.51 – 5.00 Very High Extent 3.51 – 4.50 High Extent 2.51 – 3.50 Moderately High Extent 1.51 – 2.50 Low Extent 1.00 – 1.50 Very Low Extent				

This table above reveals the overall Mean of learners' behaviors with rating of 2.73 with SD=0.54, described as Somewhat true of me and interpreted as Moderately High Extent. Though undesirable behaviors are prevalent in the classroom, it is so important for teachers to address properly these learners' undesirable behavior so that it will prevent the negative effects to the teaching and learning process. Teachers' skills in discipline play an impact to stop and prevent learners' undesirable behaviors. Years of experience have a significant influence on the kind of techniques to employ on learners' undesirable behavior according to Abdulwahab (2023).

Problem 3. Is there a significant relationship between the extent of teachers' discipline and learners' behavior?

Table 3: Test Correlation on Teachers' Discipline s and Learners' Behavior

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Preventive Discipline	-0.458	0.004	LNC	Reject Ho	Significant
Therapeutic Discipline	-0.425	0.001	LNC	Reject Ho	Significant

Significant if computed p-value is less than 0.05 level of significance

LNC – Low Negative Correlation

Table 3 presents the test correlation on teachers' discipline and learners' behavior. The result implies that the relationship between teachers' discipline and learners' behaviors have an inverse correlation. Meaning as the teachers' efforts on discipline strategies increases, the pupils' negative behavior decreases. Based on the p-value less than 0.05 level of significance, it can be concluded that there is a significant relationship between teachers' discipline and learners' behavior with a p-value of 0.004 for preventive discipline and 0.001 for therapeutic discipline. This result supported from the study of Lynnette et al. (2021) that there is statistically significant relationship between preventive approaches and the management of learners' discipline and suggested that school management must create awareness on all stages of disciplinary approaches put in place for learners. Teachers must undergo appropriate training and preparation in their role as disciplinarians to embrace preventive ways of managing discipline. This will enable them to easily handle the discipline of learners. Providing an appropriate classroom environment is necessary for the teaching-learning process. Teachers cannot focus on teaching with the presence of undesirable behavior or any disruptive

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behaviors that hinders quality instructions. Indeed, teachers should need to manage the classroom properly (Ghassemi et al., 2021) to minimize unwanted behaviors.

IV. CONCLUSIONS

Based on the significant findings, the following conclusions were drawn:

1. The teachers' level of discipline is enough to control the behavior of the learners in the classroom and keep the classroom environment away from disruptions.
2. The learners' behavior concerning all factors are almost alarming being moderately high but being not at the highest it means that learners are manageable. They can be asked to behave.
3. Teachers' efforts on discipline decrease the negative behavior of learners.

V. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Teachers need to continue as best disciplinarian in dealing with learners' undesirable behaviors.
2. School administrators may hold a symposium for parents and also to learners emphasizing desirable behaviors in school and at home, its importance and warnings.
3. Teachers may create a support group that deals with learners' behaviors and plan some actions towards these behaviors. The school may offer more values formation activities such as attending mass, recollections and catechism that will address desirable behaviors.

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