

**School-based interventions for the implementation of classroom discipline strategies  
in public elementary schools**

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**ABSTRACT**

Classroom discipline strategies are critical for fostering positive learning environments and improving student outcomes. However, their consistent and effective implementation often depends on structured school-based interventions such as professional development, coaching, and fidelity monitoring. This study examined the implementation of classroom discipline strategies among public elementary teachers in the Buenavista II District of Bohol during the school year 2025–2026. A mixed descriptive and thematic qualitative research design was employed, using the complete enumeration of 32 teachers as respondents. Quantitative data were gathered through a researcher-made survey questionnaire administered to 32 teachers, while qualitative responses provided further insights. Descriptive statistics were used to measure the extent of implementation, while inferential tools such as Pearson’s correlation and chi-square tests were applied to examine significant relationships between teachers’ demographic profiles, implementation levels, and training needs. Thematic analysis was employed to interpret open-ended responses. Findings revealed variability in implementation, with preventive strategies such as communication of rules and positive reinforcement applied more frequently than corrective approaches. Results also indicated significant relationships between teachers’ demographic profiles, their extent of strategy implementation, and their expressed training needs. The study concludes that while teachers show strong commitment to discipline practices, fidelity and sustainability are constrained by limited training opportunities and inconsistent support systems. Hence, the researcher recommends the development of localized school-based interventions—including targeted professional development programs, peer coaching initiatives, and continuous monitoring mechanisms—to strengthen teachers’ capacity, ensure consistent practice, and ultimately enhance student learning outcomes in the local context.

**Keywords:** Administration and supervision. classroom discipline strategies, school-based interventions, teacher training, professional development.

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## INTRODUCTION

School-based intervention plays a critical role in supporting teachers' ability to effectively implement classroom discipline strategies that promote positive student behavior and academic success. These interventions, which include structured professional development, coaching collaborative monitoring and Positive Behavioral Interventions and Support (PBIS), provide teachers with necessary tools and system to consistently apply preventive, supportive and corrective strategies in their classroom (Beahm et al.,2024; Mc Daniel et al.,2022). Without such supports teachers often face challenges in maintaining effective discipline, which can lead to increase stress, burnout, and adverse health conditions that further impede the quality of implementation (Ennis et al., 2020; Salama et al.,2025) Studies show that teacher well-being is closely linked to the successful adoption of school-based intervention, as those experiencing high stress or health issues may struggle to sustain evidence-based discipline practices ( Herman et al., 2021).

Classroom discipline strategies, such as consistent communication of rules, proactive monitoring, positive reinforcement, and corrective feedback-are foundational to creating safe and supportive learning environments that foster student engagement and academic success (Salama et al., 2025).

However, the extent to which teachers can implement these strategies effectively depends significantly on the availability of structured school-based interventions-such as Positive Behavioral Interventions and Supports (PBIS), coaching programs, collaborative fidelity monitoring mechanisms, and context-specific professional development. Research shows that high-fidelity implementation of PBIS and related school-wide frameworks leads to more consistent teacher application of behavioral supports, reductions in disciplinary referrals, and improvements in school climate (Beahm et al., 2024; McDaniel et al., 2022). Additional studies highlight that ongoing coaching and monitoring enhance teachers' capacity to deliver preventative, supportive, and corrective strategies with fidelity (Ennis et al., 2020). Thus, school-based interventions operate as the causal mechanism influencing the quality and consistency with which classroom discipline strategies are implemented-ultimately shaping student behavior and engagement outcomes.

Effective discipline tactics for instructors include providing a positive and structured learning environment, establishing clear expectations, and employing a combination of positive reward and rational consequences (MacSuga-Gage, A. S., Simonsen, B., & Briere, D. E.,2012). Building solid relationships with students, modeling appropriate behavior, and enforcing consistent and fair discipline are all important (Dupper, D. R.,2010).

Globally, schools continue to face significant challenges in sustaining high-fidelity implementation of classroom discipline strategies. Although evidence-based programs such as PBIS and restorative approaches have demonstrated measurable reductions in office discipline referrals and improvements in classroom climate, sustaining these gains is often hindered by inadequate monitoring and inconsistent support (Calvert et al., 2025; Elrod et al., 2022). For example, a recent study on international PBIS implementation revealed that fewer than 14% of schools consistently monitor fidelity, limiting their ability to identify areas for improvement and make data-driven adjustments (Elrod et al., 2022). Other studies have also indicated that teacher turnover, competing initiatives, and insufficient training resources undermine sustainability efforts, even in high-capacity school systems (Calvert et al., 2025). This global gap highlights the need for school-based interventions that are not only evidence-based but also adaptable and sustainable in diverse contexts, with fidelity as a measurable focus.

In the Philippines, the Department of Education (DepEd) has strengthened policy frameworks that emphasize positive discipline, including the Child Protection Policy and the

Philippine Professional Standards for Teachers (PPST). Despite these advances, however, empirical studies reveal that many public schools remain challenged by the absence of structured intervention systems to support teachers in implementing discipline strategies effectively. Almonte-Acosta (2020) and Garcia (2025) both note that teachers often receive limited training in preventive and supportive discipline techniques, and even when training is provided, there is little follow-up to monitor classroom application.

Moreover, school leaders frequently lack the resources and personnel needed to support systematic monitoring and feedback cycles that improve teacher practice. This national gap suggests that policy-level mandates, while important, are not sufficient without localized school-based interventions that respond to specific school contexts and teacher needs.

In the Buenavista II District of Bohol, the implementation of classroom discipline strategies faced additional contextual challenges. Preliminary observations and reports from school heads indicated variability in how teachers apply communication, monitoring, parental involvement, and corrective discipline strategies. Local schools often lacked access to tailored professional development programs and structured coaching supports.

Furthermore, there was minimal empirical data capturing the specific training needs of teachers, the extent to which existing classroom discipline strategies was consistently implemented, and the systemic challenges they encountered (Almonte-Acosta, 2020). Without clear baseline data, school administrators struggle to design targeted interventions that directly address teachers' gaps in practice. This local gap underscored the importance of conducting a systematic assessment of teachers' current practices and needs, so that school-based interventions can be designed to improve implementation fidelity.

This study sought to address global, national, and local gaps by systematically examining how teachers in Buenavista II District, Bohol implement classroom discipline strategies during the 2025–2026 school year. It will analyze demographic characteristics of teachers, the extent of discipline strategy implementation across domains such as communication, monitoring, and parental involvement, their perceived training needs, and the challenges they encountered. These findings would inform the design of school-based interventions aimed at strengthening teachers' capacity to deliver discipline strategies with high fidelity, thereby improving overall practice quality.

By explicitly linking school-based interventions with fidelity and effectiveness in classroom discipline strategy implementation, the research aimed to bridge global gaps in sustained fidelity monitoring and support, national gaps in structured teacher training and system supports, and local gaps in context-specific implementation data and program design. International evidence shows that schools receiving intensive training and ongoing technical assistance achieve substantially higher implementation fidelity in evidence-based initiatives (e.g., reaching 70% fidelity in the first year, maintained across multiple years) compared to schools with only initial training (Calvert, McIntosh, 2025).

### Statement of the problem

This study examined the implementation of classroom discipline strategies among teachers in Buenavista II District, Buenavista, Bohol for the school year 2025-2026 as a basis for designing a school-based intervention plan that supports effective discipline practices. Specifically, the study sought to describe the demographic characteristics of the teacher respondents, assess the extent to which various classroom discipline strategies were implemented, determine teachers' level of agreement on the need for further training related to discipline practices, examine the relationship between strategy implementation and perceived

training needs, identify challenges encountered in the implementation process, and use the findings as a foundation for developing an appropriate intervention plan.

1. What is the demographic profile of the respondents in terms of age, gender, highest educational attainment, teaching experience, and relevant training attended?
2. As perceived by the respondents, to what extent are classroom discipline strategies implemented in terms of communication of rules and expectations, monitoring and follow-up of student behavior, and parental involvement?
3. What is the level of agreement among teachers on the need for further training in preventative discipline, supportive discipline, and corrective discipline strategies?
4. Is there a significant relationship between the extent of implementation of classroom discipline strategies and the respondents' level of agreement on the need for further training?
5. What problems are encountered by the respondents in implementing classroom discipline strategies?
6. Based on the findings of the study, what school-based intervention plan can be developed to support effective classroom discipline practices?

## METHODOLOGY

The methodology of this study was designed to systematically gather, analyze, and interpret data relevant to the investigation of classroom discipline strategies among teachers in the Buenavista II District of Buenavista, Bohol for the school year 2025 to 2026. The methodological approach provided a coherent framework that ensured rigor, reliability, and validity in addressing the research objectives. It integrated quantitative and qualitative procedures to capture both measurable trends and contextual insights related to the implementation of classroom discipline strategies and teachers perceived training needs, ultimately supporting the development of a school-based intervention plan.

The study employed a mixed quantitative descriptive correlational and qualitative thematic research design. This approach was selected to allow a comprehensive examination of current classroom discipline practices while determining the relationships between the extent of strategy implementation and teachers perceived need for further training. The quantitative component enabled the description of respondents' demographic characteristics and the measurement of their implementation practices and training needs, while the correlational aspect examined the statistical association between these variables. The qualitative component complemented the numerical data by capturing teachers' experiences, challenges, and perspectives that could not be adequately explained through quantitative measures alone. The integration of these approaches provided both statistical depth and contextual understanding, resulting in a holistic view of classroom discipline practices within the district.

The study was conducted in the Buenavista II District under the Schools Division of Bohol, which includes Panghagban Elementary School, Nueva Montaña Elementary School, Magkaya Elementary School, Cantomogcad Elementary School, and Putingbato Elementary School. These schools are situated in rural and mountainous barangays and function within a closely connected network that supports shared educational initiatives. Despite challenges such as limited and unstable internet connectivity, the schools maintain a strong commitment to providing quality basic education. Their geographic proximity and collaborative environment made them suitable settings for examining discipline practices across varied yet interconnected school contexts.

The respondents of the study consisted of all teachers from the identified elementary schools in the district. A complete enumeration sampling technique was employed to ensure that all teachers had an equal opportunity to participate and that the data accurately reflected

the collective practices and perceptions within the district. A total of thirty-two teachers participated in the study, representing diverse backgrounds in terms of age, gender, educational attainment, teaching experience, and professional training. The use of complete enumeration strengthened the representativeness of the data and minimized sampling bias.

Data were gathered using a structured questionnaire developed from established frameworks on classroom discipline and teacher professional development. The instrument was designed to collect information on teachers' demographic profiles, the extent of their implementation of classroom discipline strategies, their level of agreement on the need for further training, and the problems they encountered in practice. A five-point Likert scale was used to measure teachers' perceptions and experiences, allowing for systematic quantitative analysis. The questionnaire was validated through expert consultation to ensure clarity, relevance, and alignment with the study context, and it was grounded in theoretical perspectives such as behaviorism, social learning theory, and culturally responsive classroom management.

Prior to data collection, the researcher secured formal approval from the university, the district supervisor, and the school heads of the participating schools. After permission was granted, the purpose of the study was explained to the teacher respondents to ensure informed participation and understanding of the research process. Questionnaires were distributed through the school heads and collected after completion. Confidentiality and voluntary participation were emphasized throughout the data gathering process to uphold ethical standards and encourage honest responses.

Ethical considerations were strictly observed in the conduct of the study. Participants were informed of the objectives of the research, their right to withdraw at any stage, and the assurance that all information would be treated with confidentiality and used solely for academic purposes. No identifying information was disclosed in the analysis or reporting of results, and the data were handled responsibly to protect the rights and welfare of the respondents.

The collected data were organized, tabulated, and analyzed using appropriate descriptive and inferential statistical techniques. Descriptive statistics such as frequency counts, percentages, weighted means, and standard deviations were used to summarize respondents' demographic profiles, levels of implementation of classroom discipline strategies, and perceived training needs. Pearson correlation analysis was employed to determine the relationship between the extent of implementation of classroom discipline strategies and teachers' level of agreement on the need for further training. Qualitative responses were analyzed thematically to identify recurring issues and challenges encountered by teachers in implementing discipline strategies. The integration of quantitative and qualitative findings provided a comprehensive basis for interpretation and for the development of a school-based intervention plan aimed at strengthening classroom discipline practices and professional development initiatives.

## RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study based on data gathered from thirty-two elementary school teachers in the Buenavista II District, Schools Division of Bohol. The respondents were selected through complete enumeration across five public elementary schools, ensuring full representation of the teaching population within the district. Using a mixed quantitative descriptive correlational and qualitative thematic research design, data were collected through a validated structured questionnaire employing a five-point Likert scale, complemented by open ended responses. Quantitative data were analyzed using

frequency counts, percentages, weighted means, standard deviations, and Pearson product moment correlation, while qualitative responses were subjected to thematic analysis. The discussion that follows is grounded directly in the empirical findings and interprets the results in relation to the specific objectives of the study, particularly the extent of implementation of classroom discipline strategies, teachers' level of agreement on the need for further training, the relationship between implementation and training needs, and the challenges encountered in practice.

The demographic profile of the respondents reflects a diverse teaching workforce drawn from Panghagban Elementary School with ten teachers, Magkaya Elementary School with six teachers, Nueva Montaña Elementary School with six teachers, Putingbato Elementary School with six teachers, and Cantomogcad Elementary School with four teachers, resulting in a total of thirty-two respondents. In terms of age and gender, twenty-eight respondents or 87.6% were female, while four respondents or 12.4% were male. The age distribution ranged from sixteen years old to above fifty years old, with the largest clusters found in the 26 to 30, 31 to 35, and 36 to 40 age brackets, each comprising 18.8% of the sample. The computed mean age was 38.4688 with a standard deviation of 9.10152, indicating a workforce composed largely of early to mid-career educators alongside a smaller group of novice and senior teachers. These findings align with broader national and international trends indicating female dominance in the elementary teaching profession and suggest that classroom discipline practices in the district are shaped more by professional experience and institutional context than by age or gender alone.

In terms of educational attainment, the respondents demonstrated substantial engagement in advanced professional preparation. Thirteen teachers or 40.6% had completed master's level units, ten teachers or 31.3% held bachelor's degrees, seven teachers or 21.9% had earned full master's degrees, and two teachers or 6.3% possessed doctoral degrees. This distribution suggests a strong culture of continuing education within the district and implies a high level of exposure to pedagogical theory, classroom management frameworks, and evidence-based practices. The presence of postgraduate training among the majority of respondents is particularly relevant to the implementation of structured discipline strategies, as higher levels of educational preparation have been associated with greater reflective capacity and instructional adaptability.

Teaching experience among respondents varied widely, with eleven teachers or 34.4% reporting twenty-three years or more of service, nine teachers or 28.1% having one to five years of experience, five teachers or 15.6% reporting six to ten years, four teachers or 12.5% reporting eleven to fifteen years, and three teachers or 9.4% reporting sixteen to twenty years. The mean teaching experience was 13.3125 years with a standard deviation of 8.41825. This range indicates a balanced mix of novice, mid-career, and veteran educators, allowing for examination of discipline practices across different career stages. Veteran teachers reported greater confidence in monitoring and responding to student behavior, while newer teachers expressed stronger interest in mentoring and structured professional development, highlighting the importance of collaborative school-based interventions.

Participation in professional development activities was notably high. Twenty-seven respondents or 84.375% attended in service training, ranking first among all programs. Teaching methodologies and strategies training was attended by sixteen teachers or 50%, while classroom management training was attended by fifteen teachers or 46.875%. Fourteen teachers or 43.75% participated in both comprehensive sexuality education and lesson planning workshops, twelve teachers or 37.5% attended psychological first aid training, seven teachers or 21.875% attended higher order thinking skills training, and six teachers or 18.75% joined leadership development programs. No respondents reported participation in other unspecified trainings. These findings indicate strong engagement in professional learning, particularly in

areas directly related to instruction and discipline, and provide important context for interpreting teachers' perceived training needs.

The extent of implementation of classroom discipline strategies was examined across three domains: communication with teachers, monitoring and follow up, and parental involvement. Communication with teachers yielded an overall mean of 4.7344 with a standard deviation of 0.46605, interpreted as Always. Individual indicators ranged from a mean of 4.6563 to 4.7813, demonstrating consistently high agreement that administrators regularly communicate disciplinary updates, value teacher input, and provide clarity regarding procedures. These results indicate that strong administrator teacher communication is firmly established in the district and contributes significantly to teachers' confidence in managing student behavior.

Monitoring and follow up similarly demonstrated a high level of implementation, with an overall mean of 4.66562 and a standard deviation of 0.543885, also interpreted as Always. Teachers strongly agreed that they receive feedback on disciplinary actions, are more willing to engage in interventions when follow up is assured, and believe sustained monitoring leads to long term improvements in behavior and academic focus. Although the item regarding being informed of outcomes of disciplinary actions received a slightly lower mean of 4.5937, it remained within the Always category, suggesting minor gaps in feedback loops rather than systemic weaknesses.

Parental involvement emerged as the most strongly implemented domain, with an overall mean of 4.77814 and a standard deviation of 0.428146. Teachers overwhelmingly affirmed that collaboration with parents enhances their ability to guide pupils, manage difficult behaviors, and support academic achievement. The highest rated item, with a mean of 4.8750 and a standard deviation of 0.33601, reflected teachers' belief that they can guide pupils more effectively when parents and schools work together. These findings underscore the central role of home school partnerships in sustaining effective discipline practices.

Across all three domains, the overall mean for the extent of implementation of classroom discipline strategies was 4.72605 with a standard deviation of 0.479360, classified as Always. This indicates that teachers in Buenavista II District consistently apply key discipline strategies and that these practices are well embedded in daily classroom routines. While monitoring and follow up registered a slightly lower mean compared to the other domains, it nonetheless reflects strong implementation and reinforces the importance of continued administrative support.

Teachers' level of agreement on the need for further training in classroom discipline strategies was examined across preventive, supportive, and corrective discipline. Preventive discipline yielded an overall mean of 4.640617 with a standard deviation of 0.742338, interpreted as Strongly Agree. Among the indicators, active listening received the highest mean of 4.7500, while setting routines and using visual cues both recorded the lowest mean of 4.5625. These results indicate that teachers place the greatest priority on strategies that foster respectful engagement, while structural supports, although valued, are perceived as slightly less urgent training needs.

Supportive discipline registered the highest overall agreement among the three domains, with a mean of 4.687517 and a standard deviation of 0.539173. The indicator on verbal reminders achieved the highest mean of 4.8125, reflecting strong consensus on the importance of gentle and consistent reinforcement of expectations. Proximity control recorded the lowest mean at 4.4375 but remained within the Strongly Agree category, suggesting variability in confidence rather than rejection of the strategy.

Corrective discipline produced an overall mean of 4.661467 with a standard deviation of 0.574608. Addressing misbehavior privately achieved the highest mean of 4.7500, underscoring teachers' emphasis on preserving student dignity. Clear communication of consequences received the lowest mean of 4.5313 but remained strongly endorsed, indicating recognition of its importance despite being less emphasized than relational approaches.

When summarized, teachers' level of agreement on the need for further training across all discipline domains yielded an overall mean of 4.663200 with a standard deviation of 0.618706, confirming strong agreement. Supportive discipline ranked highest with a mean of 4.687517, followed by corrective discipline at 4.661467, and preventive discipline at 4.640617. These findings reflect teachers' proactive stance toward continuous professional development and their recognition that effective discipline requires ongoing refinement.

The relationship between the extent of implementation of classroom discipline strategies and the level of agreement on the need for further training was examined using Pearson product moment correlation. Results revealed statistically significant positive relationships across all tested domains, with Pearson  $r$  values ranging from 0.280 to 0.438 and corresponding  $p$  values between 0.002 and 0.042, all significant at the 0.05 level. Communication with teachers showed a significant positive correlation with preventive discipline training needs, with  $r = 0.421$  and  $p = 0.003$ , leading to rejection of the null hypothesis. Monitoring and follow up demonstrated significant positive relationships with corrective discipline training needs, with  $r$  values of 0.401, 0.352, and 0.280 and  $p$  values of 0.004, 0.011, and 0.042, respectively. Parental involvement was also significantly correlated with preventive discipline training needs, with  $r$  values of 0.438, 0.396, and 0.310 and  $p$  values of 0.002, 0.006, and 0.028. These findings indicate that as teachers implement discipline strategies more effectively, their awareness of the need for further training increases, suggesting reflective professional practice rather than perceived deficiency.

Challenges encountered in implementing classroom discipline strategies were also examined. The overall mean for problems encountered was 3.70001 with a standard deviation of 1.012561, interpreted as Usually. The highest mean was recorded for excessive workload reducing time for addressing behavioral issues at 4.0625, followed closely by peer influence undermining discipline at 4.0313 and large class sizes at 3.9375. Difficulty balancing teaching time with behavior management recorded the lowest mean of 3.4063 but remained within the Usually category. These findings highlight systemic constraints rather than individual shortcomings and underscore the need for structural support within school-based interventions.

Qualitative findings further illuminated areas where teachers felt least confident in handling student behavior. Four dominant themes emerged: parental influence as a barrier, instructional balance and time constraints, challenges in diverse classroom contexts, and socio emotional and withdrawn student behaviors. Teachers reported that negative parental reactions discouraged consistent application of discipline, that managing behavior without sacrificing instructional time was difficult, and that large and heterogeneous classes complicated behavior management. The most challenging area identified was addressing withdrawn or emotionally distressed students, such as those exhibiting shyness, crying, or refusal to participate, which teachers felt required specialized skills beyond standard discipline techniques.

Teachers also articulated specific training needs that would enhance their capacity to implement classroom discipline strategies effectively. These included differentiated behavior interventions for diverse learners, refresher training in child development and psychology, restorative practices, conflict resolution and mediation skills, and stress management. These needs reflect a holistic view of discipline that integrates technical competence, relational practice, and teacher wellbeing, reinforcing the importance of comprehensive and context responsive professional development.

In synthesis, the findings of this study demonstrate that teachers in the Buenavista II District exhibit a very high level of implementation of classroom discipline strategies, particularly in parental involvement and communication with teachers, while also expressing strong agreement on the need for further training across preventive, supportive, and corrective domains. The significant positive relationships between implementation and training needs confirm that effective practitioners are more reflective and motivated to enhance their skills. At the same time, persistent challenges related to workload, class size, parental dynamics, and socio emotional student needs highlight the complexity of classroom discipline. Collectively, these results address the objectives of the study by providing a data grounded basis for designing a school-based intervention plan that strengthens existing practices, targets identified training needs, and supports teachers through systemic and collaborative approaches. The discussion thus provides a logical transition to the subsequent chapter, which focuses on the development and presentation of the proposed intervention plan informed by these empirical insights.

## CONCLUSION

The findings of this study provide a comprehensive understanding of the current state of classroom discipline strategies among public elementary school teachers in the Buenavista II District and their implications for school-based improvement. Guided by a mixed quantitative descriptive correlational and qualitative design, the study examined teacher demographics, the extent of implementation of classroom discipline strategies, teachers' level of agreement on the need for further training, the relationship between implementation and training needs, and the challenges encountered in practice. Drawing from data gathered from thirty-two teachers through complete enumeration, the conclusions presented in this chapter are firmly grounded in the empirical results discussed earlier and are directly aligned with the objectives of the study.

Overall, the findings indicate that classroom discipline practices in the district are shaped by a predominantly female teaching force composed of both early career and highly experienced educators. The demographic profile revealed that many teachers have pursued or completed graduate level education and have participated in various professional development activities, reflecting a strong orientation toward professional growth. This academic preparation and range of teaching experience contribute positively to teachers' capacity to implement structured discipline strategies, while also increasing their awareness of the complexity of classroom management and the need for continuous skill enhancement.

In terms of practice, teachers demonstrated a very high level of implementation of classroom discipline strategies across the domains of communication with teachers, monitoring and follow up, and parental involvement. Clear communication of rules and expectations, consistent administrative support, and collaborative engagement with parents were identified as strengths within the district. Among these domains, parental involvement emerged as the most strongly implemented, highlighting the recognition among teachers that discipline is most effective when reinforced through home school collaboration. Monitoring and follow up, while still highly implemented, revealed areas where time constraints, workload, and class size may affect consistency. These findings confirm that teachers are actively committed to maintaining positive classroom environments but operate within systemic conditions that sometimes limit the full effectiveness of their efforts.

Despite the strong implementation of discipline strategies, teachers expressed strong agreement on the need for further training in preventive, supportive, and corrective discipline.

Preventive discipline training was viewed as necessary to strengthen proactive classroom routines and early intervention strategies. Supportive discipline emerged as the area with the highest level of agreement, emphasizing teachers' desire to enhance skills related to positive reinforcement, relationship building, and emotional support. Corrective discipline was likewise strongly endorsed, particularly approaches that emphasize fairness, privacy, reflection, and restorative practices rather than punitive measures. These results suggest that teachers do not perceive training as a response to weakness but rather as a necessary component of professional refinement in response to evolving classroom demands.

The analysis further established a significant positive relationship between the extent of implementation of classroom discipline strategies and teachers' level of agreement on the need for further training. This finding indicates that teachers who more actively apply discipline strategies are also more likely to recognize the importance of continued professional development. Experience in implementing discipline practices appears to heighten teachers' reflective awareness of skill gaps and emerging needs, reinforcing the view that effective classroom management is a dynamic process that requires sustained learning and support.

The study also identified several persistent challenges that affect the implementation of classroom discipline strategies. These include limited parental cooperation in some cases, inconsistent student behavior influenced by peer dynamics, diverse learner needs, large class sizes, heavy workload, and insufficient time for documentation and follow up. Qualitative findings further revealed that teachers feel least confident when dealing with negative parental reactions, balancing discipline with instructional time, managing large and diverse classrooms, and addressing socio emotional and withdrawn student behaviors. These challenges highlight that classroom discipline extends beyond technical strategies and is deeply influenced by contextual, relational, and emotional factors within the school environment.

Synthesizing these findings, the study concludes that while teachers in the Buenavista II District demonstrate strong commitment and competence in implementing classroom discipline strategies, there remains a clear need for a comprehensive and sustained school-based intervention plan. Such an intervention should integrate continuous capacity building in preventive, supportive, and corrective discipline, structured peer mentoring and coaching, strengthened parental engagement initiatives, and systematic monitoring and feedback mechanisms. Embedding these components within the school's professional development framework can enhance consistency, support teacher well-being, and promote a more positive and responsive school climate.

The conclusions of this study are consistent with established theoretical perspectives on classroom management. The emphasis on reinforcement and consistency reflects principles from behaviorist theory, while the importance of modeling, collaboration, and guided practice aligns with social learning theory. The challenges related to students' socio emotional needs further underscore the relevance of humanistic perspectives that emphasize emotional security and belonging as foundations for effective learning. By linking empirical findings with these theoretical insights, the study contributes to the growing body of knowledge that views classroom discipline as a holistic, relational, and context sensitive practice.

In light of these conclusions, the study recommends the institutionalization of localized, school-based discipline interventions supported by adequate resources, policy guidance, and monitoring systems at the division and school levels. School administrators are encouraged to sustain a supportive leadership environment that prioritizes continuous training, collaborative practice, and reflective supervision. Teachers are urged to actively engage in professional development opportunities and peer learning structures to strengthen their confidence and competence in classroom management. Parental collaboration should be further strengthened to ensure consistency in behavioral expectations between home and school, while students should be supported in developing self-discipline, responsibility, and respect within a positive

learning environment. Finally, future research may expand the scope of inquiry to other districts, examine additional contextual variables, or explore the long-term impact of school-based discipline interventions on student behavior and academic outcomes. Collectively, these conclusions and recommendations underscore the importance of sustained, collaborative, and evidence-based approaches to fostering effective classroom discipline and improved educational outcomes.

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