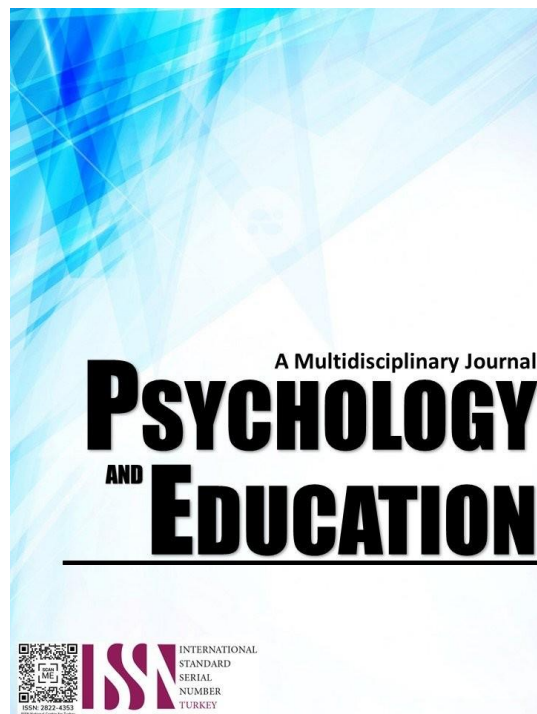


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A Qualitative Study on Classroom Discipline Strategies in Higher Education Context

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Abstract

This study aimed to explore and gain insights into teachers' perceptions regarding classroom discipline or management strategies. The research design utilized a phenomenological approach. Data were collected from interviewing 14 college instructors. Results revealed that the participants' experiences included establishing clear expectations and guidelines in the first meeting, dealing with classroom behavior challenges, struggling with a large class size, implementing discipline and maintaining engagement, and flexibility and adaptability in one's teaching approaches. In response to the challenges encountered by college instructors, they identified the following coping mechanisms to overcome those difficulties, including an empathetic and reflective approach to correcting misbehavior, establishing open and positive communication channels with the students, incorporating humor in addressing disruptive behavior, seeking external support and intervention, and utilizing incentives and rewards for motivation. In light of their experiences and challenges, they arrived at the following insights: building rapport with students as necessary, fostering respect as essential, leading by example and firm implementation of rules, imposing classroom rules as required, establishing boundaries in the student-teacher relationship, and participating in training and seminars as essential for enhancing classroom discipline. The findings provide insights into effective discipline practices, guiding educators and institutions to improve classroom management and foster a positive learning environment.

Keywords: *classroom discipline, classroom management, higher education, phenomenological approach, qualitative*

Introduction

Indiscipline among students is a prevalent concern that many educators face today. It is widely believed that societal influences, such as cultural norms and family interactions, significantly shape student behavior. Additionally, the individual mindset of students shaped by their experiences, attitudes, and motivations can dramatically affect their engagement and compliance in the classroom. Furthermore, the educational institution's policies, teaching methods, and overall environment can exacerbate or mitigate disciplinary issues. Together, these interconnected factors create a complex environment of indiscipline that educators must address (Selby, 2018).

In Indonesia, disciplinary violations encompass diverse behaviors that disrupt the learning environment. These include incomplete assignments, various forms of truancy, such as skipping classes or arriving late, and unauthorized exits from the classroom. Additionally, other infractions like the use of e-cigarettes and instances of physical altercations further complicate the issue (Fiara et al., 2019).

In the Philippines, a noteworthy shift in public education during the 2022 school year is the resumption of face-to-face classes following periods of remote learning. Despite this positive development, public school teachers face significant classroom challenges, particularly concerning student attitudes. Two primary issues include student inactivity, decreased engagement and participation in lessons, and instances of rudeness towards teachers, causing classroom disruptions and strain on teacher-student relationships. These challenges currently rank high among educators' concerns as they manage the transition back to traditional classrooms (Chen, 2022).

Conducting a study on classroom discipline strategies in a higher education context holds significant social relevance as it directly impacts the learning environment and overall academic experience. Effective discipline strategies not only contribute to a conducive atmosphere for learning but also foster a sense of respect and collaboration among students and educators. Addressing this topic is crucial for cultivating a positive educational culture, promoting students' emotional well-being, and enhancing academic performance. Furthermore, it is crucial to urgently research classroom discipline strategies in higher education because of the changing landscape of student demographics and the growing influence of digital tools in learning environments. As students' needs become more varied and technology reshapes the classroom experience, it is essential to find discipline approaches that support effective learning and student well-being. Additionally, understanding new behavioral trends and their impact on academic performance and the fact that many educators lack formal training in managing classrooms highlights the need for updated, research-informed strategies. This research can ultimately help create more supportive and effective teaching environments that enhance student success.

There have been limited studies that can be related to this study. For example, Sunday-Piaroi (2018), entitled Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State, found a strong positive correlation between classroom discipline and academic performance. Additionally, Nepal and Rogerson's (2020) study entitled From Theory to Practice of Promoting Student Engagement in Business and Law-Related Disciplines: The Case of Undergraduate Economics Education emphasized the importance of aligning teachers' discipline and strategies with students' learning styles to achieve positive academic outcomes. Moreover, in a study by Karina et al. (2023) entitled Classroom Management Strategies Through the Application of the Role Playing Method in Increasing Student Participation in Class 3 MI Nihayatul Amal 2 Purwasari, the role-playing method effectively enhances student participation during lessons. This is evident in the eagerness of students to step forward, which encourages many

others to join in as well. This study is unique and different from the mentioned studies because it focuses on classroom discipline strategies in higher education, addressing a significant gap in existing research. While the mentioned studies examine classroom management in secondary and elementary education, few explore how these strategies work in college settings. This research uses a qualitative phenomenological approach to examine teachers' experiences at Kapalong College of Agriculture, Sciences, and Technology (KCAST). This focus helps uncover educators' specific challenges in higher education and offers insights into effective discipline strategies for this context.

This study will disseminate the research findings by distributing copies of research papers, reports, or concise summaries to relevant stakeholders, collaborators, and community members. This dissemination approach aims to facilitate accessibility for critical individuals, enabling them to actively participate in understanding the essential findings of the research. By providing physical copies of research papers, the researcher aims to broaden the impact and significance of the study within academic, collaborative, and community contexts.

Research Questions

This qualitative study aimed to investigate the classroom discipline strategies employed by teachers in the context of higher education. To guide this investigation, the following research questions were formulated.

1. What are the lived experiences of teachers in managing and establishing discipline and order in class?
2. What coping strategies do teachers employ to manage classroom discipline challenges?
3. What insights do teachers have regarding classroom discipline practices that can be shared to others?

Methodology

Research Design

The study's research design employed a qualitative methodology, explicitly employing the phenomenological approach. The research adopted a qualitative methodology to describe how the participants perceived school discipline practices. The qualitative investigation sought to uncover the development and experiences of specific social situations (Denzin & Lincoln, 2018).

This qualitative study explored and understood the complex, subjective experiences of teachers managing classroom discipline. Information was obtained through reviewing articles and conducting in-depth interviews with teachers who faced difficulties with their students' behavior. Qualitative research methods, such as interviews and observations, captured detailed insights into teachers' challenges and strategies and offered a deep understanding of classroom management details that quantitative methods might have overlooked.

In addition to this, the study employed a phenomenological approach. As a social science research field, phenomenology delved into individuals' firsthand experiences. It often employed methods such as interviews, discussions, and observations. The researcher's skill and knowledge were vital in uncovering participants' insights (Qutoshi, 2018).

The study used a phenomenological approach to understand what teachers went through when managing classroom discipline. This method explored their experiences, capturing how they perceived and handled discipline issues. By focusing on their perspectives, the study revealed the more profound meaning and significance of these experiences, offering a detailed look at how discipline strategies play out in the real world of higher education.

Furthermore, phenomenological research was a qualitative method aimed at grasping and portraying the fundamental essence of a phenomenon. This approach delved into the ordinary encounters of individuals while setting aside any preconceived notions the researchers may have had about the subject. Essentially, phenomenological research examined real-life experiences to uncover a richer understanding of how individuals interpreted those experiences (LaiYee, 2022).

Contextually, phenomenological research aims to uncover the essence of individuals' experiences by examining the personal meanings they attached to those experiences. This approach profoundly explains how teachers and students create a friendly, well-disciplined classroom environment. It goes beyond surface observations to explore the lived experiences, personal meanings, and dynamics contributing to the classroom atmosphere. Using techniques like detailed interviews and text analysis, phenomenological research reveals the complexities of effective teaching strategies and their impact on students' perceptions and experiences, offering valuable insights across various fields.

Participants

This study utilized the purposive sampling technique to select participants. Purposive sampling, also called judgmental sampling, is a non-probability sampling technique in which units are selected based on specific characteristics needed for the sample. This method relies on the researcher's judgment to identify and choose individuals, cases, or events that best provide the information necessary to achieve the study's goals (Nikolopoulou, 2022).

The in-depth interviews (IDIs) participants were teachers from Kapalong College of Agriculture, Sciences, and Technology (KCAST)

who shared their ideas about their classroom discipline strategies. The researcher interviewed fourteen (14) teachers across all programs to understand more about how they handle discipline in the classroom. The interviews provide a personal and detailed look at the experiences, viewpoints, and methods teachers use to manage classroom discipline. This approach lets researchers delve into the details, difficulties, and successful approaches that might not be wholly revealed through numbers and statistics alone. These participants were asked to provide pseudonyms to ensure the confidentiality of their identities, and only the researcher would have access to this information.

The individuals involved in this research are educators from the institution. Following the guidance of Green et al. (2018), it is asserted that, based on the experience of many qualitative researchers engaged in interview-based studies with a focused research question, interviewing approximately fourteen (14) individuals within a particular analytically relevant participant category tends to yield limited new information.

In this study, participants were selected based on the following criteria: (1) they must be college teachers at Kapalong College of Agriculture, Sciences, and Technology (KCAST) with experiences, perspectives, or knowledge relevant to the research question; (2) they must be willing to participate to ensure openness to sharing their experiences, as this willingness is crucial for obtaining rich and authentic data; and (3) they must have varying levels of teaching experience from novice to seasoned educators, as this diversity can offer insights into how discipline strategies may evolve with experience. The researcher believed their insights would contribute meaningfully to the study's goals. This method allows the researcher to target individuals who can provide rich, in-depth information. The goal is to ensure that the chosen participants contribute meaningfully to the research goals and generate valuable insights.

Procedure

Data collection is a crucial step in the research process, involving systematically gathering, measuring, and analyzing accurate information using validated and standardized techniques. Regardless of the field of study, the quality and reliability of the data collected can significantly impact the results and conclusions drawn from the study. Therefore, it is essential to ensure that the data collection process is carefully planned, executed, and monitored to ensure the validity and integrity of the data and, ultimately, the research project's success (Bhat, 2021).

The researcher employed direct data collection through interviews, aligning with the qualitative research approach where data were directly gathered from the source. Individual interviews were conducted using a semi-structured format guided by a predetermined interview schedule. The benefit of utilizing semi-structured interviews lies in their thorough and comprehensive nature (Laverty, 2018).

This study's data collection process involved individual participant interviews guided by a semi-structured interview schedule. This approach allowed the researcher to focus on specific research questions while giving participants the freedom to express their thoughts in detail. Before the interviews, the researcher obtained informed consent, ensuring participants understood the study's purpose and rights. Each interview was recorded using a cellphone, capturing both verbal responses and non-verbal cues.

The researcher employed both a camera and an audio recorder during the interviews. The camera documented participants' expressions and emotions, providing visual context that complemented their verbal responses. This step was crucial in strengthening key points and adding depth to the data analysis. Meanwhile, the audio recorder ensured high-quality voice recordings, facilitating accurate transcription and enabling the researcher to analyze the content effectively. By combining these tools, the researcher established a comprehensive data collection process that prioritized the participants' perspectives while maintaining the validity and integrity of the gathered information.

Data Analysis

Data analysis is the most crucial part of any research as it summarizes the collected or gathered data, explaining the information obtained. This process entails interpreting data through analytical and logical reasoning to discern patterns, relationships, or trends within the dataset, thereby contributing to a comprehensive understanding of the research findings.

The act of acquiring, organizing, and evaluating qualitative data to comprehend its representation is known as qualitative data analysis. It usually referred to a text, such as open-ended survey answers or user interviews, but it also included audio, photographs, and video. Moreover, qualitative data was unstructured and more complex, and it could help establish a hypothesis and deepen understanding by answering questions (Dye, 2021).

In the research process, the researcher conducted interviews, and subsequently, the collected data underwent transcription by carefully listening to the recorded audio from the participants. In qualitative research, transcriptions play a crucial role by offering essential details and providing an accurate verbatim interview account. This meticulous transcription process enhances the depth and richness of qualitative data analysis, allowing for a nuanced exploration of participants' perspectives and insights (Cohen et al., 2018).

Moreover, this study utilized thematic analysis to explore insights, perspectives, understanding, personal encounters, or beliefs within qualitative data collection. Thematic analysis is a method for scrutinizing qualitative research data, often applied to interviews and transcripts. The standard procedure for thematic analysis comprises six steps: becoming familiar with the data, coding, generating topics, analyzing themes, defining and labeling themes, and reporting on the identified themes (Caulfield, 2019).

To begin the thematic analysis process, the researchers first immersed themselves in the data to understand the content thoroughly. This involved reading and re-reading the transcripts, which helped me grasp the main ideas and key points from the participants' responses. This step is essential as it lays the groundwork for deeper analysis by highlighting important concepts. The next step involved coding, where the researcher identified meaningful text segments relevant to the research questions. Each segment was given a simple label, or code, that represented its main idea, making it easier to sort and retrieve later. This coding process is often iterative, meaning that codes could be adjusted or refined as new insights emerge.

After coding, the researcher generated initial themes by grouping related codes. This step required looking for patterns and connections among the coded data, allowing the researcher to form a broader narrative that captured the participants' experiences. Once the themes were established, the researcher defined and labeled each theme, ensuring clarity in how they represented the data. This step is crucial for effectively communicating the findings, as it provides a structured way to present the insights gained from the analysis. Finally, the researcher reported on the identified themes, weaving together the stories from the participants to create a comprehensive picture of their experiences. This reporting highlighted the key themes and placed them within the broader context of the research, which facilitated a better understanding of the qualitative data. Through this systematic approach to thematic analysis, the researcher uncovered rich insights that shed light on participants' views, eventually enhancing the study's overall findings.

Likewise, the data was analyzed using data reduction, a crucial process that involves removing irrelevant information and transforming the remaining data into something meaningful for the study. Data reduction helps streamline the analysis by focusing on the most relevant content, ensuring that the integrity of the data is maintained while also making it more manageable (Neha, 2020).

In this study, the researcher reviewed all collected data to identify which parts were essential for answering the research questions and which could be set aside. This initial review involved sorting transcripts and interview notes, highlighting key themes, significant quotes, and important observations. By doing so, the researcher could filter out repetitive or off-topic information, making concentrating on the insights that genuinely mattered easier.

To further enhance this process, the researcher enlisted the help of a data analyst, an expert in organizing and managing data. The data analyst played a vital role in merging, sorting, and categorizing the relevant information. This collaboration allowed for a more systematic approach to data reduction, ensuring that the final dataset was well-organized and ready for deeper analysis. The analyst helped to create a more transparent structure, making it easier to identify patterns and themes within the data.

Ethical Considerations

Researchers consistently follow ethical principles to govern their research methodologies and protocols when gathering individual data. The aims of human research often include comprehending real-world phenomena, investigating effective interventions, analyzing behavior, and enhancing quality of life. Adhering to ethical guidelines is imperative in research to maintain academic or scientific integrity, strengthen research validity, and safeguard the rights of research participants (Bhandari, 2022).

To ensure the safety of the participants, the researcher gave them complete protection so that they would not lose their trust. The researcher followed ethical standards in conducting this study, as Boyatzis (1998) and Mack et al. (2005) pointed out. These are the following: respect for persons, beneficence, justice, consent, and confidentiality.

Respect for persons is the researcher's obligation to exploit the weaknesses of the research participants. The voluntary participation of the participants is respected and appreciated; thus, the researcher did not force the participants to participate in the study. Self-sufficiency was avoided to maintain trust, friendship, and confidence among participants and the researcher. Before the administration of interviews, the researcher asked for their permission before recording the IDI sessions face-to-face, and the researcher adjusted his schedule based on their availability. Hence, the interview schedule was set ahead of time. This was done to ensure that the researcher would not be a reason the participants must be absent from their respective classes and to avoid delaying or canceling their essential errands.

Beneficence was a critical aspect of the research, ensuring that the well-being of all participants was protected throughout the study. The principles of "do no harm" and "maximizing benefits while limiting damage" will guide all decisions made during the research process (Farrugia, 2019).

College teachers benefitted from this study. The results have improved their classroom discipline strategies, as these can be used to manage and maintain a conducive learning environment effectively. Incorporating findings from this study equips college teachers with the tools and knowledge necessary to create a supportive and productive learning environment conducive to academic success.

Confidentiality entails the researcher being aware of the study subjects' identities while omitting any identifying details from the research findings. Respecting the participants' right to privacy, researchers must diligently safeguard their personal information. Even if data collection cannot be anonymous, researchers should prioritize confidentiality whenever feasible, at all times (Bhandari, 2022).

After transcribing the participant's responses, the researcher will not divulge any information they provided or shared. The researcher is tasked with ensuring participant data's privacy and secure storage. Also, proper coding will be followed to protect the participants' identities.

Notably, when research participants believe their thoughts and views are safeguarded through well-implemented strategies of anonymity and confidentiality, they are more likely to provide valuable and candid data. Many research areas involve sensitive subjects, and the study recognizes that trustworthy information is only attainable when participants are assured of their privacy and protected by anonymity and confidentiality (Tourangeau, 2018).

Justice is defined as treating all individuals equally, which means that everyone has equal opportunity to share the benefits and expenses of the research regardless of their age, gender, race, religion, or socioeconomic level, among other variables (Farrugia, 2019).

Therefore, the researcher acknowledged the participants' contribution by giving them a token of appreciation, as they became an integral part of the success of this study. Also, they will be given due credit as a sign of gratitude for all their endeavors and efforts extended in the research.

Consent is essential in research, ensuring that participants understand the procedures and potential risks involved before agreeing to participate. Ethical standards also dictate that researchers should avoid exposing participants to situations where they might face physical or psychological harm due to their involvement (Trochim, 2023).

The researcher provided consent to participants willing to participate in this study. This process is designed to inform them of the study's purpose, benefits, and risks before they decide to participate or decline. The informed consent serves as evidence of their voluntary involvement in this research. The consent form clearly outlined the study's procedures, methods, and scope. Participants can refuse to answer sensitive questions, be informed of the results, and ask questions during the interview. Participants were informed that they could discontinue their participation at any time, with the assurance that the researcher would maintain the confidentiality of the information they provided. Likewise, they have the right to terminate participation without needing an explanation.

Ethical considerations involve the thoughtful and responsible handling of various aspects to ensure all individuals' well-being, rights, and dignity. This includes obtaining informed consent, protecting participants from harm, maintaining confidentiality, and being transparent in the research process. Ethical considerations also extend to honesty in reporting results, avoiding conflicts of interest, and respecting cultural sensitivities. Ultimately, ethical research practices are essential for upholding the integrity and credibility of the scientific process while prioritizing the welfare of participants and the broader community.

Results and Discussion

This section is divided into four parts. Part one focuses on the participants' data, from which qualitative data were collected. Part two covers the data analysis procedures and the steps involved in categorizing the emergent themes from the results of the in-depth interviews. Part three focuses on the responses to the interview questions about each research problem. Lastly, part four provides a summary of the responses.

Participants

The participants of this study were the college instructors from Kapalong College of Agriculture, Sciences and Technology (KCAST). As shown in Table 1, 14 individuals participated in this study, comprising 14 participants for the in-depth interview. The participants were determined according to the inclusion criteria cited.

In-depth Interview. There were fourteen critical participants in this study. All of these participants were college instructors at the institution. To uphold the principle of confidentiality, each participant was assigned a pseudonym during the in-depth interview. The researcher chose these pseudonyms based on the participants' unique characteristics that emerged during the interview.

According to Heaton (2022), pseudonyms are frequently employed in interviews and other textual materials collected for analysis to hide participants' identities and other individuals, companies, and areas discussed.

The selected pseudonyms provide insights into the characteristics and qualities of the participants. For instance, Warm gained his nickname due to his positive body language, friendliness, care, and affection for his students. Kind was named for his kindness and approachability throughout the interview session. Understanding was chosen for the participant because she tries to understand her students and get to know them better.

Approachable received her nickname due to her openness to her students; she shared during the interview that they can approach her whenever their students have problems and concerns. Intimidating received her nickname due to her daunting presence and how she carried herself during the interview. Terror was named for her aura and demeanor throughout the interview and how she handled and disciplined her students. Empathetic received her pseudonym as she tried to put herself in her students' shoes and responded to each question empathetically.

Furthermore, Amiable gained her nickname because she always displays friendliness and builds rapport with her students and the researcher during the interview. Considerate was named for his consideration and understanding towards his students. Strict received his nickname because he showed strictness during his instruction and the interview, which the researcher felt. Focused was named for her concentration on each question and attentive listening as I read the questions. Hilarious gained her nickname because she displayed her funny side during the interview, always wearing a smile when responding to questions.

Table 1. *Participants of the Study*

<i>In-Depth Interview (Pseudonyms)</i>	<i>Age</i>	<i>Sex</i>	<i>Highest Educational Attainment</i>	<i>Years in Service</i>	<i>Code</i>
Warm	30	Male	Master's Degree	5	IDI-01
Kind	36	Male	Master's Degree	4	IDI-02
Understanding	30	Female	Master's Degree	6	IDI-03
Approachable	26	Female	Bachelor's Degree	1	IDI-04
Intimidating	45	Female	Master's Degree	6	IDI-05
Terror	24	Female	Bachelor's Degree	3	IDI-06
Empathetic	27	Female	Master's Degree	7	IDI-07
Amiable	27	Female	Master's Degree	6	IDI-08
Considerate	30	Male	Master's Degree	8	IDI-09
Strict	23	Male	Master's Degree	1	IDI-10
Focused	25	Female	Master's Degree	3	IDI-11
Hilarious	27	Female	Bachelor's Degree	2	IDI-12
Enduring	23	Male	Bachelor's Degree	1	IDI-13
Patient	33	Female	Doctorate Degree	11	IDI-14
Total = 14					

Enduring was named for his persistence with his students. Lastly, Patience received her nickname due to her deep patience and understanding of her students' misbehavior. Sometimes, she lets them be and shows body language when students' misbehavior worsens, stating that she always looks for the root causes of conflicts before making judgments.

All participants answered the same set of questions. The selection of participants was based on their connections and experiences as college instructors, which were identified by the researcher and verified through personal declarations provided by the participants.

The in-depth interview was conducted face-to-face to be more personal and engaging, allowing for deeper insights and better interpretation of non-verbal cues. Moreover, immediate clarification and follow-up questions can be addressed, fostering a more comprehensive understanding of the participants' experiences. The researcher respected the participants' decision when asked to adjust and reschedule the interview due to the essential reasons related to their urgent meetings. The researcher considered face-to-face interaction a critical factor in ensuring the validity and credibility of the study.

Categorization of Data

After conducting in-depth interviews, the interview responses were transcribed, translated, and analyzed. The analysis commenced with the coding process, which involved organizing the materials into segments of texts to derive meaningful information. The descriptions of the participants' settings and thematic categories were generated through coding to shape an overall depiction of the phenomenon under study. Data results were presented in the form of a table. This data was handed to the data analyst for analysis of data and emerging themes.

The data was categorized into central themes based on the research questions, and these themes were presented. Thorough discussions were conducted to describe the emerging themes from the study vividly. At the same time, the core ideas of the participants' responses were also included in the table alongside the significant themes.

In the data analysis, the researcher followed the second step by categorizing the data and presenting it in Table 2. The themes were organized according to the research questions and referred to as central themes, while the opposing significant themes were represented as core ideas from the participants' responses. Additionally, the table included a column indicating the frequency of the responses, which served as the basis for classifying them into general, typical, and variant categories, as discussed above.

Research Question No. 1: What are the lived experiences of teachers in managing and establishing discipline and order in class?

In-depth interviews were conducted with the participants to answer this research question. Hence, several sub-questions were asked to understand their experiences regarding their strategies in disciplining and managing a classroom.

The major themes and core ideas for Research Question No. 1 are presented in Table 2. From the participants' answers, five major themes emerged: establishing clear expectations and guidelines in the first meeting, dealing with classroom behavior challenges, struggling with large class size, challenges in implementing discipline and maintaining engagement, and adaptability and flexibility in one's teaching approaches.

Establishing Clear Expectations and Guidelines in the First Meeting

The theme focuses on conducting class orientations at the beginning of the class session. The participants emphasized their classroom rules and policies by involving students in implementing classroom rules and expectations. The participants mentioned that through conducting orientation, students will become acquainted with the do's and don'ts and the rules to which they are obliged to adhere. Hence, conducting orientation will pave the way for establishing discipline and order in the classroom.

Based on the experience of Empathetic (pseudonym), she described that there are sets of rules and regulations that she would like her

students to know and how she will implement those policies in order for the students to understand those policies being implemented. Empathetic (pseudonym) believed that by doing so, she would also know where she could act as an instructor inside the classroom.

“During the first day of class, so there are sets already of the rules and regulations that I would like them to know and kung unsaon pud nako na sya pag-implement in order for the students as well to understand kung asa sila dapat, ug kung asa ko mo sulod as their teacher.” (IDI-07)

(During the first day of class, there are sets already of the rules and regulations that I would like them to know, and how I will implement them in order for the students as well to understand where they should stand, and how I will act as their teacher.)

Table 2. Lived Experiences of Teachers when Managing Classroom Discipline

<i>Emerging Themes</i>	<i>Supporting Statements</i>
Establishing Clear Expectations and Guidelines in the First Meeting	<p>“During the first day of class, there are sets already of the rules and regulations that I would like them to know, and how I will implement them in order for the students as well to understand where they should stand, and how I will act as their teacher.” – IDI-07</p> <p>“At the very beginning of my class. First day of the class, I always inform them of the set of rules if what will be the consequences if they will not behave properly inside the class, and what will be the things that might cause them trouble if these students will not going to follow the said rules.” – IDI-09</p> <p>“What I do always is that during the first meeting or first day of class, we are going to conduct orientation and tell the students as a teacher what are the things that bother you most during your class.” – IDI-10</p> <p>“There is always orientation every start of the semester, right? So, I am orienting them about the classroom rules and regulations, about my roles as a teacher during my class, and what I do not like during my class. So, I am orienting them what are my implementations during classes. Like that.” – IDI-11</p> <p>“Every first day of the class, every semester I always orient them. I orient them on what are the do’s and don’ts during class discussion, during our class.” – IDI-12</p> <p>“I inform them every first meeting. I orient them about the grading system and the behavior I expect from them. So, aside from being expected to enter the class on time, I also warn them. Those who talk loudly, of course, can disturb the class. Then, I also tell them that if they do not follow my instructions, there will be consequences.” – IDI-13</p> <p>“The early parts of the semester you have to make them involved through orienting them with the class policy, especially with the do’s and don’ts in the class so that everybody will be involved. You will not waste time to always remind them of their responsibilities as students. So, the involvement of these students should start at the start of the semester.” – IDI-14</p>
Dealing with Classroom Behavior Challenges	<p>“One of the challenges when it comes to disciplining them is when they keep talking, and I understand that sometimes they get bored especially when no activities are being employed for them.” – IDI-04</p> <p>“Probably, the most common is... noisy. In terms of being irrelevant to what you are discussing or lecturing inside the classroom, so far, based on my experience, in higher education, that is the common thing.” – IDI-10</p> <p>“In our case, for criminology students, they tend to be noisy. It is like they cannot control their voices during class, especially when there are fun activities. So, that is why those are the challenges that I encounter.” – IDI-11</p>
Struggling with a Large Class Size	<p>“In my 7 years of teaching in criminology, mostly what I encountered at first was noise. They were noisy. Some were really rowdy. So, that is one challenge I encountered.” – IDI-12</p> <p>“In terms of specific challenges encountered being a teacher inside the classroom, ah it is a, of course, it is the population of the classroom is overly populated. So, the teacher’s challenge is to really implement possible discipline what is agreed by everyone.” – IDI-05</p> <p>“Another challenge is an overly populated section because, with their large numbers, they do not really listen much in class due to their sheer quantity, but it is manageable. I also have a loud voice so I can monitor them all, who is talking, who is listening, who is just sleeping.” – IDI-12</p> <p>“Overpopulation in the classroom is one of the specific challenges that I commonly encounter. Mostly when there are a lot of students. There are really a lot of unruly ones.” – IDI-13</p>
Challenges in Implementing Discipline and Maintaining Engagement	<p>“I would say challenging. Challenging in the sense that sometimes your patience as a teacher is tested. I would say it is challenging because I also need to balance the things that I impose inside the classroom, especially in terms of discipline because for me, you need to implement a policy, especially in disciplining your students.” – IDI-02</p> <p>“It is actually difficult, especially when I am teaching mathematics. It is difficult in the sense that aside from the subject being ... okay, it is fine if they are math majors, but not everyone, especially when you are teaching non-math majors, so it is difficult because they are prone to disengagement in class because of their lack of interest in the subject.” – IDI-03</p> <p>“At first, it is hard to really impose your rules inside the class because not all students will really follow, and there are some who are ignoring the rules. And it is challenging as well because you need to become firm with what you have said of your rules that if ever they are going to ignore or they are going to not follow the said rule, you will really impose your punishment could be or what will be the sanction if will going to do that violation.” – IDI-09</p> <p>“Okay, at first it is difficult because it can be overwhelming. It is difficult because even though they are already grown up. They grow up so they already know what is right and wrong, but they still do it.” – IDI-12</p>

Adaptability and Flexibility in One's Teaching Approaches

"Teaching in KCAST for four years, there are means or approach that I implement before and after a year, I improve or innovate or I totally change that approach and look for another approach that is more suitable for the kind of student. Based on my experience, your approach also matters depending on what kind of students you have, whether they are from a board or non-board. Because, I would say, especially with non-board students, there is really a lot of patience and strategy that you need to utilize just to discipline your students, unlike the other one." – IDI-02

"There are changes in my approach, but it depends on the students I handle, especially depending on the courses. Based on my experience, when they are non-board, they are usually not as unruly compared to board courses because they are the ones who actually do not need discipline because they listen." – IDI-08

"There are really changes when it comes to my approach to how I manage my class. On my first to third year of teaching, I really find myself very strict when it comes to classroom management or how I impose rules inside the classroom. But recently, I found myself that I am already considerate when it comes to the behavior, the way how students act inside the classroom. So, I already try to understand how they show their attitudes, the way how they respond to my actions as well." – IDI-09

As with the other participant, Considerate (pseudonym) expressed that he always informed his students about the set of rules on the first day of the class to be obeyed by his students. Additionally, he mentioned that there will be consequences if the students do not follow the rules and if they do not behave properly during the class session. He shared:

"At the very beginning of my class. First day of the class, I always inform them of the set of rules if what will be the consequences if they will not behave properly inside the class, and what will be the things that might cause them trouble if these students will not going to follow the said rules." (IDI-09)

Moreover, Strict (pseudonym) said he always conducted orientation on the first day of the class. In addition, he said what distracts him in delivering his lesson or instruction and what bothers his students as well, so that it will be addressed during the class orientation. This means that there is an agreement between him and his student during class orientation to make things clear about what should be avoided during class discussion.

"What I do always is that during the first meeting or first day of class, we are going to conduct orientation and tell the students as a teacher what are the things that bother you most during your class." (IDI-10)

(What I do always is that during the first meeting or first day of class, we are going to conduct orientation and tell the students as a teacher what are the things that bother you most during your class.)

Furthermore, Focused (pseudonym) narrated that she oriented her students to the classroom rules and regulations that need to be implemented in the classroom. She added her do's and don'ts inside the classroom and who she was as a teacher during the session. Focused (pseudonym) described how she familiarized her students with classroom rules and expectations, establishing her role and teaching style. She said:

"Di ba every start of the semester mag orientation man jud. So, gina orient na nako sila unsa ang mga classroom rules and regulation, and kung unsa ko as a teacher during my class, and kung unsa akong mga dili gusto nga kuan. So, gina orient nako sila sa akong mga implementation during my class. Ingon-ana." (IDI-11)

(There is always orientation every start of the semester, right? So, I am orienting them about the classroom rules and regulations, about my roles as a teacher during my class, and what I do not like during my class. So, I am orienting them what are my implementations during classes. Like that.)

In addition, Hilarious (pseudonym) explained that she conducted orientation at the start of every semester. She mentioned the do's and don'ts during the class discussion. This proposes that orientation is essential at the start of the semester since they will meet new faces of students with different personalities to be considered. Hence, conducting orientation at the start of the semester is necessary.

"Every first day of the class, every semester naga-orient jud ko sa ilaha. Naga-orient ko sa ilaha unsa ang mga do's and don'ts during sa class discussion, during sa amoang klase." (IDI-12)

(Every first day of the class, every semester I always orient them. I orient them on what are the do's and don'ts during class discussion, during our class.)

Similarly, Enduring (pseudonym) narrated that he informed his students at every first meeting about the grading system and the behavior that he expected them to have. He also mentioned that his students should always be on time whenever they have classes and gave warnings and consequences for those who misbehave in class.

"Every first meeting so akoo na silang gina-inform. Grading system akoo pud na silang gina-orient as to their behavior akoang gina-expect sa ila. So, dapat aside sa kaning dapat mosulod sila sa klase nga on time, akoo pud silang ginawarningan. Ang magsaba-saba kay, of course, kay maka-disturb gani sa class. Then ako pud silang ginaingnan nga kung dili sila magpatuo sa akoo naa silay consequences." (IDI-13)

(I inform them every first meeting. I orient them about the grading system and the behavior I expect from them. So, aside from being expected to enter the class on time, I also warn them. Those who talk loudly, of course, can disturb the class. Then, I also tell them that if they do not follow my instructions, there will be consequences.)

Lastly, Patient (pseudonym) shared that she involved her students in implementing classroom expectations by orientating them with the class policy, particularly the do's and don'ts. Additionally, she said that, as a teacher, she would not waste her time reminding her students of their responsibilities since they were already tackled during the orientation. She shared:

“The early parts of the semester you have to make them involved through orienting them with the class policy, especially with the do's and don'ts in the class so that everybody will be involved. You will not waste time to always remind them of their responsibilities as students. So, the involvement of these students should start at the start of the semester.” (IDI-14)

Dealing with Classroom Behavior Challenges

The theme discusses the various challenges encountered by instructors in a classroom environment. Participants acknowledged the difficulty of teaching, primarily due to challenges related to student behavior. Many participants identified student noise as the predominant challenge, sometimes tricky to de-escalate. Moreover, they expressed that hands-on activities effectively captured their students' attention.

Additionally, participants mentioned that managing student behavior in the classroom became less of a hassle with the presence of class mayors who initiated ways to regulate the severity of their classmates' misbehaviors. Participants expressed this during the interview sessions.

As with the other participant, Approachable (pseudonym) said that one of the challenges she encountered in the classroom was when students kept talking while she was discussing.

She added that she understood them, maybe because her students get bored while listening, especially when she employs no activities. She stated:

“One of the challenges no when it comes to disciplining them is kanang magsige og tabi no, and I understand na usahay ma bored na sila no labi na pag wala jud ka naga-employ og mga activities sa ilaha.” (IDI-04)

(One of the challenges when disciplining them is when they keep talking, and I understand that sometimes they get bored especially when no activities are being employed for them.)

In addition, Strict (pseudonym) said the most common problem regarding classroom discipline is the noisy students. He said that it disrupted him during his discussion because he would be distracted by the noise his students were making. Thus, Strict (pseudonym) highlighted that the prevalent issue in classroom discipline revolves around noisy students, disrupting his discussions as he became distracted by the noise they generated.

“Probably, pinaka common, the most common is... noisy. In terms nga irrelevant to what you are discussing or lecturing inside the classroom, so far, based on my experience, in higher education, that is the common thing.” (IDI-10)

(Probably, the most common is... noisy. In terms of being irrelevant to what you are discussing or lecturing inside the classroom, so far, based on my experience, in higher education, that is the common thing.)

Moreover, Focused (pseudonym) explained that in the field where she teaches criminology, her students are so noisy that she cannot control or regulate their behavior, especially when there are fun activities. That was one of the hardest challenges that she had to deal with. She said:

“Sa amoa, for criminology nga mga students kay mga sabaan man jud na sila ba. Ingon-ana kanang ano lang dili kaayo nila ma-control ang ilahang mga tingog during class, especially kanang naay mga lingaw-lingaw nga mga activities. So, ingon-ana mao nang makuan nako challenges nga ma-encounter.” (IDI-11)

(In our case, for criminology students, they tend to be noisy. It is like they cannot control their voices during class, especially when there are fun activities. So, that is why those are the challenges that I encounter.)

Finally, Hilarious (pseudonym) stated that her students are so noisy. They would continue making noise when scolded or called. According to her, managing classroom noise remained a significant concern for her. Hilarious (pseudonym) was very serious while expressing her thoughts during the interview.

“As 7 years instructor nga akoang pagtudlo sa crim, mostly kuan sauna jud first nako jud is sabaan. Sabaan ko sa ilaha. Badlungon ang uban mogara bitaw. Mao na akong isa ka challenge nga na-encounter.” (IDI-12)

(In my 7 years of teaching in criminology, mostly what I encountered at first was noise. They were noisy. Some were really rowdy. So, that is one challenge I encountered.)

Struggling with a Large Class Size

The theme of struggling with a large class size in education talks about the challenges and issues instructors and students face when there are too many students in a classroom. This theme is prevalent in discussions about educational systems, particularly in institutions like Kapalong College of Agriculture, Sciences and Technology (KCAST), where a high student population exacerbates these difficulties.

This theme highlights the challenges faced by instructors in a classroom setting. They express the difficulty of dealing with large class sizes or an overpopulated class section, making it hard to discipline and manage effectively. The struggle is real as they deal with individual attention, engagement, differentiated instruction, and classroom management.

Based on the experience of Intimidating (pseudonym), an overly populated classroom is one of the specific challenges she has encountered. In addition, she explained that from her experience in such a classroom, there should be an agreement or establishment of discipline practices that everyone should adhere to. This suggests that agreement on discipline practices between students and teachers in an overly populated classroom can stem from mutual understanding of the challenges, shared responsibility for maintaining order, the desire for effective learning, and establishing disciplinary rules over time.

"In terms of specific challenges nga ma-encounter being a teacher no inside the classroom, ah it is a, of course, it is the population of the classroom is overly populated. So, the teacher's challenge is to really implement possible discipline in what is agreed upon by everyone." (IDI-05)

(In terms of specific challenges encountered being a teacher inside the classroom, ah it is a, of course, it is the population of the classroom is overly populated. So, the teacher's challenge is to really implement possible discipline what is agreed by everyone.)

Likewise, Hilarious (pseudonym) shared that overpopulation in a classroom is challenging due to the large number of students, as not all will listen. However, she mentioned that she is loud and can quickly identify and call out students sleeping or talking. This proactive approach helped her maintain discipline and focus in the classroom despite the challenges posed by overcrowding. She said:

"Isa pud sa mga challenge kay overly populated nga section kay sa kadaghan nila, dili na kaayo sila maminaw bitaw sa klase sa kadaghan na kaayo nila, pero makaya ra man. Dako man pud ko og tingog so mabantayan nako silang tanan kung kinsa tong nagsaba, kinsa tong naminaw, kinsa tong nagpatulog-tulog lang." (IDI-12)

(Another challenge is an overly populated section because with their large numbers, they do not really listen much in class due to their sheer quantity, but it is manageable. I also have a loud voice so I can monitor them all, who is talking, who is listening, who is just sleeping.)

Lastly, Enduring (pseudonym) expressed that overpopulation is one of his specific challenges. The more students there were, the more problems arose because there were many unruly students he needed to deal with and understand. Enduring (pseudonym) was serious while expressing his views on his experiences in an overly populated classroom.

"Overpopulation in the classroom is one of the specific challenges that I commonly encounter. Mostly kung daghan jud ang population sa students. Daghan jud ka og badlungon." (IDI-13)

(Overpopulation in the classroom is one of the specific challenges that I commonly encounter. Mostly when there are a lot of students. There are really a lot of unruly ones.)

Challenges in Implementing Discipline and Maintaining Engagement

The theme explores the challenges participants face in enforcing classroom rules. They said it is challenging for them to impose rules since not all students will follow them, even if they are of the appropriate age and understand right and wrong. Additionally, maintaining engagement becomes challenging, especially when students lack interest in the subjects being taught. Thus, the participants emphasized implementing policies to address such challenges, and employing various strategies is essential to capture students' attention.

Based on the experience of Kind (pseudonym), implementing rules is challenging as it tests your patience as a teacher. He added that as a teacher, you need to balance the rules and policies you impose in the classroom. Kind (pseudonym) emphasized that being a teacher demands patience in dealing with diverse students. This proposes that classroom management requires patience to maintain order and discipline while fostering a positive learning environment. Patience helps them remain calm and composed in challenging situations, promoting respect and cooperation among students.

"I would say challenging siguro. Challenging in the sense kasi minsan mate-test yung patience mo as a teacher. I would say challenging kasi I also need to balance the things that I impose inside the classroom lalong-lalo na sa disiplina kasi yung akin naman, you need to implement a policy, especially in disciplining with your students." (IDI-02)

(I would say challenging. Challenging in the sense that sometimes your patience as a teacher is tested. I would say it is challenging because I also need to balance the things that I impose inside the classroom, especially in terms of discipline because for me, you need to implement a policy, especially in disciplining your students.)

Furthermore, Understanding (pseudonym) said that aside from the challenges she faced in establishing discipline and order in the classroom, there is another issue related to the subject she teaches, which is mathematics. According to her, some students are prone to disengagement when the math subject is being taught, especially since she is a mathematics teacher. This implies that teachers really need to incorporate strategies to keep students engaged, especially when students lack interest in the subject being taught.

“Lisod sya actually no labi na jud I am teaching mathematics. Lisod sya in the sense that aside from the subject is... ah okay lang sya kung math major, pero dili gani tanan jud labi na'g magtudlo ka og dili mga math major no so lisod sya no kay prone sila sa disengagement no sa klase because of their lack of interest sa subject.” (IDI-03)

(It is actually difficult, especially when I am teaching mathematics. It is difficult in the sense that aside from the subject being ... okay, it is fine if they are math majors, but not everyone, especially when you are teaching non-math majors, so it is difficult because they are prone to disengagement in class because of their lack of interest in the subject.)

Similarly, Considerate (pseudonym) explained that imposing classroom rules is really hard because not all students follow them. There are even those who ignore the rules, which is why he needs to be firm with what he has implemented. He added that there is really a need to impose punishment if students fail to follow the rules being implemented or if they violate the implemented rules inside the classroom.

“At first, it is hard to really impose your rules inside the class because not all students will really follow, and there are some who are ignoring the rules. And it is challenging as well because you need to become firm with what you have said of your rules that if ever they are going to ignore or they are going to not follow the said rule, you will really impose your punishment could be or what will be the sanction if will going to do that violation.” (IDI-09)

(At first, it is hard to really impose your rules inside the class because not all students will really follow, and there are some who are ignoring the rules. And it is challenging as well because you need to become firm with what you have said of your rules that if ever they are going to ignore or they are going to not follow the said rule, you will really impose your punishment could be or what will be the sanction if will going to do that violation.)

To conclude, Hilarious (pseudonym) described that implementing rules in the classroom is challenging because her students are already at the right age, yet they still commit actions that should not be done, especially when there are already set rules being imposed. This highlights the ongoing struggle that Hilarious (pseudonym) faced in reinforcing behavioral expectations, even among students who are expected to understand and follow established guidelines. She told:

“Okay, at first kay lisod siya no kay maka-ano man. Lisod sya kay though dagko naman gud sila. Dagko na sila so kabalo na sila unsay tama ug unsay mali, pero ginabuhat gihapon nila.” (IDI-12)

(Okay, at first it is difficult because it can be overwhelming. It is difficult because even though they are already grown up. They grow up so they already know what is right and wrong, but they still do it.)

Adaptability and Flexibility in Teaching Approaches

This theme discusses the need for instructors to adapt their approaches to accommodate the changes brought about by the 21st century. It explores how instructors tailor their teaching methods to accommodate the various learning styles of students in 21st-century education and adjust their approaches based on students' characteristics. Adaptability and flexibility in teaching entail the capacity to tailor educational methods to diverse learners' needs and adjust strategies to evolving classroom situations, fostering an inclusive and responsive learning environment.

Drawing from the experience of Kind (pseudonym), he either improves, innovates, or completely changes his approach, seeking another method more suitable for the kind of students he is handling. According to him, an instructor's approach dramatically influences the type of students they are dealing with, whether it involves board or non-board courses. Additionally, he emphasized that particularly with non-board courses, instructors require a great deal of patience and strategy to effectively discipline students. This underlined the vital role adaptability plays in tailoring teaching methods to meet the diverse needs of students.

“Teaching in KCAST for four years, there are means or approach that I implement before and after a year, I improve or innovate or I totally change that approach and look for another approach na mas akma doon sa kind of student. Based on my experience, magma-matter din yung approach mo whether kung anong klase na estudyante mayroon ka whether it is from board or non-board. Kasi, I would say, especially with the non-board, there is really a lot of patience, strategy na kailangan mong utilize to, just to discipline with your students na unlike the other one.” (IDI-02)

(Teaching in KCAST for four years, there are means or approach that I implement before and after a year, I improve or innovate or I totally change that approach and look for another approach that is more suitable for the kind of student. Based on my experience, your approach also matters depending on what kind of students you have, whether they are from a board or non-board. Because, I would say, especially with non-board students, there is really a lot of patience and strategy that you need to utilize just to discipline your students, unlike the other one.)

Likewise, Amiable (pseudonym) shared that she changed her approach to teaching in the classroom depending on the type of students she was handling, especially when teaching non-board courses, which were very different from board courses. In non-board courses, students often required more discipline as compared to those in board courses who already knew what to do and needed less discipline because they listened to her as their instructor. She expressed:

“Naay changes sa akoang approach pero depende sya sa students nga akong i-handle, depende sa courses kay based man gud sa akoang experience, pag non-board sila, they are really bugoy gud usually sa non-board compared sa board courses kay they are the ones man gud nga dili na kailangan i-discipline kay maminaw man gud sila.” (IDI-08)

(There are changes in my approach, but it depends on the students I handle, especially depending on the courses. Based on my experience, when they are non-board, they are usually not as unruly compared to board courses because they are the ones who actually do not need discipline because they listen.)

Lastly, Considerate (pseudonym) also shared that he changed his approach to classroom management. He mentioned that he used to be very strict when giving classroom orders, but now he tries to understand his students' actions and his own behavior in the classroom. This shift in perspective has allowed him to build stronger connections with his students and create a more supportive learning environment. He laughed while explaining and said:

“There are really changes when it comes to my approach to how I manage my class. On my first to third year of teaching, I really find myself very strict when it comes to classroom management or how I impose rules inside the classroom. But recently, I found myself that I am already considerate when it comes to the behavior, the way how students act inside the classroom. So, I already try to understand how they show their attitudes, the way how they respond to my actions as well.” (IDI-09)

(There are really changes when it comes to my approach to how I manage my class. On my first to third year of teaching, I really find myself very strict when it comes to classroom management or how I impose rules inside the classroom. But recently, I found myself that I am already considerate when it comes to the behavior, the way how students act inside the classroom. So, I already try to understand how they show their attitudes, and the way how they respond to my actions as well.)

Research Question No. 2: What coping strategies do teachers employ to manage classroom discipline challenges?

In-depth interviews were conducted with the participants to answer this research question. Hence, several sub-questions were asked about their strategies for coping with their challenges in establishing discipline strategies in the classroom. It was revealed that they employ various strategies and approaches to overcome these difficulties.

The major and core ideas for Research Question No. 2 were presented in Table 3 from the answers of the participants; five major themes emerged: an empathetic and reflective approach in correcting misbehavior; establishing open and positive communication with the students; incorporating humor in addressing disruptive behavior; seeking external support and intervention; and utilizing incentives and rewards for motivation.

Table 3. *Coping Strategies Teachers Employ to Manage Classroom Discipline Challenges*

<i>Emerging Themes</i>	<i>Supporting Statements</i>
Empathetic and Reflective Approach in Correcting Misbehavior	<p>“I do not want him/her to be embarrassed in front of his/her classmates. If he/she commits any misconduct in class that affects his/her performance or even the way his/her ratings perform or if there is anything he/she does or will do in the classroom, I talk to him/her one-on-one in the office while maintaining confidentiality between us. If he/she is at fault, I do not tolerate it in the classroom itself. It is not like that.” – IDI-01</p> <p>“In correcting the students, you do not need to approach or say whatever you feel or whatever you want to say to that student in front of his or her classmates. You need to talk to the child in private. I guess that is the best way.” – IDI-02</p> <p>“Perhaps, there are a few who really misbehave, so maybe if... actually, I try to avoid making them feel embarrassed. So, maybe, I will call the attention of the student or talk to her or him privately so that we can address it at least.” – IDI-03</p> <p>“In terms of conflicts among students, it is not really advisable to scold the student right away in front of his classmates. But you have to pay attention to the student's reaction, as well as to the reactions of the other students or classmates. So, the least that you can do is to confront the student. You should call him/her to a private place where you can inform him/her about his/her behavior, the inappropriate behavior that he/she exhibited.” – IDI-05</p> <p>“The usual thing is I am going to talk to them. There are times when I talk to them one by one, and then I will call them. So, I will talk to them about what seems to be the problem there, so at least the problem will not exacerbate.” – IDI-06</p> <p>“Communication is very important the moment that you have observed that there is already a problem or concern within the student. I call the attention or call them in private in order for us to talk about it.” – IDI-07</p> <p>“I am trying to correct them in a manner wherein they will also see their misbehavior or I will going to call their attention and talk to them privately so that, that kind of wrong attitude inside the classroom will not happen again.” – IDI-09</p> <p>“Because of that behavior, I call her something like that. Then, aside from that, there are times I scold my students. Sometimes, I really confront him/her privately.” – IDI-13</p>

Establishing Open and Positive Communication with the Students	<p>“Actually, there are a lot of strategies that we can employ when you want to address the disruptive behavior. But if the case is that the student is really creating chaos in the class, you have to really talk first to the students what is the reason why he or she is doing such behavior in the class.” – IDI-14</p> <p>“What I do in this situation is I gently counsel them, that is what I do. It is like I am not scolding them in a way that is offensive to them, right? I talk to them like a companion, and then I discuss the matter in a way that does not seem too hurtful on their part, at the same time, I follow up on that.” – IDI-01</p> <p>“I am always doing the rapport with my students. With that, we avoid conflicts and maintain a positive classroom environment. When we say positive classroom environment, one of that is that your students are not hesitant to ask questions, for instance, if they have misconceptions in your class or if they have concerns. So, one aspect of it is that they are not afraid to ask questions and they are not afraid to make mistakes.” – IDI-03</p> <p>“I also talk to them if they have any problems. And I also tell them in advance that if ever they have any problems in their classroom or with their classmates, they can approach me. So, for this one, I am very open to them, very open to any problems, any concerns that they want to share with me.” – IDI-04</p> <p>“The good strategy is good communication. You must respond with your students with good voice or with the soft voice. So, there is a change that happened from before to today. So, I guess that is the new strategy.” IDI-09</p> <p>“I really talk to them. Sometimes I cannot control them because maybe they are already angry. So, it is okay, it is like a normal conversation. They are not angry, they are not afraid. It is just normal, like scolding a younger sibling.” – IDI-12</p> <p>“Open communication. That is one. Ah when we say open communication, everybody feels not only feels but everybody knows that they can talk and feel empowered. Because in order for you to again build a good relationship with your learners, they have to also know that you are open to any communication with them.” – IDI-14</p>
Incorporating Humor in Addressing Disruptive Behavior	<p>“I just do it in a manner or through a joke because ah... in a way not to offend the person. Sometimes, in a sarcastic way. If possible, you are not calling the name of the person, let them be, because, of course, they are already in college. Sometimes they feel embarrassed. Even though your intention is not to embarrass them. But then, it comes across differently to them.” – IDI-02</p> <p>“You need to insert humor, contextualize your lesson, relate it to experience, and at the same time, if the students who are misbehaving, call the attention.” – IDI-10</p>
Seeking External Support and Intervention	<p>“Sometimes I would divert to joking, jokingly approach the situation.” – IDI-14</p> <p>“If necessary or if there are deeper concerns, I already de-escalate them to another level, which is... I go first to their coordinator before going to the program head because I have with me the information from last time of which I also shared earlier about a student. It is really chaotic. At that time, I told the child to go to the office. I gave him the time, but he did not come. I extended about 30 minutes, but still, he did not come. That was the time when I went to the coordinator, and then I tackled the problem.” – IDI-02</p> <p>“If ever students are continuously misbehaving or showing negative attitudes inside the classroom, maybe the least that I can do is to put his or her attention in the guidance office so that the guidance counselor will going to deal with that person, and the one going to meddle how that student will going to be addressed or helped him or her to lessen his misbehaving or misbehavior or how he or she should act normally or properly inside the class.” IDI-09</p> <p>“There are times when I really need to call them to my office. Just like what happened during my class observation. While I was teaching, someone was using a nail cutter at the back. So, I called out their name. I sent them to the office because... they were being disrespectful.” – IDI-13</p>
Utilizing Incentives and Rewards for Motivation	<p>“If we have long quizzes, exams, or perhaps some challenging activities that require significant effort from the students, what I do for them once they achieve something that I am going to expect from them is to give them a reward to motivate them to do more. In my experience, I find it very effective because the students strive harder. No matter how small the reward you give, as long as you give it to them, they will feel that their effort in class is important to you.” – IDI-01</p> <p>“For my top students, I always give them extra points. For example, during midterms if someone perfects it, I exempt them or give them higher points which will be additional points to their final exam score. This is to acknowledge their efforts and to prevent them from being disappointed.” – IDI-04</p> <p>“If ever they participate in such activities when it comes to school, they will have additional points from me and at the same time, when they excel as well, for example, consecutive high scores in quizzes, examinations, I also have rewards for that, maybe more on additional points on my part.” – IDI-07</p> <p>“I give rewards in the form of praise, plus points, and so on. Sometimes, if a student answers a difficult question during discussion perfectly, I give them additional points in quizzes. It really encourages them to strive harder.” – IDI-10</p> <p>“For me, it's effective to use extrinsic motivation because they already have other motivations like, 'I should strive to get a higher score or maybe even perfect it, there might be a reward.' I did it once. Whoever gets a perfect score in the exam gets a reward. It is effective because they strive harder to achieve that score to exceed my expectation.” – IDI-11</p> <p>“I also give points. If ever, for example, during preliminary and midterm exams, if it falls on your birthday and coincides with my exam, you are exempted. The highest score is your score.” – IDI-12</p> <p>“I also give external rewards. I usually do that mostly during my exams. So, during midterms, I give them external rewards. I give them chocolate. Aside from that, I also give plus points, especially to those students who participate in financial literacy seminars in BSBA and other extracurricular activities.” – IDI-13</p> <p>“Let us say we are around sixty or sixty-something years old, we always have the child on us and I have just</p>

experimented with this like in the past semesters. What if I put stickers? What if I put comments on the learners' assessments? I noticed that they are more engaged in the lesson. They have this motivation to do better the next time so we wanted to see the same comments, the same sticker, the same remarks that I put during, especially during examination.” – IDI-14

Empathetic and Reflective Approach in Correcting Misbehavior

The theme explores how instructors address misbehaviors exhibited by students in the classroom. It discusses methods for drawing attention to misbehavior without causing embarrassment, such as speaking to students privately after class sessions. Participants, who are instructors, employed these strategies to de-escalate misbehavior and manage classroom dynamics effectively. They emphasized the importance of professionalism by remaining composed when addressing misbehavior and other classroom management issues.

During the interview, Warm (pseudonym) expressed that he did not want to embarrass the misbehaving student in front of his or her classmates. Instead of scolding the student publicly, he preferred to speak with them privately after the class session in order to maintain confidentiality between himself and the student who exhibited misbehavior. He took this approach to remind or inform the student that their behavior in class was unacceptable and should cease.

“Dili ko gusto ma embarrass siya sa iyang mga classmate. Kung naa syay mabuhat nga misconduct sa klase nga maapektuhan iyahang performance no even the way nga iyahang ratings mo perform or naay buhaton siya or mabuhat sa classroom, akooa jud na siyang ginaistorya one on one in the office nga magpabilin ang kana bitawng confidentiality sa amoang duha nga kung naa syay mali, dili nako sya gina tolerate nga sa classroom mismo nga dili na maayo imong gibuhat, dili ingon-ana.” (IDI-01)

(I do not want him/her to be embarrassed in front of his/her classmates. If he/she commits any misconduct in class that affects his/her performance or even the way, his/her ratings perform, or if there is anything he/she does or will do in the classroom, I talk to him/her one-on-one in the office while maintaining confidentiality between us. If he/she is at fault, I do not tolerate it in the classroom itself. It is not like that.)

In addition, Kind (pseudonym) stated that instructors do not need to approach or say whatever they feel or want to say to students who are misbehaving in front of their classmates. He believed the best way to address the problem was to call that student privately to resolve the issue. In doing so, Kind (pseudonym) emphasized the importance of preserving the student's dignity and privacy while effectively addressing their behavior.

“In correcting the students, you do not need to approach or say something whatever you feel o kung ano ang gusto mong sabihin to that student in front of his or her classmates. Kinakailangan mong kausapin yung bata in private. I guess that's the best way.” (IDI-02)

(In correcting the students, you do not need to approach or say whatever you feel or whatever you want to say to that student in front of his or her classmates. You need to talk to the child in private. I guess that is the best way.)

Moreover, Understanding (pseudonym) shared that some students misbehave in class. She believed that to avoid the feeling of humiliation for the student, it is better to call their attention and address the issue through discussion. This means fostering a supportive and respectful learning environment while effectively managing disruptive behavior is essential. She explained:

“Siguro as to, naa juy pipila nga mag misbehave jud, so kana lang siguro if... actually, ako kay malikayan nako nga mura ba og ma-feel nila nga mapakaulawan sila. So, maybe, I will call the attention of the student or talk to her or him privately para at least ma-address nato.” (IDI-03)

(Perhaps, there are a few who really misbehave, so maybe if... actually, I try to avoid making them feel embarrassed. So, maybe, I will call the attention of the student or talk to her or him privately so that we can address it at least.)

Likewise, Intimidating (pseudonym) explained that if conflicts arise, it is not advisable to scold the student in front of his or her classmates. Instead, as instructors who are facilitators of learning, one must pay attention to the student as well as the other students in class. She firmly believed that informing the student about his or her behavior in a private setting is much better than scolding. She said:

“In terms of naay mga conflicts sa students, it is not really advisable nga right away imohang i-scold ang student in front of his classmates. But you have to pay attention sa reaction pud sa bata, as a student and sa mga students sad or classmates niya. So, the least that you can do is to confront the student. Imoha syang ipatawag sa private nga place wherein ma-inform nimo sya sa iyahang behavior, nga iyahang dili maayo nga behavior nga iyahang gipakita.” (IDI-05)

(Regarding conflicts among students, it is not advisable to scold the student right away in front of his classmates. But you have to pay attention to the student's reaction, as well as to the reactions of the other students or classmates. So, the least that you can do is to confront the student. You should call him/her to a private place where you can inform him/her about his/her behavior, the inappropriate behavior that he/she exhibited.)

Furthermore, Terror (pseudonym) emphasized her approach to handling misbehaving students in the classroom. She explained that she handled the situation privately rather than exacerbating the situation by addressing the misbehavior in front of the class. Her method

involved calling the student aside for a one-on-one conversation. By doing so, she aimed to prevent the escalation of the student's misbehavior and maintain a constructive learning environment. This approach allowed her to address the issue directly with the student while preserving their dignity and privacy.

“The usual is I am going to talk to them. Naa puy time nga isa-isahon, unya ipatawag nako. So, akua syang istoryahon nga what seems to be the problem ana kay at least man lang dili na pud sya molala.” (IDI-06)

(The usual thing is I am going to talk to them. There are times when I talk to them one by one, and then I will call them. So, I will talk to them about what seems to be the problem there, so at least the problem will not exacerbate.)

Similarly, Empathetic (pseudonym) emphasized the importance of communication in resolving classroom issues. She explained that when a problem arises with a student, she believes in promptly addressing it through open dialogue. Rather than ignoring the issue or publicly reprimanding the student, Empathetic (pseudonym) prefers to address it privately. This involves calling the student's attention and conversing privately to discuss the underlying problem. This suggests that by creating a space for open communication, the participant aims to understand the student's perspective and collaboratively find solutions to the issue at hand.

“Communication is very important the moment that you have observed that there is already a problem or concern within the student. I call the attention or call them in private in order for us to talk about it. (IDI-07)

(Communication is very important the moment that you have observed that there is already a problem or concern within the student. I call the attention or call them in private in order for us to talk about it.)

As with the other participant, Considerate (pseudonym) stated that he talked to the student privately and discussed the student's attitude in the classroom. He added that he explicitly instructed the misbehaving student not to repeat the misbehavior. By addressing the issue directly with the student and providing clear instructions, Considerate (pseudonym) aimed to reinforce positive behavior and prevent future incidents of misconduct.

“I am trying to correct them in a manner wherein they will also see their misbehavior or I will going to call their attention and talk to them privately so that, that kind of wrong attitude inside the classroom will not happen again. (IDI-09)

In addition, Enduring (pseudonym) shared his approach to handling disruptive behavior in the classroom. He explained that there were occasions when he found it necessary to address disruptive behavior directly during class discussions by scolding the student responsible. Additionally, he acknowledged the importance of addressing underlying issues by privately confronting the student about their attitude outside of class. This implies that his approach involves both immediate responses to disruptions and ongoing discussions aimed at addressing and resolving behavioral issues. He expressed:

“Because of that behavior maong ginatawag sya nako something ana. Then, aside ana is naa puy times nga mangasaba ko. Sometimes akua jud syang gina-confront privately.” (IDI-13)

(Because of that behavior, I call her something like that. Then, aside from that, there are times I scold my students. Sometimes, I really confront him/her privately.)

Finally, Patient (pseudonym) shared that she employed various strategies to address disruptive behavior, especially when a student was creating chaos in class. Additionally, she observed first why the student was doing such a thing and talked to the student about the problem. She said:

“Actually, there are a lot of strategies that we can employ when you want to address the disruptive behavior. But if the case is yung student really creating chaos na in the class, you have to really talk first to the students what is the reason why he or she is doing such behavior in the class.” (IDI-14)

(Actually, there are a lot of strategies that we can employ when you want to address the disruptive behavior. But if the case is that the student is really creating chaos in the class, you have to really talk first to the students what is the reason why he or she is doing such behavior in the class.)

Establishing Open and Positive Communication with the Students

The theme emphasizes nurturing an environment where instructors actively promote open dialogue with students. This theme highlights creating a welcoming atmosphere where students feel empowered to ask questions, share concerns, and seek assistance. By encouraging questions, addressing problems, and building trust, the participants cultivate a supportive learning environment where collaboration thrives, enhancing learning outcomes, engagement, motivation, and well-being. Finally, by prioritizing open communication, the participants lay the foundation for a positive educational experience where students feel valued, supported, and empowered to reach their potential.

Based on Warm's (pseudonym) experience, he described his method of engaging with others, highlighting his effort to communicate respectfully and gently. He expressed that his intention was to provide assistance or guidance without causing offense or discomfort to his students. Warm (pseudonym) compared his approach to walking alongside the other person and gently guiding them through a

conversation or situation, ensuring that it did not cause undue distress. Additionally, he mentioned following up on the conversation or interaction, indicating a commitment to continued support or clarification if needed.

“Akoang ginabuhat ani is akoa na silang ginabadlong in a nice way mao na akong ginabuhat. Kana bang mura'g dili sya supuhon in the sense nga offensive sa iyaha nga side no. Akoa syang mura ba'g sabayan sa, and then mura ba'g agion sa istorya nga mura ba'g dili kaayo sakit sa iyang part at the same time naa koy follow up ana.” (IDI-01)

(What I do in this situation is I gently counsel them, that is what I do. It is like I am not scolding them in a way that is offensive to them, right? I talk to them like a companion, and then I discuss the matter in a way that does not seem too hurtful on their part, at the same time, I follow up on that.)

Moreover, Understanding (pseudonym) emphasized the importance of maintaining a positive rapport with students to foster a conducive learning environment. Understanding (pseudonym) believed that by building trust and openness, instructors aim to create an atmosphere where students feel comfortable asking questions and expressing concerns without fear of judgment. This approach promotes active engagement and collaboration, eventually enhancing the learning experience for all involved.

“I am always doing the rapport nga positive jud sa akoang estudyante. With that, avoid nato ning onflicts and ma-maintain nato ang positive classroom environment. When we say positive classroom environment, one of that is ano dili hesitant imong estudyante mo ask og question for instances nga naa silay misconceptions sa imong klase or na silay concerns. So, isa ana is dili sila mahadlok mangutana and dili sila mahadlok mamali.” (IDI-03)

(I am always doing the rapport with my students. With that, we avoid conflicts and maintain a positive classroom environment. When we say positive classroom environment, one of that is that your students are not hesitant to ask questions, for instance, if they have misconceptions in your class or if they have concerns. So, one aspect of it is that they are not afraid to ask questions and they are not afraid to make mistakes.)

Similarly, Approachable (pseudonym) expressed the teacher's readiness to engage in open conversations with students about any issues they may face in the classroom. She encouraged her students to approach her with problems or concerns about the classroom or classmates, emphasizing their openness and willingness to provide support. This implies that her approach fosters trust and creates a supportive learning environment where students feel valued and supported. She stated:

“Akoa lang pud silang gina-istorya no kung naa silay problema. And akoa lang pud na silang giingnan daan no nga if ever naa silay problema sa ilang classroom or sa ilang classmates, pwede ko nila i-approach. So, for this one, open kaayo ko sa ilaha no, open kaayo ko sa any problems, nga any concern nga ilahang ihatag sa akoa.” (IDI-04)

(I also talk to them if they have any problems. And I also tell them in advance that if ever they have any problems in their classroom or with their classmates, they can approach me. So, for this one, I am very open to them, very open to any problems, any concerns that they want to share with me.)

Additionally, Considerate (pseudonym) said that effective communication in teaching is pivotal. He suggested using a positive and gentle tone when interacting with students, which is a good strategy. He observed that there has been a shift in communication practices over time, indicating that this approach represents a new strategy compared to before. He explained:

“The good strategy is the good communication. You must have to respond with your students with good voice or with the soft voice. So, there is really a change na nahitabo na sa from before and today. So, I guess that is the new strategy.” (IDI-09)

(The good strategy is good communication. You must respond with your students with good voice or with the soft voice. So, there is really a change that happened from before to today. So, I guess that is the new strategy.)

Furthermore, Hilarious (pseudonym) described her approach to communication with her students. She emphasized the importance of engaging in conversations with students, even when they cannot control their emotions or behaviors. The participant suggested that it is normal for students to express frustration or anger at times, and she viewed these interactions as typical and not something to be feared or avoided. She likened the conversations to those between siblings, where occasional disagreements or raised voices are part of everyday interaction. She said:

“Istoryahon jud nako na sila. Kanang usahay dili nako na sila ma-control kay kanang suko na siguro. So, okay lang sya mura og normal lang sya nga pagkaistorya. Dili sya suko, dili sila mahadlok. Normal lang nga mura og nangasaba og manghod.” (IDI-12)

(I really talk to them. Sometimes I cannot control them because maybe they are already angry. So, it is okay, it's like a normal conversation. They are not angry, they are not afraid. It is just normal, like scolding a younger sibling.)

Lastly, Patient (pseudonym) emphasized the importance of open communication in fostering a positive learning environment. She stressed that open communication means feeling and knowing that everyone can express themselves freely and feel empowered to do so. She believed that instructors can establish strong relationships with their students by encouraging open communication. This openness lets students know that their voices are valued and they can approach their teachers with questions, concerns, or ideas.

“Open communication. That is one. Ah when we say open communication, everybody feels not only feels but everybody knows that they can talk and feel empowered. Because in order for you to again build a good relationship with your learners, they have to also know that you are open to any communication with them.” (IDI-14)

Incorporating Humor in Addressing Disruptive Behavior

The theme involves using humor to manage and address disruptive behavior in a classroom or any other setting. Instead of resorting to strictly disciplinary measures, the participants shared that they used humor to diffuse tense situations, redirect attention, and engage students more positively. This approach acknowledges that humor can be a powerful tool for building rapport, reducing tension, and promoting a supportive learning environment. By incorporating humor, the participants can address disruptive behavior in a lighthearted yet effective way, promoting a classroom atmosphere where students feel comfortable and motivated to participate constructively.

By the experience of Kind (pseudonym). He described strategies he employed to address specific situations, possibly involving correcting behavior or providing feedback, using humor or sarcasm. Kind (pseudonym) added that using jokes or sarcasm to convey their message non-offensively. However, they acknowledge that sometimes this approach can inadvertently embarrass the person they are addressing, even if that is not their intention. He also noted that it may be better to refrain from directly addressing individuals by name in some cases, especially considering the college setting, where students may feel more sensitive about being called out publicly.

“I just do it in a manner or through a joke no kasi ah... in a way not to offend the person. Kung minsan naman in a sarcastic way. Kung kaya pa na hindi mo, ah you are not calling the name of the person, let them be, kasi, siyempre nasa college na sila. Nandoon yung minsan napapahiya sila. Kahit yung intention mo naman ay hindi sila mapahiya. But then, iba yung dating para sa kanila.” (IDI-02)

(I just do it in a manner or through a joke because ah... in a way not to offend the person. Sometimes, in a sarcastic way. If possible, you are not calling the name of the person, let them be, because, of course, they are already in college. Sometimes they feel embarrassed. Even though your intention is not to embarrass them. But then, it comes across differently to them.)

In addition, Strict (pseudonym) mentioned that he incorporated humor into the lesson to make it engaging, contextualize the content to real-life situations, relate it to the student's experiences for better understanding, and promptly address misbehavior to maintain a conducive learning environment. The strategies he mentioned during the interview are intended to enhance student engagement, comprehension, and classroom management. He stated:

“You need to insert humor, contextualize your lesson, relate it sa experience, and at the same time if the students who are misbehaving, call the attention.” (IDI-10)

(You need to insert humor, contextualize your lesson, relate it to experience, and at the same time, if the students who are misbehaving, call the attention.)

As with the other participant, Patient (pseudonym) relied on humor as her coping mechanism or strategy for handling different circumstances in the classroom. By diverting to joking, Patient (pseudonym) suggested a shift in focus towards humor, implying that she might use jokes or playful comments to address challenges or interact with others. She mentioned:

“Sometimes I would divert to joking, jokingly approach the situation.” (IDI-14)

Seeking External Support and Intervention

The theme means involving higher authorities like program coordinators or heads to deal with student misbehavior in the classroom. This approach moves the issue beyond just the teacher and student, involving others with more authority in the school. Doing this allows for a more formal and structured approach to addressing misbehavior, which may include disciplinary actions or intervention strategies. This theme highlights the significance of using the school's resources and support systems to handle behavioral problems and maintain a positive learning environment for all students.

During the interview, Kind (pseudonym) discussed a systematic approach to handling student issues in class. It starts with calming the situation and then involving the coordinator if needed. Kind (pseudonym) stressed the importance of sharing relevant past incidents. If the problem persists, escalation to the program head is considered, showing a clear hierarchy for addressing student concerns. He explained:

“Kung kinakailangan o mas may malalim pa na concern, I already de-escalate them to another level which is... ah punta muna ako dun sa kanyang coordinator before doon sa program head kasi I have with me last time of which I also shared dun sa kanina patungkol dun sa isang estudyante. Sobrang magulo talaga. Yung time na 'yun sinabihan ko ang bata na pumunta sa office. I gave him the time, which is hindi sya pumunta. I extended about 30 minutes, hindi pa rin pumunta. That is the time na pumunta na ako sa coordinator, and then I tackle the problem.” (IDI-02)

(If necessary or if there are deeper concerns, I already de-escalate them to another level, which is... I go first to their coordinator before going to the program head because I have with me the information from last time of which I also shared earlier about a student. It is really chaotic. At that time, I told the child to go to the office. I gave him the time, but he did not come. I extended about 30 minutes,

but still, he did not come. That is the time when I went to the coordinator, and then I tackled the problem.)

Also, Considerate (pseudonym) explained that if students consistently misbehave in class, one option is to direct them to the guidance office for the counselor to address their behavior and help them improve their conduct. There, the guidance counselor would address the student's behavior and offer support to help them improve. The counselor would work with the students to address their misbehavior and guide them on behaving appropriately in class. He said:

"If ever students are continuously misbehaving or showing negative attitudes inside the classroom, maybe the least that I can do is to put his or her attention in the guidance office so that the guidance counselor will going to deal with that person, and the one going to meddle how that student will going to be addressed or helped him or her to lessen his misbehaving or misbehavior or how he or she should act normally or properly inside the class." (IDI-09)

Furthermore, Enduring (pseudonym) described a situation where he needed to call a student to their office due to disruptive behavior during a class observation. While teaching, he noticed someone using a nail cutter at the back of the classroom, which he perceived as disrespectful. In response, he called out the student's name and directed that student to the office. This action suggests that Enduring (pseudonym) maintains a standard of behavior within their classroom and addresses disruptions promptly to maintain a conducive learning environment.

"Naa puy times nga kanang ipatawag jud nako sila sa akoang office. Just like what happened during my class observation... uhm while nagaklase ko sa atubangan naay naga nailcutter sa likod. So, gi-call out nako ilang name. Gipaadto nako sila sa office kay uhm... disrespectful man gud sya." (IDI-13)

(There are times when I really need to call them to my office. Just like what happened during my class observation. While I was teaching, someone was using a nail cutter at the back. So, I called out their name. I sent them to the office because... they were being disrespectful.)

Utilizing Incentives and Rewards for Motivation

The theme centers around positive reinforcement to encourage student engagement and participation in classroom and extracurricular activities. Participants employ various incentives, such as rewards, points, or recognition, to actively motivate students to participate in class discussions, assignments, and projects. Additionally, they extend this motivational strategy to encourage involvement in extracurricular activities, offering points or other rewards as incentives for participation. The participants utilized this approach to promote high student achievement. By implementing this approach, the participants can foster a sense of motivation and enthusiasm among students, eventually enhancing their overall learning experience and academic performance.

By Warm's (pseudonym) prior experiences, he described his approach to motivating students during challenging tasks such as long quizzes or exams. He believed in rewarding students once they achieve expected goals, regardless of how small the reward may be. This strategy has proven effective in his experience, as it encourages students to exert more effort and strive harder. Acknowledging their efforts with rewards makes students feel valued and motivated to continue putting in their best effort in class activities. He stated:

"Kung naa miy long quiz, na miy exams, naa siguro mga bug-at nga activity nga need jud og kanang big effort sa mga estudyante, akoang ginabuhay sa ilaha once they achieve something that I am going to expect from them, naa koy ipanghatag nga reward sa ilaha para ma motivate sila to do more. Sa akong man gud I find it very effective kay ang estudyante maningkamot man. Bisan unsa pa na kagamay ang imong ihatag as long as ihatag nimo sa iyaha, ma feel niya nga importante sa imoha iyahang pagpaningkamot sa klase." (IDI-01)

(If we have long quizzes, exams, or perhaps some challenging activities that require significant effort from the students, what I do for them once they achieve something that I am going to expect from them is to give them a reward to motivate them to do more. In my experience, I find it very effective because the students strive harder. No matter how small the reward you give, as long as you give it to them, they will feel that their effort in class is important to you.)

Moreover, Approachable (pseudonym) expressed that she provided additional points or exemptions to her top-performing students as a form of recognition for their efforts. She shared during the interview that doing such a thing will make the students feel that their efforts will not be in vain. This suggests that honoring the students' hard work and dedication will make them feel appreciated and motivated to maintain their performance. Additionally, it can help prevent students from feeling disappointed by acknowledging their efforts and achievements.

"Kanang mga top students nako, ginatagaan jud nako na sila og extra points. And also, for example, during midterms kung naay ma-perfect, kanang gina-exempt nako sila o tagaan nako sila og higher points nga mag additional points gud sa ilahang score sa final exam. Para makuan pud sila ba nga na-honor nako ilahang efforts and para sad dili sila ma-disappoint." (IDI-04)

(For my top students, I always give them extra points. For example, during midterms if someone perfects it, I exempt them or give them higher points which will be additional points to their final exam score. This is to acknowledge their efforts and to prevent them from being disappointed.)

As with the other participant, Empathetic (pseudonym) outlined a system where students earn additional points for participating in school activities and excelling academically. She said students will receive extra points when actively engaging in school-related activities. Similarly, if they consistently achieve high scores on quizzes and exams, she will also give them additional points. This reward system gives students tangible incentives to encourage participation and academic excellence.

“If ever they participate in such activities when it comes to school, so naa jud na silay additional points for me and at the same time when they excel as well, for example, sunod-sunod na ilahang taas nga scores when it comes to quizzes, when it comes to examinations, so naa pud jud koy mga rewards ana maybe more on additional points jud na sa akoo na part.” (IDI-07)

(If ever they participate in such activities when it comes to school, they will have additional points from me and at the same time, when they excel as well, for example, consecutive high scores in quizzes, examinations, I also have rewards for that, maybe more on additional points on my part.)

Likewise, Strict (pseudonym) said he provided praise and extra points as encouragement and acknowledgment. He mentioned instances where students would contribute exceptionally well during discussions, answering tricky questions spot-on. In such cases, he gave additional points during quizzes to motivate his students to continue putting in effort and performing excellently. Hence, it is clear that this approach aims to inspire the students to strive for continuous improvement and excellence in their participation.

“Nagahatag ko in the form of praise, plus points no, ingon-ana and so on and so forth. Sometimes naga, kung makatubag sya og question during discussion nga pirti kalisod unya iyang na-answer nga spot on tama kaayo. Kana panagsa ginatagaan nako na sya og additional points kung mag quiz mi, plus. Ma-enganyo jud sya nga maningkamot pa jud sya og maayo diraa.” (IDI-10)

(I give rewards in the form of praise, plus points, and so on. Sometimes, if a student answers a difficult question during discussion perfectly, I give them additional points in quizzes. It really encourages them to strive harder.)

Moreover, Focused (pseudonym) emphasized the effectiveness of utilizing extrinsic motivation. She recounted an instance where she rewarded her students for achieving a perfect score on an exam, which effectively motivated her students to strive for excellence beyond expectations. Thus, by utilizing external rewards, Focused (pseudonym) found an effective method to inspire her students, leveraging their innate desire for personal growth alongside tangible rewards for exceptional performance.

“Kuan para sa akoo no effective kung maggamit ka og extrinsic motivation kay mura og naa man silay other motivation nga, “ay dapat maningkamot ko nga makataas og score or basin ma-perfect gani basin naay kuan.” Nabuhat jud nako sya one time. Na ko kung kinsay maka-perfect sa exam, naay reward. Effective sya kay mas maningkamot man sila na makakuha ato nga score para ma-exceed akong expectation.” (IDI-11)

(For me, it is effective to use extrinsic motivation because they already have other motivations like, 'I should strive to get a higher score or maybe even perfect it, there might be a reward.' I did it once. Whoever gets a perfect score in the exam gets a reward. It is effective because they strive harder to achieve that score to exceed my expectation.)

In addition, Hilarious (pseudonym) mentioned that she also implemented a system where students can earn points. Specifically, if a student's birthday coincides with an exam, they are exempted from taking it, and their score from the highest-scoring exam in the class becomes their score for that particular exam. This means that Hilarious (pseudonym) offers flexibility and recognizes the significance of personal events, ensuring students are not disadvantaged due to circumstances beyond their control.

“Nagahatag pud ko og points. Kaning kuan if ever nga, for example, preliminary ug midterm exam kung matungnan na nga imong birthday matungnan sa akong subject nga exam, exempted ka. Ang highest score is your score.” (IDI-12)

(I also give points. If ever, for example, during preliminary and midterm exams, if it falls on your birthday and coincides with my exam, you are exempted. The highest score is your score.)

Correspondingly, Enduring (pseudonym) revealed his practice of providing external rewards, particularly during exams, to incentivize students. Enduring (pseudonym) shared that he gave chocolates to the students as external rewards if they met his expectations. Additionally, he offered extra points to students who participated in activities. He believed these external rewards incentivize student participation and engagement in various academic and extracurricular endeavors. He explained:

“Nagahatag pud ko og external rewards. I usually do that sa mostly sa akoang exams. So, pag midterm naghatag ko sa ilaha og external rewards. Naghatag ko sa ilaha og chocolate. Aside ana is nagahatag ko og mga plus points, especially those students nga nagaapil og kaning financial literacy seminar sa BSBA then other curricular activities nagahatag ko'g points.” (IDI-13)

(I also give external rewards. I usually do that mostly during my exams. So, during midterms, I give them external rewards. I give them chocolate. Aside from that, I also give plus points, especially to those students who participate in financial literacy seminars in BSBA and other extracurricular activities.)

To conclude, Patient (pseudonym) said that she has experimented with using stickers and comments as feedback on assessments for her students. She observed that this approach increased student engagement and motivation to improve. The repetition of positive comments, stickers, or remarks during examinations created a sense of consistency and expectation among students, encouraging them



to strive for continued improvement in their academic performance. She said:

“Let us say sixty something or sixty-year-old ba ta, we always have the child on us and I have just parang experimented lang like yung semesters ago. What if I would put stickers, what if I would put comments on the parang assessment of the learners. Mas nakita nako nga they are more engaged in the lesson. They have this motivation to do better the next time so we wanted to see the same comments, the same sticker, the same ah remarks that I put during, especially during examination.” (IDI-14)

(Let us say we are around sixty or sixty-something years old, we always have the child on us and I have just experimented with this like in the past semesters. What if I put stickers? What if I put comments on the learners' assessments? I noticed that they are more engaged in the lesson. They have this motivation to do better the next time so we wanted to see the same comments, the same sticker, the same remarks that I put during, especially during examination.)

Research Question No. 3: What insights do teachers have regarding classroom discipline practices that can be shared to others?

In-depth interviews were conducted with the participants to answer this research question. Hence, several sub-questions were asked to share their insights about their classroom discipline strategies in a classroom setting.

The major themes and core ideas for Research Question No. 3 are presented in Table 4. From the answers of the participants, six major themes emerged: building rapport with students as necessary; fostering respect as essential; lead by example and firm implementation of rules; imposing classroom rules as necessary; establishing boundaries in the student-teacher relationship; and participating in trainings and seminars as essential for enhancing classroom discipline.

Table 4. *Insights Teachers have Regarding Classroom Discipline Practices that can be Shared to Others*

Emerging Themes	Supporting Statements
Building Rapport with Students as Necessary	<p>“I open that connection between students and the instructor right after emphasizing the rules and policies. I will tell them that they should not be afraid, it is like a brotherhood, right? It is an insight that if you act like that, you are open to them to the limit that in your class, in your subject, you can maintain a smooth interaction with the students in the classroom.” – IDI-01</p> <p>“You are there as an instructor not just in the rules of the classroom, but beyond. And one of the things I have learned is that a strong teacher-student relationship is about the respect that we give to our students because it's one of the most important things as a teacher in building a teacher-student relationship. Students should have respect for you, not just because you are their instructor.” – IDI-03</p> <p>“One way for us to have a strong relationship is to motivate each other. That is where I draw my inspiration. The students, where do I get motivation to excel in my field now, of course, it's from the feedback that I receive from the students. And me as well, I am also looking forward to or I make sure that I motivate the students because our field is different.” – IDI-06</p> <p>“I always first build a rapport, of course, that is very important. In building the rapport also I maintain my professionalism.” – IDI-08</p> <p>“We know that teaching and learning process will not only revolve around the teacher, but there must be a participation between students. And students will not be able to learn by their own if they will not going to make their teachers or instructors help them. But, in the context of individual learning, so they can do that. But with the expertise of the teachers, so they can rely on those things to their instructors and teachers. So, that is why good relationship between teachers and students is very vital.” – IDI-09</p> <p>“It depends on the student, but I prefer to have a friendly relationship with my students. That is what I have realized.” – IDI-10</p> <p>“It is really important to build a strong teacher-student relationship. We guide our students in a friendly way. There should really be a connection because what is the use of being a teacher if you do not have a connection with your students?” – IDI-12</p> <p>“I believe one of the strong foundations of each student and teacher is a good relationship because when you have it, you both know each other, you both respect each other, and you both understand the attitude of the teacher and the student as well.” – IDI-14</p>
Fostering Respect as Essential	<p>“Even without rules, if you convey to the class that they have to respect you not just because you are the instructor, but because you are someone who will guide them somehow. One of those is they will not be late. Why? Because they respect you. Secondly, they will not misbehave. They will not talk back. Why? Because they respect you. They will not cheat because they will be ashamed if you catch them cheating.” – IDI-03</p> <p>“Again, it is really the respect. So, for me, it is really important when it comes to building the strong relationship towards the students and the teachers is the respect towards each other.” – IDI-07</p> <p>“We should have respect for each other and everything. So, at least with that, students can learn not only in the classroom, but they can also bring that discipline to other aspects of their lives as well.” – IDI-08</p>
Lead by Example and Firm Implementation of Rules	<p>“As a leader, he/she should be the first to comply with the policy implemented in the classroom. When the students see that you are doing what needs to be done, the rest will follow suit. Why? Because they will follow your example since you are also complying. That is how it is. In my opinion, to maintain it, they should stick to the policy, and he/she should also be the first to adhere to that policy.” – IDI-01</p> <p>“Implementing rules in the classroom is really regarded by the teacher first before the students. Because the manner of implementation is such that if one party will violate the agreement, the other party will do the same. As a teacher,</p>

	<p>you are really the role model that students look up to. So, if you are the one giving the classroom rules and regulations and then you do not implement them as a teacher, they will violate and they will abuse. That is it.” – IDI-05</p>
Imposing Classroom Rules as Necessary	<p>“My lesson or realization based on my experiences before is that you really need to be firm with your rules, especially when there are some students who may underestimate our capacity as a teacher. So, at least with that, you can also establish respect from your students if you are firm with your rules and regulations.” IDI-08</p> <p>“It is really important to set your rules inside the classroom because if you do not have rules, there will be no guide on how you are going to make your students follow particular set of standards. So, if you do not have rules, it is easy for your students to show their negative attitudes. They are going to misbehave because you have not set rules and standards inside the class.” – IDI-09</p> <p>“It is really important to have classroom regulations because classroom management in a classroom setting, the behavior of children is more regulated. They will know what is the right or wrong behavior in the classroom.” – IDI-11</p>
Establishing Boundaries in the Student-Teacher Relationship	<p>“Ah, there really is a positive impact when you implement rules in your classroom. If you do not implement those rules, what are the do's and don'ts during your class because it seems like your students do not have respect for you. It is like they will just treat you casually. So, you implement rules and regulations in the classroom to discipline them.” – IDI-12</p> <p>“It is really important to have these classroom rules because they serve as a guide for the students or even control them in terms of their behavior, what are the do's and don'ts. Sometimes, these classroom rules will, will make them aware as to what actions that are acceptable in this classroom, and what are the actions must not be done.” – IDI-13</p> <p>“It is really a vital tool, or a vital thing or factor, that establishes classroom rules in your classroom or with your students, because through that, it creates a strong foundation for the teacher and student relationship. And also, it creates boundaries so it does not damage the respect towards the teacher. And also, your moral as a teacher does not seem to degrade.” – IDI-04</p> <p>“It is important to have a student-teacher relationship in the classroom, but not overly friendly, but as a friend, as a student where they know the boundaries between me and them.” – IDI-11</p> <p>“It is really important to have a strong student-teacher relationship, but there are times when I really set boundaries. Even the student can feel that there is still a gap. Because through that gap, the student can also become aware that “oh, even though I am friends with sir, I still have to respect him because he is my teacher.” – IDI-13</p>
Participating in Trainings and Seminars as Essential for Enhancing Classroom Discipline	<p>“As to school administrators, it is important for teachers to participate in seminars and workshops to improve classroom management. So, the school administrators might allow teachers and instructors to attend workshops and seminars to fully equip themselves with the different aspects of classroom management because the 21st century demands it.” – IDI-03</p> <p>“For our school administrators, maybe more on trainings still. It is not just about attending one or two trainings. So, constant trainings and seminars when it comes to our teachers, especially those who are new, because we are not perfect. For school administrators, it is important to conduct trainings and seminars in order for us to learn more about our attitudes and behaviors towards our students.” – IDI-07</p> <p>“The administration can support the teachers in promoting or imposing classroom rules to their students by allowing their teachers or instructors attend some trainings or seminars that could improve their abilities and skills in managing and dealing with their students.” – IDI-09</p> <p>“In the school, if they create seminars for teachers and faculty on classroom management, that is good. It is still part of our development as teachers and members of the KCAST faculty.” – IDI-10</p> <p>“So, they should attend or the school should also conduct another seminar or training. It is important for them to attend so they can learn, especially like me as a criminology instructor, so we did not learn that during our bachelor's college days. We did not learn what a teacher can do. We should go through trainings and seminars to learn as a teacher. There should be trainings and seminars for non-education graduate teachers.” – IDI-11</p> <p>“If the Vice President for Academic Affairs establishes seminars for teachers on classroom discipline because they are part of the academic council, it would be better like that. You can also advise the new ones who might still be hesitant. So, we also guide them that they should not be like that... should not... you are a teacher, so you need to adjust your approach to the students especially when they are close in age. They are like friends. So, there should be a gap. You should not be too lenient.” – IDI-12</p> <p>“I will recommend them to attend seminars just like, for example, for me, I did not have this, I did not attend a seminar on classroom management because, of course, after our undergrad, after one month, we were already hired or assigned there directly. We did not have enough background on how to manage our classroom.” – IDI-13</p> <p>“And when it comes to teaching strategies in general, they have to attend workshops and seminars because that is part of our professional development, and not all learning is going to be learned in the classroom. So, they still have to attend symposiums or seminar trainings for them to be exposed to different classroom management styles, strategies, and all.” – IDI-14</p>

Building Rapport with Students as Necessary

The participants deem strong connections with students essential for effective teaching and learning. This theme emphasizes building rapport with students to create a supportive and engaging classroom environment. Teachers can cultivate positive relationships by establishing trust, understanding, and mutual respect, encouraging students to participate actively in class, seek help when needed, and

feel valued. Building rapport involves actively listening to students, showing empathy, and demonstrating genuine interest in their well-being and academic success. Through meaningful interactions and personalized attention, teachers can create a sense of belonging and motivation among students, ultimately enhancing their learning experiences and overall academic achievement. The participants emphasized its importance so that students would not hesitate to approach them whenever they had queries or concerns.

During the interview, Warm (pseudonym) reflected on the importance of establishing a connection between students and instructors in the classroom. Warm (pseudonym) highlighted the significance of open communication following the explanation of rules and policies. This insight comes from the participant accentuates the idea that developing an open environment within the classroom, limited to the instructor's subject and class, can contribute to a smooth and productive interaction between students and educators. It implies that while creating a friendly atmosphere is beneficial, it is essential to uphold professionalism to ensure effective teaching and learning experiences.

“Akoang i-open man gud kana bang connection sa estudyante ug sa instructor right after emphasizing the rules and policies. Akoa silang ingnon nga dili dapat mataha mura ba’g brotherhood lang ba no ingon-ana nga insight nga kung ingon-ana imong buhaton nga you are open to them to the limit nga sa imo lang klase, sa imong subject, nga ma maintain ninyo ang smooth nga panag-uban sa estudyante in the classroom.” (IDI-01)

(I open that connection between students and the instructor right after emphasizing the rules and policies. I will tell them that they should not be afraid, it is like a brotherhood, right? It is an insight that if you act like that, you are open to them to the limit that in your class, in your subject, you can maintain a smooth interaction with the students in the classroom.)

As with the other participant, Understanding (pseudonym) expressed that instructors have a complex role beyond rule enforcement. The participant emphasized the importance of cultivating a strong teacher-student relationship, with respect being crucial. She asserted that respect is one of the most vital aspects of building this relationship. It suggests that a positive teacher-student relationship, characterized by respect, is fundamental for fostering an environment conducive to meaningful teaching and learning experiences.

“You are there as an instructor not just in the rules of the classroom, but beyond. And isa sa akong na-learn is strong teacher-student relationship is kato sya the respect no nga atoang mahatag sa atoang estudyante kay isa man gud na sa pinakaimportante nga as a teacher no sa inyong pag-build og teacher and student relationship. Dapat naa juy respect ang estudyante sa imoha, dili lang kay instructor ka.” (IDI-03)

(You are there as an instructor not just in the rules of the classroom, but beyond. And one of the things I have learned is that a strong teacher-student relationship is about the respect that we give to our students because it is one of the most important things as a teacher in building a teacher-student relationship. Students should have respect for you, not just because you are their instructor.)

Moreover, Terror (pseudonym) described how she cultivated a strong relationship with her students by mutual motivation. She drew inspiration from her students' feedback to excel in their field. Simultaneously, she motivated her students as their unique field requires specific encouragement and support. This reciprocal motivation strengthens their bond and fosters a constructive learning space.

“One way pud na nga magkaroon mi og strong relationship is we need also to motivate each other. 'Yan yung pinagkukuhanan ko. Ang mga bata asa ko mokuha og mokuha og motivation para mo-excel sa akoang field karon is, of course, the feedback nga gikan sa mga bata. And me as well, I am also looking forward or I make sure nga nagamotivate ko sa bata kasi nga iba yung field namin eh.” (IDI-06)

(One way for us to have a strong relationship is to motivate each other. That is where I draw my inspiration. The students, where do I get motivation to excel in my field now, of course, it is from the feedback that I receive from the students. And me as well, I am also looking forward to or I make sure that I motivate the students because our field is different.)

In addition, Amiable (pseudonym) emphasized the importance of establishing a connection or rapport with others, which she considered crucial. She clarified that while building this rapport, she also guaranteed to maintain her professionalism. This suggests that she prioritized creating a friendly and comfortable atmosphere while upholding appropriate boundaries and standards of conduct expected in her role. She stated:

“I always first build a rapport, siyempre, that is very important. In building the rapport also I maintain my professionalism.” (IDI-08)

(I always first build a rapport, of course, that is very important. In building the rapport also I maintain my professionalism.)

Furthermore, Considerate (pseudonym) explained that teachers and students actively participate in the teaching and learning process. While students can engage in individual learning, they often rely on the expertise and guidance of their instructors to grasp the subject matter thoroughly. Therefore, she believed establishing a good relationship between teachers and students is essential for effective learning. It ensures that students benefit from their teachers' knowledge and support, leading to a more successful educational understanding.

“We know that teaching and learning process will not only revolve around the teacher, but there must be a participation between students. And students will not be able to learn by their own if they will not going to make their teachers or instructors help them. But,

in the context of individual learning, so they can do that. But with the expertise of the teachers, so they can rely on those things to their instructors and teachers. So, that is why good relationship between teachers and students is very vital.” (IDI-09)

Also, Strict (pseudonym) said that his approach to his relationship with students depends on the individual student. However, Strict (pseudonym) preferred maintaining a friendly relationship with his students. He has come to realize that this approach works best for them. He mentioned:

“Depende ra na sa estudyante pero I prefer nga friendly akoang relation sa akoang mga estudyante. Mao ra pud na akong na-realize.” (IDI-10)

(It depends on the student, but I prefer to have a friendly relationship with my students. That is what I have realized.)

Likewise, Hilarious (pseudonym) explained that building a strong teacher-student relationship is necessary. She advocated for guiding students in a friendly manner and stressed the significance of establishing a connection. Also, she argued that without this connection, the role of being a teacher loses its purpose in the student's learning journey. She jokingly said:

“Importante jud sya nga mag build og strong teacher-student relationship. Mag-guide mi og mga students in a friendly way. Naa jud dapat connection kay unsa pay pulos imong pagka-maestra no unya wala kay connection sa imong estudyante?” (IDI-12)

(It is really important to build a strong teacher-student relationship. We guide our students in a friendly way. There should really be a connection because what is the use of being a teacher if you do not have a connection with your students?)

Finally, Patient (pseudonym) described the belief that a good relationship between students and teachers formed a strong foundation. She suggested that when such a relationship exists, both parties understand and respect each other. Additionally, she became familiar with each other's attitudes and behaviors, fostering a stimulating learning climate.

“I believe one of the strong foundations of each student and teacher is the good relationship, cause when you have, you both know each, you both respect each other, you both find the... ah you both know each other the attitude of the teacher and sa student din.” (IDI-14)

(I believe one of the strong foundations of each student and teacher is a good relationship because when you have it, you both know each other, you both respect each other, and you both understand the attitude of the teacher and the student as well.)

Fostering Respect as Essential

The theme means prioritizing the cultivation of an environment where respect is valued and practiced among all members, whether it is between students, between students and teachers, or among colleagues. This theme highlights the critical nature of instilling respect as a fundamental principle within educational settings. It involves promoting empathy, understanding, and consideration for others' perspectives, backgrounds, and boundaries. By fostering respect, the participants can create a harmonious and inclusive atmosphere where everyone feels valued, safe, and empowered to participate actively in learning and collaboration. Hence, the participants stressed the need to foster respect to nurture positive relationships and promote a conducive learning environment.

In accordance with the insights gained from Understanding (pseudonym), she indicated that when students respect the instructor as a guiding figure, they are less likely to violate norms such as punctuality, misbehavior, or cheating. The underlying principle is that mutual respect fosters a sense of accountability and integrity among students, influencing their behavior positively without the need for strict rules. She said:

“Even without rules, kung i-ano nimo sa klase that they have to respect you not just because you are the instructor, but because you are someone na somehow will guide them. One of that is dili na sila ma-late. Kay ngano man? Gi-respect man ka nila. Ikaduha ana, dili sila mag-misbehave. Dili sila magtabi. Kay ngano man? Gi-respect man ka nila. Dili sila mag-cheat no kay maulaw sila nga ma-ano nimo nga nag-cheat sila.” (IDI-03)

(Even without rules, if you convey to the class that they have to respect you not just because you are the instructor, but because you are someone who will guide them somehow. One of those is they will not be late. Why? Because they respect you. Secondly, they will not misbehave. They will not talk back. Why? Because they respect you. They will not cheat because they will be ashamed if you catch them cheating.)

Furthermore, Empathetic (pseudonym) emphasized that mutual respect is crucial for building this connection. She suggested that when students and teachers respect each other, it can create a foundation for positive interactions and effective collaboration within the learning environment. This implies respect is fundamental to fostering a strong relationship between students and teachers.

“Again, it is the respect gyud. So, for me, it is really important when it comes to building the strong relationship towards the students and the teachers is the respect towards each other.” (IDI-07)

(Again, it is really the respect. So, for me, it is really important when it comes to building the strong relationship towards the students and the teachers is the respect towards each other.)

Lastly, Amiable (pseudonym) stressed the importance of fostering respect within the classroom and in all aspects of life. Amiable (pseudonym) suggested that by instilling a culture of respect among students, other instructors can also carry this discipline beyond the classroom and apply it to various areas of their lives. This broader application of respect can contribute to students' overall development and success beyond academic achievements.

“We should have a respect to each other and everything. So, at least, with that, student can learn ba nga not only in the classroom but they can also bring that discipline to the other aspects of their lives also. (IDI-08)

(We should have respect for each other and everything. So, at least with that, students can learn not only in the classroom, but they can also bring that discipline to other aspects of their lives as well.)

Lead by Example and Firm Implementation of Rules

The theme discusses the idea that teachers should serve as role models by adhering to the rules they establish in the classroom. By consistently adhering to these rules, the participants shared that they can set a standard of behavior for students to follow. This approach relies on the principle that students are more likely to comply with rules when they see their teachers doing so first. Therefore, by leading by example and implementing rules firmly, teachers create a culture of respect, responsibility, and accountability within the classroom. This fosters a positive learning environment where students understand the expectations and are motivated to follow suit. Eventually, classroom management and discipline effectiveness are strengthened when teachers demonstrate leadership through their actions. This means influencing student behavior positively.

Based on Warm's (pseudonym) experience, he highlighted the importance of leading by example in implementing classroom policies. He asserted that as a leader, the instructor should be the first to adhere to the policies they have established. By doing so, they set a precedent for students to follow. The participant believed that when students see the instructor complying with the rules, they are more likely to do the same, thus maintaining discipline in the classroom. This approach ensures consistency and reinforces the importance of adhering to established policies.

“As a leader dapat sya jud una motuman sa policy nga iyahang gi implement sa classroom. Ang kanang estudyante kung imong buhaton ang dapat buhaton, the rest will follow. Ngano man? Unsa man ang imong iingon motuman jud sila kay ikaw man mismo nituman man. Ingon-ana ba. Sa ako lang para ma maintain bitaw, they should stick to the policy, ug sya pud mismo ang mouna og adhere sa maong policy.” (IDI-01)

(As a leader, he/she should be the first to comply with the policy implemented in the classroom. When the students see that you are doing what needs to be done, the rest will follow suit. Why? Because they will follow your example since you are also complying. That is how it is. In my opinion, to maintain it, they should stick to the policy, and he/she should also be the first to adhere to that policy.)

Intimidating (pseudonym) also stated the importance of teachers taking the lead in implementing classroom rules. She emphasized that how rules are enforced can influence student behavior. She added that if the teacher fails to uphold the rules themselves, students may perceive them as unimportant and may also disregard them. Essentially, the teacher serves as a role model for students, and if they do not enforce the rules they set, it can lead to student disrespect and abuse of those rules.

“Implementing rules in the classroom is really regarded by the teacher first before ang estudyante. Kasi ang manner of implementation kasi if one party will violate the agreement, so the other party will do the same. As a teacher, ikaw talaga ang role model nga ginatan-aw sa mga estudyante. So, if ikaw nagahatag sa mga classroom rules and regulation and then dili diay na nimo gi-implement sa a teacher, they will violate and they will abuse. Yun.” (IDI-05)

(Implementing rules in the classroom is really regarded by the teacher first before the students. Because the manner of implementation is such that if one party will violate the agreement, the other party will do the same. As a teacher, you are really the role model that students look up to. So, if you are the one giving the classroom rules and regulations and then you do not implement them as a teacher, they will violate and they will abuse. That is it.)

Lastly, Amiable (pseudonym) emphasized the importance of being firm with classroom rules, especially when dealing with students who may challenge or underestimate the teacher's authority. The participant suggested that teachers like her can establish respect among students by maintaining firmness in enforcing rules.

Therefore, this approach communicates to students the seriousness of the rules and helps create a conducive learning environment where boundaries are respected.

“My lesson or realization based on my experiences before is that dapat gyud firm ka sa imong rules no especially nga there are some student ba nga ginatan-aw lang pud diay nila among capacity as a teacher. So, at least, with that, maka-establish pud ka og uhm, of course, respect sa imong mga student if you are firm sa imong rules and regulation.” (IDI-08)

(My lesson or realization based on my experiences before is that you really need to be firm with your rules, especially when there are some students who may underestimate our capacity as a teacher. So, at least with that, you can also establish, of course, respect from your students if you are firm with your rules and regulations.)

Imposing Classroom Rules as Necessary

The theme asserts the importance of establishing and enforcing rules within the classroom setting. It suggests that having clear guidelines for behavior is essential for maintaining order, facilitating learning, and creating a positive environment for teachers and students. Additionally, classroom rules can contribute to developing essential life skills such as responsibility, self-discipline, and cooperation. This emerging theme from the interviews emphasizes that establishing and adhering to classroom rules is fundamental to effective classroom management and student success. Thus, the participants explained that by having classroom rules, students would know what they should and should not do and that they should act accordingly in the classroom.

During the interview, Considerate (pseudonym) realized that establishing rules within the classroom to provide guidance and set expectations for student behavior is vital. He argued that without clear rules, students may exhibit negative attitudes and misbehave due to the absence of structure. He suggested that the imposition of rules by teachers is essential to prevent such behaviors and maintain order and discipline within the learning environment. Ultimately, the participant believed that enforcing rules helps create a conducive atmosphere for effective teaching and learning.

“It is essential to set your rules inside the classroom because if you do not have rules, there will be no guide on how you will make your students follow particular set of standards. So, if you do not have rules, it is easy for your students to show their negative attitudes. They are going to misbehave because you have not set rules and standards inside the class. I guess that is the very main reason why teachers should impose rules.” (IDI-09)

As with the other participant, Focused (pseudonym) believed that having classroom regulations is crucial for effective classroom management. She mentioned that regulations helped regulate children's behavior within the classroom setting. By establishing clear guidelines, students learn what behaviors are considered appropriate or inappropriate in the classroom. She expressed:

“Importante gyud nga naay classroom regulation because classroom management sa classroom setting mas ma-regulate ang mga behavior sa bata. Makabalo sila kung unsa ang tama o mali nga mga behavior sa classroom.” (IDI-11)

(It is really important to have classroom regulations because classroom management in a classroom setting, the behavior of children is more regulated. They will know what is the right or wrong behavior in the classroom.)

In addition, Hilarious (pseudonym) stressed the necessity of implementing rules in the classroom. The participant stresses that without clear guidelines, students may lack respect for the teacher and the learning environment, leading to a lack of discipline. Teachers establish authority and create a structured atmosphere conducive to learning by enforcing rules.

“Ah ano sya naa jud syay positive impact nga mag-implement ka og rules sa imohang classroom. Kung dili man gud ka mag-implement og kanang rules, unsa nang do's and don'ts no during ka magklase kay mura og walay respeto sa imo imong estudyante ba. Mura ra og yano-yanohon ra bitaw ka nila. So, mag-implement ka og rules and regulation sa classroom nga madisiplina sila.” (IDI-12)

(Ah, there really is a positive impact when you implement rules in your classroom. If you do not implement those rules, what are the do's and don'ts during your class because it seems like your students do not have respect for you. It is like they will just treat you casually. So, you implement rules and regulations in the classroom to discipline them.)

Lastly, Enduring (pseudonym) shared that having classroom rules is essential. He explained that by providing clear guidelines on acceptable and unacceptable actions, these rules serve as both a framework for behavior and a means of control within the classroom. The established rules enable students to understand what is expected of them and help create a conducive learning setting by facilitating awareness and guiding their conduct. This means that classroom rules play a crucial role in promoting positive behavior and facilitating effective teaching and learning practices.

“It is really important to have these classroom rules because this somehow kaning guide the students or even control them as to their behavior, what are the do's and don'ts. Kaning sometimes like the classroom rules will ano, will make them aware as to what are the actions that are acceptable to this classroom, and what are the actions that must not be done.” (IDI-13)

(It is really important to have these classroom rules because they serve as a guide for the students or even control them in terms of their behavior, what are the do's and don'ts. Sometimes, these classroom rules will, will make them aware as to what actions that are acceptable in this classroom, and what are the actions must not be done.)

Establishing Boundaries in the Student-Teacher Relationship

The theme highlights the necessity of building connections with students and setting clear boundaries in the student-teacher relationship. While fostering positive relationships is essential for effective teaching, establishing limitations is crucial to prevent potential abuse or exploitation. Educators create a framework that promotes trust, respect, and safety by maintaining boundaries while ensuring a professional learning environment. This balanced approach allows for meaningful interactions while upholding professional standards and safeguarding against conflicts.

During the interview, Approachable (pseudonym) said that setting classroom rules is crucial for building a good relationship between teachers and students. According to her, these rules helped maintain respect for the teacher, prevent disruptions, and uphold the teacher's

moral standards. She firmly believed that classroom rules can create a positive learning atmosphere. She expressed:

“It is really a vital tool no nga kanang or vital thing or factor nga maka-establish jud og classroom rules sa imohang classroom or sa imohang students, kay through ana maka-create sya og ah kato strong foundation as teacher and student relationship. And also, maka-create sya og boundary nga dili sya makaguba no og respect towards the teacher. And also, kanang imong moral ba as a teacher gud dili sya mura og ma-degrade.” (IDI-04)

(It is really a vital tool, or a vital thing or factor, that establishes classroom rules in your classroom or with your students, because through that, it creates a strong foundation for the teacher and student relationship. And also, it creates boundaries so it does not damage the respect towards the teacher. And also, your moral as a teacher does not seem to degrade.)

Moreover, Focused (pseudonym) emphasized maintaining a student-teacher relationship in the classroom. However, it cautioned against an excessively familiar or overly amicable relationship. Instead, the ideal relationship should strike a balance where the teacher is approachable and supportive, similar to being a friend, yet maintaining clear boundaries. She explained:

“Importante nga naay student-teacher relationship sa classroom, pero dili overly nga kuan ra pud kanang over friendly nga relationship, but as a friend lang as a student nga kanang kabalo sila pud kung unsa ilang kanang boundaries between me and them.” (IDI-11)

(It is important to have a student-teacher relationship in the classroom, but not overly friendly, but as a friend, as a student where they know the boundaries between me and them.)

Finally, Enduring (pseudonym) underlined the significance of developing a strong student-teacher relationship while maintaining necessary boundaries. Even amidst a friendly rapport, setting boundaries reinforces the teacher's authority and reminds students to uphold respect. He believed that this “gap” reminded students that, despite any personal connection, the teacher-student relationship came with inherent responsibilities and expectations. Thus, it cultivates a culture of mutual respect and reinforces the teacher's position as an authority figure in the educational setting.

It is really important to have a strong student-teacher relationship, but there are times jud nga akoo jud naga-set jud ko og boundary. Makakuan pud gani ang student nga kanig mura og naa gihapon syay gap ba. Because through that gap, kaning mura og makuan kani nga student mura og ma-aware pud “ay kaning si sir though we are friend, but still I have to respect him because he is my teacher.” (IDI-13)

(It is really important to have a strong student-teacher relationship, but there are times when I really set boundaries. Even the student can feel that there is still a gap. Because through that gap, the student can also become aware that “oh, even though I am friends with sir, I still have to respect him because he is my teacher.”)

Participating in Trainings and Seminars as Essential for Enhancing Classroom Discipline

The theme suggests that active participation by teachers in training and seminars is essential for enhancing classroom discipline. It implies that teachers learn new strategies and approaches to manage classroom behavior effectively through discussions and professional development sessions. Additionally, trainings and seminars provide opportunities for teachers to exchange ideas and experiences, helping them to refine their disciplinary techniques and foster a positive learning environment. During the interview sessions conducted by the researcher, most participants emphasized the necessity for teachers to participate in training and seminars, especially in the 21st century, where there is a constant evolution of teaching methods and discipline strategies required to meet the needs of modern learners.

Based on her prior experience of Understanding (pseudonym), she recommended that school administrators recognize the significance of continuous professional development for teachers, particularly in classroom management. Understanding (pseudonym) believed that by encouraging teachers to participate in seminars and workshops, administrators can aim to provide them with opportunities to enhance their skills and knowledge in this area. She stressed the need to adapt to new challenges and demands now that we are already in the 21st century, including classroom management. She explained:

“As to sa school administrators, siguro need sa teacher gyud nga mo-involve sa nga seminars and workshops ba para ma-improve ang classroom management. So, might the school administrators will allow the teachers and the instructors to attend to workshops and seminars to achieve and to fully equip with the different gyud nga classroom management kay lahi na gyud biya ang 21st century.” (IDI-03)

(As to school administrators, it is important for teachers to participate in seminars and workshops to improve classroom management. So, the school administrators might allow teachers and instructors to attend workshops and seminars to fully equip themselves with the different aspects of classroom management because the 21st century demands it.)

As with the other participant, Empathetic (pseudonym) shared that continuous training and professional development for teachers, particularly new ones, should attend training and seminars about classroom discipline. She suggested that attending just a few training sessions is insufficient, and ongoing seminars and training sessions are necessary to help teachers improve. Additionally, she highlighted the significance of administrators conducting training and seminars to help teachers understand and improve their attitudes

and behaviors toward students. She said:

“Sa atong school administrators, maybe more on trainings gihapon. Dili man gyud na mag-end sa isa ka training or duha ka training. So constant trainings and seminars when it comes to our teachers most especially katong mga bag-o pa nga mga teachers, because dili man gyud ta perfect. For school administrators, mao lang gihapon nga mag-conduct sila og trainings and seminars in order for us to learn more about our attitudes and behaviors towards our students.” (IDI-07)

(For our school administrators, maybe more on trainings still. It is not just about attending one or two trainings. So, constant trainings and seminars when it comes to our teachers, especially those who are new, because we're not perfect. For school administrators, it's important to conduct trainings and seminars in order for us to learn more about our attitudes and behaviors towards our students.)

Similarly, Considerate (pseudonym) mentioned the need for the teachers to attend some training and seminars. He clearly said during the interview that the administration can assist teachers in effectively implementing classroom rules by enabling them to attend training sessions or seminars. By participating in such events, teachers in today's education can enhance their abilities and skills in managing and interacting with students. Considerate (pseudonym) advocated for administrative support in providing teachers with opportunities for professional development geared towards improving classroom management techniques.

“The administration can support the teachers in promoting or imposing classroom rules to their students by allowing their teachers or instructors attend some trainings or seminars that could improve their abilities and skills in managing and dealing with their students.” (IDI-09)

Likewise, Strict (pseudonym) believed that it would be beneficial if the school organizes seminars focusing on classroom management for teachers and faculty. Strict (pseudonym) viewed such seminars as integral to their development as instructors and as members of the KCAST faculty. More importantly, he emphasized the positive impact of these seminars on their professional growth and effectiveness in their roles. He stated:

“Sa school pud no kung mag-create sila og seminar for teachers and faculty sa classroom management, okay. Part man gihapon na sa development namo as teachers as members sa faculty sa KCAST.” (IDI-10)

(In the school, if they create seminars for teachers and faculty on classroom management, that is good. It is still part of our development as teachers and members of the KCAST faculty.)

Focused (pseudonym) also said non-education graduate teachers must attend seminars or training sessions. She expressed the necessity for such events because, unlike education graduates, they have not been specifically trained in teaching methods during their college education. Focused (pseudonym), explicitly mentioning her background as a criminology instructor, highlighted the gap in her knowledge regarding effective teaching strategies. Therefore, she believed and advocated for the provision of training opportunities tailored to non-education graduates to equip them with the skills needed to excel as teachers.

“So, dapat mag-attend jud sila or magkuan, mag-conduct na pud ang school og another ato nga seminar or training. Importante nga mag-attend kay para matun-an nila like especially ako criminology instructor so wala na mo in our ano bachelor's ano college days. Wala namo gitun-an unsa ang mahimo nga teacher. Dapat moagi jud og trainings and seminars para makatuon pud mi as a teacher ana. Dapat naay mga trainings and seminars for non-education nga mga graduate nga teachers.” (IDI-11)

(So, they should attend or the school should also conduct another seminar or training. It is important for them to attend so they can learn, especially like me as a criminology instructor, so we did not learn that during our bachelor's college days. We did not learn what a teacher can do. We should go through trainings and seminars to learn as a teacher. There should be trainings and seminars for non-education graduate teachers.)

Furthermore, Hilarious (pseudonym) proposed that it would be beneficial if the Vice President for Academic Affairs arranged seminars for teachers focusing on classroom discipline. She believed this would provide an opportunity to advise new teachers who may feel unsure about effectively managing discipline. Additionally, Hilarious (pseudonym) mentioned that it is essential to guide novice teachers in adjusting their approach to students, especially when the age gap is close.

“Kung naa may i-establish si Vice President for Academic Affairs about seminars for teachers on classroom discipline kay sa academic council man na sila, mas maayo kung ingon-ana. Ma advice-san pud nimo ang mga bag-o nga maluoy pa man gud na sila. So, gina-guide pud namo na sila nga dili dapat ingon-ana ang... dili dapat... teacher na man ka, so lahion na nimo ang approach sa estudyante labi na og duol ra gani sila og edad. Mura na sila og barkada. So, dapat naa juy gap. Dili ka magpaluoy-luoy.” (IDI-12)

(If the Vice President for Academic Affairs establishes seminars for teachers on classroom discipline because they are part of the academic council, it would be better like that. You can also advise the new ones who might still be hesitant. So, we also guide them that they should not be like that... should not... you are a teacher, so you need to adjust your approach to the students especially when they are close in age. They are like friends. So, there should be a gap. You should not be too lenient.)

In addition, Enduring (pseudonym), in her response during the interview, brought attention to the significance of attending seminars, using his own experience to illustrate its importance. He discussed how he did not have the chance to attend a seminar on classroom

management after completing his undergraduate studies. As a result, he found himself lacking the necessary skills when he was immediately assigned to classrooms. He said:

“I will recommend them to attend to seminars just like, for example, sa akola nga wala jud ani, wala jud niagi sa seminar sa classroom management kay, of course, kaning after sa amoang undergrad, after one month naa na mi diria na-hire or nasalang na mi diritso. Wala miy enough background as to how to manage our classroom.” (IDI-13)

(I will recommend them to attend seminars just like, for example, for me, I did not have this, I did not attend a seminar on classroom management because, of course, after our undergrad, after one month, we were already hired or assigned there directly. We did not have enough background on how to manage our classroom.)

Lastly, Patient (pseudonym) drew attention to the essential role of workshops and seminars in shaping teaching strategies. She emphasized that professional growth extends beyond classroom settings. Additionally, she contended that attending such events is crucial for teachers to familiarize themselves with diverse classroom management styles and effective strategies. She believed that she could underscore the significance of exploring various approaches through symposiums and seminars by stressing the importance of ongoing learning outside traditional education.

“And kung teaching strategies in general, they have to attend workshops and seminars kay part man na sa atong professional development, and not all learning man gud is going to be learned in the classroom. So, they have to still attend symposium or mga seminar trainings for them also to be exposed with different classroom management styles, strategies, and all.” (IDI-14)

(And when it comes to teaching strategies in general, they have to attend workshops and seminars because that is part of our professional development, and not all learning is going to be learned in the classroom. So, they still have to attend symposiums or seminar trainings for them to be exposed to different classroom management styles, strategies, and all.)

Conclusions

In conclusion, the study highlighted the complex nature of classroom discipline strategies and how college instructors deal with them. By conducting in-depth interviews and analyzing themes, important points emerged, such as the significance of clear expectations, coping methods for behavior challenges, and the necessity of continuous professional development. These results emphasize the intricate interactions of classrooms and instructors' vital role in creating a positive learning atmosphere.

Further research is needed to explore these themes in greater depth and evaluate the effectiveness of various discipline strategies over time. The institution can create environments where educators and students thrive academically and behaviorally by continually refining our understanding of classroom management dynamics and supporting instructors with targeted professional development initiatives.

Throughout the research process, the researcher faced numerous challenges. A significant issue was the lack of access to his laptop, which forced him to rely on his sister's device for research tasks. This situation was compounded by the stress of falling behind compared to peers who had already made substantial progress, causing considerable anxiety. Despite these setbacks, he persevered by using his cell phone for preliminary tasks and transferring files to his sister's laptop whenever available.

The researcher also experienced moments of doubt, questioning his ability to complete the study independently. However, key individuals' continuous support and encouragement played a crucial role in sustaining his motivation. Their affirmations provided a source of strength throughout the process.

Additionally, unforeseen circumstances necessitated rescheduling interview sessions, which was particularly disheartening when he was already on site. This required him to adapt and maintain resilience in logistical challenges.

Finally, the researcher embraced these difficulties as opportunities for personal growth and improvement. The culmination of his efforts reflects a deep commitment to his work, made possible through his perseverance and the guidance of a higher power. He hopes the final study will make a meaningful impact on its readers.

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