

Improvement Strategies on Classroom Discipline among Lake Lanao College Incorporated Senior High School Students

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INTRODUCTION

Classroom strategies and discipline are essential components to the effective operation of a school and it is through discipline and classroom management policies and practices that schools establish and maintain the levels of order and control necessary for teaching and learning to occur.

"Improving Strategies" and "discipline" are terms often used synonymously to describe a diverse and extensive range of teacher behaviors and strategies. However, a distinction is made between the two, with classroom management referring to the strategies that teachers use to prevent misbehavior whilst managing the class as a whole group, and discipline referring to the strategies that teachers use to deal with the misbehavior of individual students (Doyle, 2006).

The debate as to how schools and teachers can best manage misbehavior and develop a sense of order and control has matured, particularly over the last twenty to thirty years. Prior to this teacher were expected to adopt what are presently seen to be authoritarian strategies that were punishment focused as a means to maintain control (Balson, 2008).

However, since 2000 other approaches such as the preventative classroom management models of Kounin (2020) and Evertson and Emmer (2012), or the relationship based models of Canter and Canter (2006), Glasser (2015), Dinkmeyer, McKay & Dinkmeyer (2000) and Gordon (2004) have been available for teachers to use. These later models focused on providing teachers with a range of different strategies to use to correct misbehavior, depending on the type of student/teacher relationship.

Other key factors have been identified that influence the behavior of students in schools. These include: clarity of expectations within a school; an atmosphere conducive to effective learning with pupils adhering to a sensible and fully understood code of behavior as a matter of course; a successful combination of firmness and kindness together with the expectation of courtesy; warmth and humor in relationships; support which helped to combat the problems of a difficult environment, where such existed; and a general demonstration of sensitivity (Tattum, 2009:73). These findings and the studies of Rutter et al (2009) suggest that order and control in schools also develops through a number of whole school variables. These include consistency amongst all staff in a school, the use of praise and rewards for good behavior, the modelling of appropriate behavior by teachers, and an ethos of fairness that pervades school life (Maughan and Ouston, 2000).

Traditionally, many of the theories and intervention models in classroom management and discipline have been based on constructs derived from psychological and management theory and as such have little obvious connection to the perceptions of teachers as to what defines and constitutes competent practice in classroom management and discipline, nor to the identification of the difficulties teachers perceive they face in acquiring these competencies. Despite increasing research in the area, the field is still a relatively primitive field of educational research (Doyle, 2006). It is most important that further research understandings are developed as to the individual cognitive frameworks that teachers use to maintain classroom strategies and to deal with misbehavior. This study aims to collect data that will assist in understanding firstly, the perceptions that teachers themselves have of essential skills in classroom management and discipline, and secondly, the difficulty they perceive they have in acquiring these skills.

Framework Of the Study

Theories of Teacher Strategies and classroom discipline must relate to what teachers see to be the purpose and context of schooling; that is, effective teaching and learning. It appears that in the past theoretical models assumed that teaching and learning and management of misbehavior were mutually exclusive. That is, effective teaching and learning can take place once effective order is established through discipline. This is a wait and see approach, and the teachers in this study appear to suggest that, in fact, the two approaches are constantly integrating through: how the curriculum is implemented, how teachers relate to students, and how teachers put into practice their own personal philosophy of teaching.

Effective classroom management and discipline is more a strategic problem solving process than an approach akin to following a recipe or cookbook, a point vigorously argued by McGuiness (2003). With this in mind, and in regard to the three models of discipline outlined in Chapter 2, those models and approaches identified that focus primarily on dealing with misbehavior do not adequately reflect teacher conceptions of effective classroom management and discipline. This would particularly apply to the reactive and responsive models of discipline. It would appear that these two models oversimplify discipline and separate it from the other more important variables that are imperative to effectiveness. Misbehavior is the focus of these models, rather than learning. In fact, if misbehavior does become the focus and priority, then it is most likely to increase. It is not that teachers do not need skills to prevent and deal effectively with misbehavior, rather, the results strongly assert that teachers do need to develop these important skills. What is apparent is that these skills by themselves will not ensure effective management nor will they contribute to the resolution of conflicts that are part of everyday school life. The effective prevention and correction of misbehavior can metaphorically be best seen as an important part of the picture, but not as the whole picture.

Classroom management and discipline has received relatively little attention in the field of educational research. As Doyle reports, most researchers have tended to take a restrictive view of the field and to focus on individual actions rather than on 'the sum total of what teachers do in classroom settings' (2006: 392). Developing new understandings of what teachers do, and think they do, helps researchers and educators understand teachers' perceptions and decision making processes (Kyriacou, 2006; Kyriacou 2001). Doyle (2006) maintains, this helps researchers develop a broader understanding about what really happens in classrooms, thus providing a better foundation for designing teacher education programs that will meet the needs of both beginning and experienced teachers.

Evidence suggests that many beginning teachers experience some problems in controlling individual pupils and classes (Reid, 2009). In a study of 4,350 graduate teachers Reid found that 63.5 percent had some problems and 14 percent had major difficulties in controlling individual students, while 53 percent had some problems and 7.6 percent major difficulties in controlling classes as a whole. In addition, problems with discipline have been consistently reported to be a major source of stress for experienced teachers (Otto, 2006).

There is little doubt that definitions of classroom management and discipline which have evolved over the last four decades reflect changes in understanding about the factors that influence appropriate behavior and misbehavior in schools and the teacher's role in dealing effectively with and/or preventing misbehavior. The definitions of Doyle (2006) highlight some of these changes, distinguishing between preventative classroom management strategies and discipline strategies that are aimed at dealing with misbehavior after it has occurred. However, this distinction is not always clear in the wider literature, where often the terms are used synonymously.

In addition to this, subtle changes have occurred in the use, and accepted meaning, of the term discipline. Where three to four decades ago discipline was perceived to be derived through authoritarian school and teacher practices, it is now perceived to be an outcome of whole school practices and policies consistently and positively applied by teachers. Whilst these changes can be seen to be part of a continuous evolution they are more likely to represent three different stages of development. These three stages of development can be broadly classified as the reactive stage, focusing mainly on the use of punishment; the responsive stage, involving a search for more effective ways for teachers to respond to misbehavior; and the inclusive stage, which views discipline as part of the overall school curriculum and pattern of organization. Each of these stages reflects different sets of

assumptions and concepts of what constitutes discipline and its associated teacher practices in schools. Whilst the three stages share some common elements, they are based on different social and professional expectations of teachers and operate at different levels of the organizational hierarchy of schools.

In the 1990s teachers were expected to have an authoritarian style of discipline. Relationships between teachers and students were not important. The role of the teacher was to ensure that students did as they were told and did not challenge authority. In the 1990s these expectations began to be challenged as society became more democratic. Teachers began to be expected to use strategies that focused on student/teacher relationships and it was through these relationships that teachers were encouraged to manage misbehavior effectively. However, it was in the 1980s that schools began to be encouraged to look at the whole school as a unit of managing order and misbehavior. The teacher's role was to be part of a school team of teachers who implement the school policy in a consistent manner. Discipline in the 1990s and 2000s was largely teacher centered. It was as Docking reports, 'something which must be achieved before the real business of teaching can take place' (2009:7). However, teacher discipline practices in these times were aimed at suppression and dealing with misbehavior after it had occurred. In this sense it was reactive and did not focus on constructive ways to deal with misbehavior. Prevention of misbehavior occurred through threats and other suppressive strategies.

In the responsive stage, teachers were encouraged to develop relationships with their students and to use these relationships to assist in dealing with misbehavior. The types of relationships were varied, however teachers were generally encouraged to develop a consistent approach. It is because teachers could begin to plan their strategies and utilize effective teacher/student relationships to deal with misbehavior that this stage is referred to as the responsive stage. The reactive and the responsive stages shared similar limitations in that they both focused on discipline as a response to misbehavior. The focus for these interactions was mainly in the classroom. Misbehavior in these stages was dealt with, rather than being understood as the product of poor planning and teaching skills, irrelevant curriculum or lack of cohesive school policies.

Subsequently, however, misbehavior began to be related to other factors in the school besides the teacher's authority and teacher/student relationships. This stage is referred to as the inclusive stage. Discipline in the inclusive stage, is a process that cannot be separated from the curriculum, instruction, and whole school organization. Pupil misbehavior is influenced by a teacher's management and teaching styles, as the research of Kounin (2000) indicates. If a teacher has ineffective management and/or teaching skills then misbehavior cannot be eliminated before teaching takes place. As Hargreaves maintains, discipline is linked to a teacher's ability to engage 'young people in the central purposes of their learning' (2009:5). In this stage discipline is a function of what is taught in schools and how it is taught. There is recognition of the need to deal with misbehavior, but not as an end in itself; rather it is part of a process that provides for order in schools, self-control and the development of long term responsible behaviour in students (Hargreaves, 2009; Rogers, 2000).

The three stages can be typified as interacting with each other, where the reactive and responsive stages have both been embraced, and their scope expanded, in the inclusive stage. The common denominator among the three stages is that they all attempt to provide for the needs of teachers to deal with misbehavior. This is demonstrated where the three stages overlap. The inclusive stage also embraces other aspects of the responsive stage, in particular the need for assertive teacher behavior, constructive teacher/student relationships, and planned responses to misbehavior. What is different is that the inclusive stage recognizes the need for preventative measures as well as policy development and policy implementation to be undertaken within a school, and on a whole school basis. This has resulted in discipline being embodied into a schools' broad management plans through which the behavior of individual teachers and students become guided by school policy.

Statement Of the Problem

The purpose of this study was two-fold. It aimed to identify and investigate the improvement strategies and discipline skills that teachers perceive they ought to have to be proficient and effective in the classroom. In addition, it aimed to identify and investigate the difficulties that teachers perceive they have in developing and using these classroom management and discipline skills. The investigation sought in particular to answer the following questions:

1. What are the main background factors which influence teachers' perceptions of the relative importance of particular improvement strategies and the difficulties of developing them?
2. What are the most important skills and understandings that teachers consider are required by teachers to establish effective classroom management and discipline?
3. What skills and understandings in classroom management and discipline do teachers consider to be the most difficult to acquire?
4. Do similarities and differences exist between high school and primary school teachers in the skills considered most important to acquire and in the difficulty of developing them?

Delimitation Of the Study

The study focuses particularly on the teacher perceptions in classroom management and discipline skills of selected schools in Marawi City as may be perceived by the selected mentors of each school considered as respondents in this study. In this study, there were only three (3) sections of senior high school students from Lake Lanao College Incorporated with seventy-five (75) respondents in each section considered in this study.

Significance Of the Study

The expected benefits of this investigation to key stakeholders in the education process are as follows:

- Teachers will benefit through communicating their perceptions and difficulties to the broader educational community. Communicating difficulties experienced in classroom management and discipline is one of the taboos of the teaching culture (Rogers, 2000). It is anticipated that the results of this investigation will allow for such difficulties to be identified and reported on in a systematic manner. As teachers generally teach in isolation from other colleagues they are not always aware of the difficulties that others face. This investigation will assist teachers to find out that the difficulties they face could be similar to those experienced by others.
- Administrators will benefit through developing broader and specific understandings of the skills that teachers perceive they must have and the general types of difficulties that teachers face in developing these skills. This will be important in the planning of professional development programs for schools.
- Teacher Educators will benefit by understanding the types of skills that teachers perceive as being essential to the tasks of classroom management and discipline and by including programs for the development of these skills in teacher training programs. In addition, the results can enable course developers to check on the relevance and appropriateness of the content of existing teacher education courses in classroom management and discipline.
- Students will ultimately benefit if these skills are developed as a result of increased understanding and commitment amongst teachers, teacher educators and policy makers.

Definition of Terms

Classroom management: is defined as "the actions and strategies that teachers use to solve the problem of order in classrooms, the set of strategies teachers use to prevent misbehavior in the classroom."

Competency: is a combination of elements of behavior in relation to a goal, rather than specific separated bits of behavior or performance.

Discipline: is referred to as "the treatment of misbehavior in classrooms and schools, the set of strategies that teachers use to deal with misbehavior when it occurs."

Effective: is being able to achieve desired results in classroom management and discipline.

Perception: is defined as our recognition and interpretation of sensory information; ability to see, hear, or become aware of something through the senses.

REVIEW OF RELATED LITERATURE AND STUDIES

Over the last forty years' researchers and practitioners alike have been actively involved in attempting to define precisely what classroom management and discipline are and to identify what are the component skills that determine effectiveness in these areas. Since the 1950s gradual and subtle changes as to what constitutes and defines discipline have emerged in the literature. There is no doubt that the concepts of classroom management and discipline are both concerned with developing a sense of order in classrooms and correcting misbehavior in individual children, but effective discipline is now also seen to be a function of the overall organization and administration of a school.

Along with these changes, many teacher behaviors that were previously associated with "good" discipline are no longer seen as acceptable. In addition, teacher practices in classroom management and discipline are open to greater scrutiny by colleagues, students and parents. As Rogers (2000:7) reports, discipline in the 1950s 'was a "thick ear", respect for our masters, a cane across the hand or legs, or the dreaded trip to the principal's office'. Discipline was the teacher's prerogative. It was based on the assumption that fear, control and force would ensure compliance. Balson (1988) maintains that teachers made all the decisions about student behavior and these were generally supported by parents, school administrators and society in general. Teachers were always right and their motives and behavior were rarely questioned.

Contemporary thinking concludes that teacher practices based on forced compliance, but construed as "good" discipline, are no longer appropriate (Balson, 2008). These teacher behaviors are seen to be forms of punishment. As Rogers (2000:12) concludes, 'if we want to punish someone, let's call it by its right name'.

The literature is clear that misbehavior is not a recent phenomenon and that most misbehavior is minor in nature (Conway et al, 2000; Galloway et al, 2009). Attention has also been drawn to the view that disorder and misbehavior in schools is a recent phenomenon and the validity of this view, often expressed in the public media, has been questioned (McManus, 1989; Lawrence et al., 2004). McManus and Lawrence draw upon historical sources to highlight documented records of riots and disturbances in schools. The first reported incident of fighting and plunder occurred at Cambridge in England in 1261. Other early incidents include the armed occupation by students of Edinburgh High School in 1587 and a riot in Eton in 1818. New understandings as to what causes and constitutes misbehavior have emerged since the 1970s, leading to new definitions of classroom management and discipline being developed.

These changes have largely emanated from a pioneering study by Kounin (2000) which was the first to systematically challenge the belief that the child was the cause of all classroom misbehavior. As a result, researchers began to focus on the processes and skills involved in teacher decision making, the strategies that teachers need to deal successfully with misbehavior and, more importantly, the skills they need to use to prevent misbehavior (Kyriacou, 2001). The consequence is that classroom misbehavior and academic failure are now seen to be determined, or at least strongly influenced, by the curriculum and organization of the school as a whole (Slee, 2002).

There appears to be little doubt that the issues pertaining to classroom management and discipline are much more complicated than was previously thought. As Slee (2002:194) maintains, 'this has taught us that ... school discipline is more complex than the popular press or nostalgic comparisons would indicate'. It is not surprising then that the development, implementation and evaluation of effective school and classroom policy and practice in this area are just as complex for teachers, administrators and researchers.

Defining Classroom Management and Discipline

A wide range of definitions of classroom management and discipline is prevalent in the literature (Doyle, 2006; Good and Brophy, 2007; Emmer, 2007; Sanford et al, 2003; Rogers, 2000; Turney et al, 2002). The one common element in their definitions is that they attempt to provide teachers with a framework as to how they can best

prevent and/or deal with misbehavior. In a definitive analysis of the literature Doyle (1986) draws a clear distinction between the terms "classroom management" and "discipline". Classroom management is defined as "the actions and strategies that teachers use to solve the problem of order in classrooms" (p 397), while discipline is referred to as "the treatment of misbehavior in classrooms and schools" (p 394).

Doyle's distinction between these two terms is critical, yet simple. Discipline requires teachers to focus on, and deal with the misbehavior of individual students. Classroom management, on the other hand, requires teachers to develop and maintain a sense of order by focusing on the class as a whole, or as a collection of smaller groups. This difference still acknowledges the need for teachers to deal with misbehavior and to provide for ongoing attention to the tasks of learning. Nevertheless, defining the management function in terms of handling misbehavior or eliciting and sustaining engagement tends to emphasize individual students as the target of the teacher's thinking and action and does not always capture the group dimensions of classroom management (Doyle, 2006:395). The strategy for the use of classroom management skills is, therefore, to prevent misbehavior through the use of planning, organizational, and limit-setting behaviors, that establish an environment in which effective learning and instruction can occur (Doyle, 2006; Sanford et al, 1983; Emmer, 2007; Turney et al, 2002). Discipline refers to the skills that teachers use to deal with misbehavior after it has occurred.

The Reactive and Responsive Models

Discipline has long been associated with an era where teachers had unquestionable authority and were free to use punishment extensively (Slee, 2002). Teaching has an authoritarian history and these practices were, in the past, both expected and supported by society (Balson, 2008). In this traditional approach, the locus of control was with teachers and remained external to students, applied when and how a teacher deemed appropriate. The expectation was, as Slee (2002:4) reports, that through fear and habit, 'sometimes euphemistically called "respect"', students would come to control their own behavior. Teachers were able to utilize strategies that in effect forced students to follow their decisions. Corporal punishment was frequently used, the implication being 'that control by force was the necessary ingredient' (Rogers 2000:8). Students were punished not necessarily because their behaviour was inappropriate but more because their behavior was a threat to authority.

Because traditional discipline focused on the use of punishment to control students it can be perceived to be a reactive approach to dealing with misbehavior. It is reactive because teachers focused on and blamed students for misbehavior, students were not encouraged to develop self-discipline, nor were teachers encouraged to develop effective relationships with their students, to use strategies to prevent misbehavior occurring or to plan systematically to deal with misbehavior once it occurred. Without mechanisms and support in place to prevent and/or deal systematically with misbehavior, and in a culture that expected and rewarded authoritarian strategies, teachers had little opportunity to develop strategies, other than those that were a reaction to misbehavior. Teachers were given the freedom to deal with misbehavior as they saw fit, without being challenged by social norm or school policy. Without alternative understandings of the causes of misbehavior, teachers only had their positional "authority" to deal with misbehavior. As a result, they often used punitive measures when they considered their authority was challenged. As Rogers (2000) eloquently suggests, reactive discipline involved students being on the receiving end of corporal or other punishment, whether it was from the teacher or the principal.

Looking at wider social changes, the traditional system was replaced by a progressively democratic system. Balson (2008:4) postulated that because of these changes 'teachers found that they could no longer dominate students'. These changes reflected the emergence of a responsive model of discipline. This model began to question the continued use of authoritarian strategies by teachers, and in particular the use of punishment. In fact, the use of reactive strategies began to be seen to be more an indicator of ineffective rather than effective discipline and teaching (Emmer, 2007). The use of the term discipline as a word synonymous with punishment was increasingly viewed as educationally misleading and inappropriate. As a result, discipline began to be viewed more broadly in terms of how teachers could best respond to, and correct, misbehavior.

The focus of the discipline debate began to center on the student/teacher relationship and was defined in terms of how teachers could best influence the behavior of children (Canter and Canter, 2006). It was assumed that the answer to discipline problems lay in the type of relationships that teachers and students developed. As Glickman

and Wolfgang (2009:7) announced, teachers had available 'a rash of teacher-child interaction programs and models' to overcome misbehavior. Teachers were encouraged to use programs that were often psychologically based and derived from case study approaches to student development (Slee, 2002). Popular examples of these approaches included Assertive Discipline (Canter and Canter, 2006), Systematic Training for Effective Teaching (Dinkmeyer et al, 2008), Teacher Effectiveness Training (Gordon, 2004) and Reality Therapy (Glasser, 2005). Teachers were asked to use strategies that were associated with these programs, the main difference being which ideologies the programs were associated with. Glickman and Wolfgang (2009) identified three main "ideological camps" and defined these as the non-interventional, the interactional and the behavioral. The degree of power that teachers could use in their relationship with their students was the major philosophical difference between the models. The non-interventional and behavioral "camps" were perceived to be at opposite ends of a continuum of power. 'At one end the child has most control of his/her behavior. At the other end, the teacher subsumes the child's power' (Glickman and Wolfgang, 2009:8).

Like the reactive model, the responsive model mainly focused on the teacher's style in dealing with individual misbehavior. In this regard, it did not provide a whole class organizational focus and structured management perspective for preventing misbehavior. However, the later works of Glasser (2006) and Balson (2008) did provide insights into the value of co-operative groups and learning teams as a dynamic process that encouraged student co-operation and minimized opportunities for misbehavior. The responsive model has come under criticism in the literature. Slee (2002) asserts that the model has not been empirically validated, that it has too narrow a focus and that it has encouraged teachers to believe a "quick fix" can be found to the problems they encounter in the classroom.

In addition, both models are viewed within the framework of relationships in the classroom, and in particular the way in which teachers can deal with misbehavior after it has occurred. The models focus on the dynamics involved in individual interactions between teachers and students and the relative power in these relationships in terms of a process for understanding and dealing with misbehavior. They ignore the dynamics of the class as a whole group and its influence on individual behavior, and the organizational procedures that teachers can use to prevent misbehavior. As Kounin (2000) clearly expounded, whole classes develop an identity of their own and the dynamics differ from those that occur between individuals. To assume that the dynamics are similar in terms of a collection of individual relationships is fraught with danger (Doyle, 2006). As Doyle maintains: the substance of the management function is the classroom group, and the primary focus of the teacher in the pursuit of order is setting creation and maintenance rather than individual behavior.

The Whole Class Approach to Classroom Management

This construct of discipline emerged from the research of Jacob Kounin in the late 2000s. Kounin's research initially involved studying, and assessing, the effects of specific teacher behaviors and structures on children's behavior, through observations and video recordings. He found that misbehavior occurred more often in classrooms where teachers did not provide and use on-going structures such as rules and routines, nor provide positive feedback to children (Kounin, 2003). Kounin concluded that these were problems associated with focusing on individual children and he began to encourage teachers to look beyond the individual child and focus instead on the class as a whole in terms of providing structure and procedures. When teachers were able to do this they were able to minimize incidents of misbehavior in their rooms. High levels of pupil involvement and achievement and low levels of disruption began to be associated with the effective designing and planning of activities, the establishment of norms for work and behavior and the systematic monitoring of the whole class (Calderhead, 2004).

Kounin's findings were later supported by studies conducted in the late 1990s and early 2000s by Evertson and Emmer (2002) and Sanford et al (2003). Doyle (2006), in an extensive review of the literature further supported these findings as did later work of Emmer (2007). The research of Evertson and Emmer (2002) was conducted through observations in the classrooms of 27 third grade teachers and 51 seventh and eighth grade English and Mathematics teachers. Whilst they noticed differences between the primary and secondary grades they concluded that these 'were more a matter of adjustment to the age level, subject and differences in classroom grouping than differences in qualitative principles' (2002:10). The better managers established routines and

procedures to guide student behavior in a variety of classroom activities and take considerable care in teaching the system to the students. Departures from expected behavior are generally dealt with promptly so that the students receive feedback, and the consequences are clear and consistent. The teacher monitors student behavior carefully and, thus, is aware of small problems before they become big ones. Better managers are also more likely to explain, give directions and communicate information effectively (Evertson and Emmer, 2002:10).

As a result of their research Evertson and Emmer were able to document a process through which teachers could become more effective classroom managers. Effective classroom management, that is the steps that teachers go through to prevent classroom misbehavior, occurs when teachers adopt a system that involves planning before the school year begins, a particular management style during the first few weeks of term, and deciding upon the key behaviors they need to engage in to maintain the management system over the year (Evertson and Emmer, 2002). The process begins with teachers having to determine the behavior they expect in their rooms, translating these expectations into procedures and rules and finally identifying the consequences they could apply when children follow or break the rules. The next phase involves teachers establishing class norms and patterns of learning oriented behavior. This involves teachers taking a leading role in the classroom, setting aside time on the first day to discuss the rules, then teaching classroom procedures systematically and as needed. Initial learning tasks should allow for a high success rate, focus on teaching the class as a whole, review and reteach the rules and procedures and refrain from assuming that all children know all of the rules after one lesson. The last phase involves teachers monitoring at all times the behavior and work of the children, directly dealing with misbehavior and making students accountable for their work and behavior.

The Skills and Competencies That Teachers Need

Classrooms are complex learning environments in which many different tasks are required of teachers. Not only do they teach, but they have to keep records and motivate students to learn in the classroom environment where many things could be happening at any one time. In some lessons teachers need to be able to ask questions, listen to and answer questions and monitor the behavior of all the class. In addition, teachers need to be able to make immediate decisions about how to deal with unanticipated events. This needs to occur in the context of a positive classroom climate where teachers have rules and orderly procedures established and they treat their students with respect.

Researchers have begun to focus specifically on the array of skills considered essential to teaching. Kyriacou (2001:8) maintains that there are seven such skills: planning and preparation; lesson presentation; lesson management; classroom climate; discipline; assessing pupil's progress, and reflection and evaluation. Like Good and Brophy (2007), Kyriacou acknowledges that it is through teacher decision making processes that the successful implementation and integration of these skills occurs. Teachers need to develop both the ability to make correct decisions and the ability to master the implementation of these skills in the context of the classroom. What works with one group of students will not necessarily work with another. Kyriacou suggests that there is considerable overlap and interaction among these seven skill areas. Development in one area often affects development in another. In addition, four of these areas (lesson presentation, lesson management, classroom climate and discipline) involve teachers in interactions with their students. Therefore, teachers need to be continually monitoring, adjusting, and responding to the needs of the students and the situations their behaviours present (Kyriacou, 1991). The ability to plan effectively is essential, as is the teacher's ability to be flexible in implementing these plans (Good and Brophy, 2007). Inflexibility can lead to reluctance among students to engage in the classroom tasks they have been allocated.

In an analysis of the competencies that teachers need to become effective classroom managers, Turney et al. (1992) draws attention to the notion that the processes and tasks of teaching are dynamic and constantly changing. They attribute this to the need for teachers to respond to the changing expectations of others that they deal with. Teachers must be able to both anticipate and understand what is going to happen in their classrooms, then monitor and guide events in light of their understanding (Doyle 2006). This involves them in developing systems of management that go beyond the establishment of classroom rules. Order does not occur in a classroom because a teacher wants it to or demands it. Teachers need to guide and steer rather than dominate. Order in the end is a cooperative dynamic that is influenced as much by teacher skill as it is by student ability and willingness.

This is recognized by suggesting that: students contribute in substantial ways to the quality of order that prevails in any classroom. In situations where students lack either the inclination or the ability to follow the primary vector or the teacher lacks skill in steering the program of action, order is often a protracted struggle (Doyle, 2006:424).

From this perspective there appear to be a number of conclusions that can be drawn from the literature. Firstly, the terms classroom management and discipline are often used synonymously. Although classroom management has been generally accepted to be a construct that describes the development of order through managing the tasks and dynamics of a group of students, this concept has also been applied to the whole school level, and at both levels also referred to as discipline. At the same time discipline has been used to describe other dimensions of school life including the procedures that teachers use to correct misbehavior. In a historical sense, which still holds some currency, the term discipline is used to describe the authoritarian and reactive practices of teachers such as corporal punishment, even though such approaches may be more a sign of ineffective than of effective teaching.

The many different factors which influence student behavior include: the organization of the school as a whole (Mortimore and Sammons, 2007; Maughan and Ouston, 2000), the classes in which students are instructed (Wilkins, 2004; Doyle, 2006), the relationships that exist both formally and informally among the different members of the school community (Lewis, 2001) and the skill levels of individual teachers (Kyriacou, 2001; Turney, 2002). Each of these factors has different dynamics that can be, and have been, studied in isolation. Yet each factor also influences the others. For example, where a decision is made to separate classes by ability in a school this automatically impacts on every class in the school. The challenge for educators is to understand how the different levels of operation influence each other and then develop systems that work in harmony, with the purpose of integrating these with other roles that a school needs to fulfil (Slee, 2002; Doyle, 2006; Tattum 2009). Integral to this process is the development of knowledge and skills that teachers need to operate competently in the different arenas of school use.

Whilst the literature presents teachers with models adapted from psychological theory to manage misbehavior and identifies the operations that occur in effective classrooms and schools (Tattum, 2009), it has not yet revealed an adequate model to represent the knowledge and skills that teachers themselves perceive they need in the management processes that develop classroom order (Doyle, 2006). Kyriacou (2006) maintains that research into effective teaching practices seeks to develop an understanding of the interrelationship between teacher perceptions and teacher strategies. This type of research is difficult to conduct because of the number of interconnected variables, and at present our capacity to represent this understanding is quite primitive. Improved cognitive models would make two important contributions. First, they would help to integrate research findings across the separate disciplines that generate information about classroom structures and processes, and second, they would supply a better foundation for designing teacher education programs to enhance the management skills of beginning and experienced teachers (Doyle, 2006).

RESEARCH METHODOLOGY

The purpose of this study was to identify and investigate the classroom management and discipline skills that teachers perceive they ought to have to be proficient and effective in the classroom. In addition, it aimed to identify and investigate the difficulties that teachers perceive they have in developing and using these classroom management and discipline skills.

Research Locale

This study was conducted at Lake Lanao College Incorporated, Marawi City. The study was conducted in Marawi City, also called as Islamic City of Marawi. It is the city capital of the province of Lanao del Sur on the island of Mindanao in the Philippines. The city is also called the summer capital of the south because of its higher elevation and cooler climate (Wikipedia, 2013). Due to its high elevation along the Lake Lanao at around 2,300 feet, the weather is cool and pleasant. The people of Marawi are called Meranaos that is also named after their language. The word Meranao is derived from the word Ranao also called as Lake Lanao upon which Marawi City lies in its shores.

Respondents Of the Study

The respondents of the study were the selected teachers and students from different sections in the senior high school department from Lake Lanao College Incorporated located at H. Omar Cadayon Street, Barangay Basak Malutlut, Marawi City. There were three (3) sections on fields of specialization whereupon 75 teachers and students were surveyed in each course stated.

Participants Of the Study

The respondents of the study will be the teachers from various private schools in Marawi City. There were three (3) numbers of private schools considered in this study. These include Jamiatul Philippine Al-Islamie (JPI), Philippine Engineering and Agro-Industrial College, Incorporated (PEACI), and Al-Khwarizmi International College SLS (AKIC-SLS) where upon twenty-five (25) employees were surveyed in each school stated.

Research Instrument

The instrument was distributed to the selected individuals by post. Each selected teacher was mailed an envelope that contained a covering letter with a return date, the survey instrument, and a stamped return address envelope. Each mailing letter, survey instrument and return address envelope was coded with the respondent's personal identification number to ensure that any planned follow up could be accurately accomplished. The respondents were asked to complete the survey instrument, which included certain background information, and the final rating scale, consisting of eight defined competency areas and their respective behavioral indicators. For each indicator the respondents were asked to give a rating on a 5-point scale as follows: 1) how essential to classroom management and discipline they perceived the identified skill to be, ranging from 1 - is not essential, to 5 - is essential, and 2) how difficult they perceived it was for teachers to develop the specified skill, ranging from 1 - low level of difficulty to 5 - high level of difficulty.

Data Gathering Procedure

The Researchers used the following steps in gathering the data:

5. Firstly, the researchers prepared the research instrument used in gathering the data – the questionnaire for the profiles and background information.
6. Second, the researchers wrote a letter addressed to the Principal of the Secondary Department of selected schools to ask permission to conduct a study and to administer the questionnaire to their employees.
7. Third, after getting the approval of the letter request from the selected private school principals, the researchers personally distributed the questionnaires to the respondents.
8. Lastly, the researchers personally collected the questionnaires from the respondents.

Treatment Of Data

In gathering data, the researchers used the statistical method. This method helped in determining the validity and reliability of the research instrument. In interpreting the data, the statistical tools such as frequency, percentage distribution and weighted mean were used.

Percentage Distribution: It was used to determine the proportion of a specific response to the total responses. Formula: $P = (f / N) * 100$, Where P = percentage, f = frequency, N = total number of respondents, 100 = constant.

Weighted Mean: This was used to determine the rank of the reason or the choice made by the respondents. Formula: $\bar{x} = \sum fx / n$, Where $\bar{x}$ = mean, $\sum$ = summation, f = frequency, n = number of respondents.

Weighted Range: A four-point scale was used for the interpretation of data. Formula: $(4 - 1) / 4 = 3 / 4 \approx 0.75$

Presentation And Analysis of Data

A total of 85 surveys was prepared and 75 of these were distributed to the sample population. The remaining ten (10) surveys were not distributed as the individuals to whom they were directed had either left the teaching service or were on leave at the time of the survey, but had been included on the original list supplied by the Schools' Administration Office.

Table 1. Profile of Survey Respondents (N = 75), by Background Data, Frequency and Percentage

Background Category	Classification	Frequency	Percentage
Gender	Male	14	19%
Gender	Female	61	81%
Grades Taught	Elementary	41	55%
Grades Taught	High School	34	45%
Length of Service	Below one (1) year	8	11%
Length of Service	1 – 5 years	37	49%
Length of Service	6 – 10 years	30	40%
Length of Service	11 – 15 years	0	0%
Training in Classroom Mgmt	Yes	52	69%
Training in Classroom Mgmt	No	20	27%
Training in Classroom Mgmt	No Response	3	4%
Initial Training Duration	1 Year	21	28%
Initial Training Duration	2-3 Years	30	40%
Initial Training Duration	4 or More Years	22	29%
Initial Training Duration	No Response	2	3%

Table 1 shows that majority of the respondents in terms of gender are females with sixty one (61) or 81% of the respondents. Fourteen (14) or 19% of the respondents are male. This simply connotes that there are more female teachers than male teachers in schools. Also, result showed that female members dominate male members in terms of classroom management and discipline skills, and also implies that teachers of selected private schools have high population of female employees, with forty-one (41) or 55% teaching in elementary level, thirty-four (34) or 45% high school department. Thirty-seven (37) or 49% of the respondents are 1 to 5 years in the service. Eight (8) or 11% of the respondents are below 1 year in the service. Thirty (30) or 40% of the respondents are 6 to 10 years in the service. The level of initial teacher training was varied, with 28% of the respondents indicating 1 year, 40% indicating 2 to 3 years and 29%, 4 or more years. When asked to state whether they had received training in classroom management and discipline as part of their initial training 69% of the respondents indicated yes and 27% no. Of those who had received relevant training, 37% perceived it was adequate and 59% suggested it was not. Overall, 28% of the respondents indicated that this component of their initial training was adequate and 63% indicated that it was not. Clearly there is some variability in the perceived adequacy of initial pre-service teacher training in classroom management, and while these results cannot necessarily be generalized to all teachers they do suggest cause for concern about the nature and level of pre-service preparation in this area.

Identification Of Most Important Strategies

The first major research question addressed was: What are the most important skills and understandings that teachers consider are required by teachers to establish effective classroom management and discipline? To examine the teachers' responses for each competency area the rating scores for each indicator in the relevant competency area were aggregated to gain an overall composite score, which was then divided by the number of constituent indicators to give a mean rating score for each broad competency area.

Table 2. Composite ratings of importance for specified competencies

Competency Area	Mean Score*
1. To develop and exhibit a personal philosophy and behaviors which recognizes the dignity and needs of children and adults in the school community	4.63
2. To respond effectively and with sensitivity to inappropriate behavior through developing and utilizing strategies in negotiation and collaboration	4.54
3. To demonstrate an ability to develop a repertoire of appropriate skills and strategies to resolve behavioral conflicts in a just and constructive manner	4.53
4. To demonstrate a growing understanding and knowledge of designing, implementing and evaluating curriculum and teaching and learning styles	4.53
5. To develop and exhibit effective communication skills in the full range of educational settings	4.49
6. To function effectively as a team member in designing, implementing and evaluating school wide discipline and pastoral care policies	4.46
7. To demonstrate an ever increasing understanding and knowledge of human growth and development and learning theory and processes	4.42
8. To utilize a repertoire of behavior management strategies to initiate, experiment with and maintain effective classroom management	4.19

* Mean ratings are based on a 5-point rating scale, as indicated in Appendix 3. The results of table 2 indicated that the area perceived to be the most important, that is the highest mean rating score, was Competency 1 'to develop and exhibit a personal philosophy and behaviors which recognize the dignity and needs of children and adults in the school community' (Mean = 4.63). The second and third highest means were for competencies based on teacher skills in responding to misbehavior; these were Competency 2, 'to respond effectively and with sensitivity to inappropriate behavior through developing and utilizing strategies in negotiation and collaboration' (Mean = 4.54) and Competency 3, 'to demonstrate an ability to develop a repertoire of appropriate skills and strategies to resolve behavioral conflicts in a just and constructive manner' (Mean = 4.53). Teaching style and curriculum implementation (Competency 4) was perceived as being as important as Competency 3 (Mean = 4.53). This was followed by the effective use of communication skills, acting as a team member, and professional growth and development. The least important competency area was Competency 8, which had a classroom management focus.

Individual Indicators of Competency

To analyze the responses for individual indicators of competency and compare them to determine which were perceived as most important by respondents, a number of procedures were used. An initial inspection of ratings was conducted to establish if each indicator met the criteria established by Smith and Kendall (2003) and Erffmeyer and Martray (2008) for inclusion in a Behaviorally Anchored Rating Scale. The criteria stipulated for

this were a mean score greater than or equal to 3.5 and a standard deviation less than or equal to 1.2. All the indicators in the rating scale complied with the criteria.

Table 3. Highest mean score ratings of importance for individual indicators

Individual Indicator	Mean Rating
1. To utilize practices where children's efforts are recognized through praise and encouragement	4.8
2. To develop and utilize practices where children can learn to value their own efforts	4.8
3. To develop and maintain rapport with children	4.8
4. To develop, implement and evaluate appropriate learning	4.8
5. To develop skills so that children can approach you over problems	4.8
6. To use appropriate questioning and feedback strategies	4.7
7. To develop a capability to treat children and adults with mutual respect	4.7
8. To be able to follow up effectively	4.7

A comparison of mean scores was then made between each indicator to identify those that respondents perceived to be most important. There were eight indicators that had a mean score at or above 4.7 before being rounded off to one decimal place (see Table 3). The most important of these was indicator 1, 'to utilize practices where children's efforts are recognized through praise and encouragement', and the second highest 2, 'to develop and utilize practices where children can learn to value their own efforts'. The other highest scoring indicators related to developing rapport with children, the provision of appropriate learning programs, being approachable to children and using effective questioning and feedback strategies in relation to student learning. The next most important indicators were treating staff and children with mutual respect and being able to follow up misbehavior effectively. Of the eight broad competency areas, four were represented in the eight most important indicators, with competency area one (relating to personal philosophy) represented by four of these indicators, competency area five (relating to communication skills) by two indicators, and competency area four (relating to teaching style and curriculum implementation) and competency three (relating to resolving behavioral conflicts) one indicator each.

Table 4. Lowest mean score ratings of importance for individual indicators

Individual Indicator	Mean Rating
1. To establish a space in the classroom for individual negotiations/discussions with children	3.5
2. To develop skills in negotiating learning outcomes with children	3.8
3. To devise and maintain procedures for allocating classroom responsibilities for children	3.8
4. To communicate learning objectives clearly to children through the use of such tools as advance organizers	3.8

The indicators perceived by respondents as being least important for classroom management and discipline were also identified. Again, the mean score for each individual indicator was used as the basis for comparison. The four least important indicators had mean scores equal to or less than 3.8 (see Table 4). Two of these were from the competency area dealing with classroom management and concerned the use of an established space in the classroom to conduct individual discussions with children, and with the allocation of classroom responsibilities

to children. The other two indicators, negotiating learning outcomes with students, and communicating learning objectives to students, were from the competency area of effective communication skills. Of the indicators that comprise Competency area 5 (to develop and exhibit effective communication skills in the full range of education settings) two indicators feature in the skills that were regarded as most important and two in the skills that were considered least important. Whilst it was regarded as essential to teachers in the survey that they develop and maintain rapport with students and use effective skills in questioning and feedback about student learning, communicating learning objectives and negotiating learning outcomes was not seen as so important.

Identification Of Most Difficult Skills to Develop

The second major research question addressed was: What skills and understandings in classroom management do teachers consider to be the most difficult to acquire? Respondents were asked to indicate on a five-point scale the degree of difficulty that they associated with developing the skills or understandings identified by each behavioral indicator. A rating of 1 indicated a low level of difficulty and 5 the highest difficulty level.

Table 5. Composite ratings of mean difficulty for specified competency areas

Competency Area	Mean Rating
1. To demonstrate an ability to develop a repertoire of appropriate skills and strategies to resolve behavioral conflicts in a just and constructive manner	3.18
2. To demonstrate a growing understanding and knowledge of designing, implementing and evaluating curriculum and teaching and learning styles	3.15
3. To demonstrate an ever increasing understanding and knowledge of human growth and development and learning theory and processes	3.13
4. To function effectively as a team member in designing, implementing and evaluating school wide discipline and pastoral care policies	2.94
5. To respond effectively and with sensitivity to inappropriate behavior through developing and utilizing strategies in negotiation and collaboration	2.89
6. To utilize a repertoire of behavior management strategies to initiate, experiment with and maintain effective classroom management	2.77
7. To develop and exhibit effective communication skills in the full range of educational settings	2.71
8. To develop and exhibit a personal philosophy and behaviors which recognizes the dignity and needs of children and adults in the school community	2.52

The initial analysis focused on comparing the composite mean scores for the eight broad competency areas to ascertain the relative difficulty in acquiring the skills associated with each area. This was calculated by totaling the scores for each constituent indicator and dividing this by the number of indicator responses. Competency area 1 had the highest perceived difficulty (Mean = 3.18), suggesting that teachers found developing skills to resolve behavioral conflicts the most difficult to achieve. The next most difficult areas in which to develop the necessary skills were teaching style and curriculum implementation (Competency 2, Mean = 3.15), understanding human growth and development (Competency 3, Mean = 3.13) and functioning as a team member in implementing school policy (Competency 4, Mean = 2.94). Responding effectively to misbehavior (Competency 5) was regarded as the next most difficult to be developed, followed by classroom management skills (Competency 6) and effective communication skills (Competency 7). The least difficult competency to develop was that involving a personal philosophy which recognizes the dignity and needs of others (Competency 8, Mean = 2.52).

Perceived Importance of Behavioural Indicators (Primary Vs. High School)

To compare differences between high school teachers and primary school teachers as to how they rated individual indicators of competency, mean rating scores and standard deviations were calculated on each indicator and the distributions were compared using a non-parametric Mann Whitney U test to determine whether differences observed were significant. The Mann Whitney procedure involves calculating a mean rank for each set of scores representing the rating values given by primary and high school teachers, then comparing these ranks to assess whether the difference in the mean ranks is significant. A higher mean rank indicates that a higher level of importance is given by a group to that indicator, and the U score calculated indicates whether the differences in rank are significant. With this instrument a score of 5 represented the highest ratings of importance and difficulty. Therefore, with these data the greater the numerical value of the rank, the higher the level of importance or difficulty.

Table 6. Differences between perceived importance of specified indicators: Primary and High School Teachers

Individual Indicator	Elementary Mean Rank	High School Mean Rank
1. To establish and use flexible groupings of children	57.1	38.3
2. To establish and maintain routines for children who need independent and/or extension activities	54.2	43.7
3. To devise and maintain procedures for allocating classroom responsibilities for children	55.8	40.6
4. To establish and implement collaboratively with the class a set of workable and displayed classroom rules	55.6	41.0
5. To establish and evaluate procedures for movement around the room and the allocation of resources in a non-disruptive manner	54.2	43.5
6. To establish a space in the classroom for individual negotiations/discussions with children	55.2	40.1
7. To create a classroom environment where children can make responsible decisions about their behavior	54.7	44.0
8. To create a classroom environment where children and teachers are free to take risks in learning	55.2	43.0
9. To develop skills in observing and monitoring behavior in learning environments	55.0	40.4

Table 6 shows that a total of nine indicators were identified as having significantly different rankings of importance between high school and primary school teachers. All nine indicators received higher mean rankings from primary school teachers than high school teachers. The indicator with the largest difference in mean importance rank was the establishment and use of flexible groups in the classroom, which received an elementary school mean ranking of 57.1 and a high school mean ranking of 38.3, with $U = 710.5$ ($p < .001$). Primary teachers also rated it significantly more important to observe and monitor behavior, to collaboratively implement and establish a set of classroom rules and to use procedures to allocate classroom responsibilities to children. In addition, the analysis showed they considered it significantly more important to establish and use a space to have individual negotiations with students, to create learning environments where children and teachers are free to take risks in learning, to establish routines for children who need extension activities, to create a classroom environment where children can make responsible decisions about their behavior, and to establish and evaluate

procedures for movement around the room and the allocation of resources in a non-disruptive manner. Of the nine indicators ranked significantly more important by elementary school teachers than high school teachers, six were from the competency area of classroom management, two from the competency area of teaching style and curriculum implementation with the remaining skill from the competency area of responding effectively to misbehavior through negotiation and collaboration. It appears that many of the skills that are considered to be the most different in degree of importance by primary and high school teachers are in the competency area ranked lowest in importance by both, this being the area of classroom management. In general, all of the nine skills ranked significantly more important by primary teachers than high school teachers have a focus on the management of the classroom learning environment.

Table 7. Similarities in Rankings between primary school and high school teachers - indicators of importance

Individual Indicator	Elementary Mean Rank	High School Mean Rank
1. To understand and utilize clear and understandable language at levels appropriate to the development stage of children	49.5	49.6
2. To utilize practices where children's efforts are recognized through praise and encouragement	51.1	50.8
3. To design and effectively implement educational experiences which maximize learning for/in children	51.1	50.8
4. To demonstrate an awareness of and make appropriate judgements about the need to seek support	50.5	50.9
5. To develop and utilize practices where children can lead to value their own efforts	51.4	50.3
6. To organize label and utilize a wide range of resources to support teaching/learning activities	50.8	50.0
7. To select and utilize appropriate learning experiences to suit the stages of development of children	50.8	49.9
8. To develop skills to develop an understanding of how behavior is learned and how it changes	50.1	51.1
9. To demonstrate and communicate clear expectations about behavior by using and establishing a behavior code	49.2	50.1
10. To utilize practices that provide for rewards for learning	50.8	49.9

In addition to identifying those skills considered to be the most different in importance between primary and high school teachers, those skills which had similar mean rankings, and were therefore, considered by both groups to be of a similar level of importance, were also identified. In all, ten indicators were identified from six of the eight broad competency areas (see Table 7).

Comparisons Between Male and Female Teachers

Three broad competency areas were ranked more important by female teachers in comparison to their male counterparts. These areas were: responding to misbehavior, resolving behavioral conflicts, and teaching style and curriculum implementation. Male teachers generally had lower mean ratings of importance in the eight broad competency areas, but ranked three as being of more importance than female teachers, these being, working as

a team member, implementing school policy, and developing professionally in the field. However, male teachers generally rated all competency areas lower than female teachers, so whilst some rankings may have been higher they also had a lower mean aggregate score.

Table 8. Mean rating scores and rankings of importance of competency areas of female and male teachers

Competency Area	Female Mean	Female Rank	Male Mean	Male Rank
1. To utilize a repertoire of behavior management strategies to initiate, experiment with and maintain effective classroom management	4.28	8	3.88	8
2. To function effectively as a team member in designing, implementing and evaluating school wide discipline and pastoral care policies	4.48	6	4.44	2
3. To develop and exhibit a personal philosophy and behaviors which recognizes the dignity and needs of children and adults in the school community	4.67	1	4.51	1
4. To demonstrate a growing understanding and knowledge of designing, implementing and evaluating curriculum and teaching and learning styles	4.59	2	4.33	4
5. To demonstrate an ever increasing understanding and knowledge of human growth and development and learning theory and processes	4.45	7	4.39	3
6. To develop and exhibit effective communication skills in the full range of educational settings	4.55	5	4.28	6
7. To respond effectively and with sensitivity to inappropriate behavior through developing and utilizing strategies in negotiation and collaboration	4.56	4	4.24	7
8. To demonstrate an ability to develop a repertoire of appropriate skills and strategies to resolve behavioral conflicts in a just and constructive manner	4.59	2	4.30	5

The rankings of importance between male and female teachers were also compared with the rankings of importance of primary and secondary teachers to establish if there was a relationship between the specific indicators ranked significantly more important by both female teachers and primary school teachers. This comparison revealed that three of the eighteen indicators identified as being significantly more important by female teachers to be similar to the indicators rated significantly different between teachers in elementary and secondary schools. This suggests that there are identifiable differences between male and female teachers as to what constitutes the most important skills of classroom management and discipline, that cannot be explained by the differences between rankings of importance between elementary and high school teachers. Even allowing for the relatively small sample size of male teachers and possible bias due to the majority of female primary school teachers, these differences appear to be valid (see Siegel and Castellan, 2008:132). However, it was not within the capacity of this study to further determine or discuss possible reasons for these differences between male and female respondents, largely because of the constraints imposed by the limited sample size.

A number of indicators were ranked similarly in importance by both male and female teachers. These were: making judgements about seeking support, creating an environment where teachers and children can take risks about learning, undertaking study in human growth and development, and developing skills and understandings of how behavior is learned and how it changes. Apart from these results, those indicators that were ranked highest in importance by both male and female teachers were identified. The individual indicator with the highest ranking of importance for both male and female teachers was recognizing children's efforts through praise and

encouragement. Of the other eleven highest ranking indicators, six were common to both male and female teachers. Three of these six were from the competency area of developing a personal philosophy that respects the dignity and needs of others, namely developing and utilizing practices where children can learn to value their own efforts, developing skills so that children can approach you over problems, and developing a capability to treat children and adults with mutual respect.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this last chapter of the study, it will contain the summary of the findings, conclusions and recommendations of the researchers after giving all the information needed from the previous chapters.

Summary Of Findings

The purpose of the study centered on identifying those strategies that teachers considered to be the most important in developing effective classroom management and discipline. The results demonstrate that there are many individual skills that are regarded as important, but, there are others that are regarded as relatively much more important. It was also noted that when the ratings of importance of individual skills were aggregated and compared in each competency area, mean scores did not vary greatly. However, variations were greater when this procedure was used to compare ratings of difficulty. These results demonstrate the sensitivity of the research instrument and validate the research process. Respondents were able to discriminate between the two five-point scales and between individual skills. The relative high aggregated mean scores are in essence a reflection of the purpose of the study. In other words, it was the intention of the investigation to identify those skills and competency areas regarded as most important, and disregard those that were not important. Therefore, the results indicate that there are in all eight competency areas that can be regarded as essential to effective practice. Teachers, it appears, have a more comprehensive perspective as to what constitutes and defines effectiveness in Classroom strategies and Discipline than many of the approaches identified in Chapter 2 of this study.

The research procedures used in this study generated sufficient data to answer each research question. The study identified eight broad competency areas in classroom management and discipline, based on fifty-six individual skills. All the skills included in the original survey instrument were validated through the research process as those skills most likely to reflect effective classroom management and discipline. Thus based on the analyzed data, the results yielded the following findings:

9. Majority of the respondents in terms of gender are females with sixty-one (61) or 81% of the respondents. Most of them - thirty-seven (37) or 49% of the respondents are 1 to 5 years in the service. They had received training in classroom management and discipline as part of their initial training; 69% of the respondents indicated yes and 27% no.
10. The mean showed that the identification of most important skills indicated that the area perceived to be the most important, that is the highest mean rating score, was Competency 1 'to develop and exhibit a personal philosophy and behaviors which recognize the dignity and needs of children and adults in the school community'.
11. The mean showed that for individual indicators of competence, 'to utilize practices where children's efforts are recognized through praise and encouragement' was the most important indicator.
12. The mean showed that the identification of most difficult skills to develop; competency area 1 had the highest perceived difficulty, suggesting that teachers found developing skills to resolve behavioral conflicts the most difficult to achieve.
13. The mean showed that for comparisons between male and female teachers of the competency areas, a number of indicators were ranked similarly in importance by both male and female teachers.

Conclusions

Effective classroom strategies and discipline can be best conceptualized as a complex and sophisticated phenomenon. It is determined by the use of a wide range of teaching and relationship skills as well as a range of behavior management skills. These seem to serve different purposes, but when integrated in practice also provide teachers and students a sense of purpose and order. This is a precondition to learning.

The results of this study have important implications for those responsible for teacher development at the preservice and in-service levels. Proficiency in classroom management and discipline is clearly perceived by the teachers to be associated with the development of skills across a broad spectrum of competency areas, with some of the constituent skills being significantly more difficult to develop than others. The results suggest that classroom management and discipline are not seen by teachers to be skills separate from the implementation of the curriculum, or from effectively communicating and working with all members of the school community or from developing a personal philosophy that treats others with dignity and respect. How teachers develop these skills and competencies warrants further research both to validate these findings across a wider range of the teaching population and to explore in greater detail relationships between the underlying competency and skills areas across a range of teaching situations and contexts.

Recommendations

14. The most important strategies are therefore not related to dealing with misbehavior, rather they are associated with teachers encouraging the development of students, forming effective interpersonal relationships and providing essential ongoing student support. Ultimately, this whole area may have more to do with how teachers reach out to guide students. If this is the case, then teachers have clear, long term goals about the purpose of their work.
15. This study clearly provides new insights for future directions for the field of classroom strategies and discipline. It is evident that teachers value a range of classroom strategies and discipline skills so that they can effectively deal with misbehavior, but these skills must be developed and used in conjunction with other primary teaching skills. Especially those skills areas that were regarded by teachers to be equal in importance and/or difficulty, or more important and/or more difficult to acquire than those of behavior management.
16. Lastly, the researcher recommends future researchers to conduct a similar study in other institutions particularly to find out if such effective classroom strategies and discipline skills are also being applied by the teachers and to acquire more knowledge about classroom management that would be vital in learning experience at school.

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APPENDIX A:

Letter To the Principal

Republic Of The Philippines

Bangsamoro Autonomous Region In Muslim Mindanao

Lake Lanao College Incorporated

Purok 5, H. Omar Cadayon Street, Basak Malutlut, Marawi City

January 08, 2025

THE PRINCIPAL

Secondary Department / Selected Schools

Marawi City

Sir/Ma'am,

Greetings of Peace!

The undersigned student from the Graduate Studies Department, Lake Lanao College Incorporated, Marawi City who is currently enrolled in Master of Arts in Education major in Educational Administration will be conducting a study on the "Improvement Strategies on the Classroom Discipline among LLCI Senior High School Students".

In accordance with this, we would like to ask permission from your good office to allow me to distribute questionnaires to your selected employees.

Rest assured that their responses will be treated with utmost confidentiality and will be utilized for academic purposes only.

Your immediate approval to this is highly appreciated.

Thank you and God Bless!

Respectfully Yours,

ARIEL OLIVERIO PELESIN

Researcher

Noted:

DR. SHALMA D. SULTAN

Thesis Adviser

APPENDIX B:

Letter To the Respondents

Republic Of The Philippines Bangsamoro Autonomous Region In Muslim Mindanao Lake Lanao College
Incorporated Purok 5, H. Omar Cadayon Street, Basak Malutlut, Marawi City

January 08, 2025

Dear Respondent, Marawi City

Sir/Ma'am,

Greetings of Peace!

The undersigned student from the Graduate Studies Department, Lake Lanao College Incorporated, Marawi City who is currently enrolled in Master of Arts in Education major in Educational Administration will be conducting a study on the "Improvement Strategies on Classroom Discipline among LLCI Senior High School Students."

In this connection, we would like to solicit information from you by answering the questionnaire attached.

Rest assured that your response will be treated with utmost confidentiality. Your cooperation on the matter is highly appreciated.

Thank you very much.

Respectfully Yours,

ARIEL OLIVERIO PELESIN

Researcher

Noted:

DR. SHALMA D. SULTAN

Thesis Adviser

Curriculum Vitae

ARIEL OLIVERIO PELESIN

Graduate Studies Department Master of Arts in Education (Educational Administration) Lake Lanao College
Incorporated, Marawi City, Philippines

Research Interests: Classroom Management, School Discipline Policies, Educational Administration, Teacher Training Adequacy.