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(RESEARCH ARTICLE)

Management of school discipline in Tabaco city division

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Abstract

This study aimed to determine the elementary schools' practices in managing school discipline. Specifically, it sought to answer the following questions: 1.) What are the disciplinary practices employed in the schools along: integration of discipline in education session; motivation of support groups; orientation of parents during the meeting; establishment of a child-friendly mechanism; and strengthening of values in the classroom? 2.) What is the level of practice along the given areas? 3.) Is there a significant difference on the level of practice between the two districts along the different areas? 4.) What are the challenges in management of school discipline? 5.) What capacity building program maybe proposed to address the challenges?

The study employed the descriptive method of research adopting the survey-type of design. The level of practice of management of school discipline was evaluated along the given areas. Challenges along management of school discipline were identified and served as basis in crafting capacity building programs to effectively institute disciplinary measures.

The main sources of data were the Grades 1 – 6 teachers - 115 from District 5 and 75 from District 7 of SDO – Tabaco City. The secondary data were taken from the published and unpublished theses and dissertations, books, journals, internet and other printed materials. Data collected were computed and transformed into tables and interpreted.

Keywords: Uncontrolled Behavior; Social Media; Child-Friendly; Child Protection Policy

1. Introduction

Article 19 of the United Nations Convention on the Rights of the Child mandates that state parties must take all appropriate measures to shield children from all forms of physical or mental violence. It places clear responsibility on both the government and parents to create an environment that ensures a child's safety, well-being, and dignity. Disciplinary practices must align with the child's rights, reinforcing the principle that protection and positive development should go hand in hand.

Children's formative years are vital, as the experiences and treatment they receive shape their future behavior and outlook. The United Nations emphasizes that children must grow in an environment filled with love, respect, and support. According to the Declaration of the Rights of the Child, every child is entitled to develop across all dimensions—physical, mental, emotional, moral, and spiritual—with dignity and freedom, recognizing their full humanity.

A nurturing environment, especially one supported by schools and families, plays a crucial role in a child's holistic development. Discipline in schools must be thoughtfully managed to support learning and growth without causing harm. When positive and constructive, such discipline contributes to long-term success, whereas harmful practices can hinder a child's full potential.

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The Philippine Constitution reinforces these global commitments through Section 3, Article XV, which guarantees children's rights to care, nutrition, and protection from abuse or neglect. Furthermore, it recognizes education as essential to realizing every child's potential. Schools are thus required to uphold discipline and order while remaining respectful of a child's rights, ensuring that education becomes a safe path to growth and empowerment.

2. Materials and Methods (Qualitative)

This study employed a qualitative-descriptive design to assess school-based disciplinary practices as perceived by two groups of respondents. A structured questionnaire with both open-ended and close-ended items was used to gather data on the extent and challenges of disciplinary measures.

Respondents included two groups comprising school personnel and stakeholders who evaluated the effectiveness of the following strategies:

- Establishment of child-friendly mechanisms
- Strengthening of values in classrooms
- Orientation of parents
- Integration of discipline in education sessions
- Motivation and engagement of support groups

In-depth insights were drawn from the frequency and percentage ratings provided by participants. Weighted means were used to qualitatively interpret the perceived level of implementation, with descriptions ranging from "high" to "very high." The presence of significant differences between respondent groups was analyzed using F-tests, providing further depth to the qualitative insights gathered.

Lastly, participants identified key challenges in implementing discipline, which were thematically coded from responses. These challenges included behavioral issues among learners, misconceptions around child protection policies, and the influence of social media.

3. Results and Discussion

The disciplinary practices employed in school with respect to the obtained frequency counts and percentages from the two groups of respondents were the *establishment of child-friendly mechanism* and *strengthening of values in classrooms which obtained 156 responses equivalent to 82.11%. Teachers also employed orientation of parents.* This criterion obtained 154 responses which is equivalent to 81.53%. The *integration of discipline in education sessions* got 144 responses which is equivalent to 75.79%. The criterion on *motivation of support groups* received 132 responses or 69.47% of the total population.

The level of practice along *integration of discipline in education sessions, strengthening of values in the classrooms,* and *orientation of parents during meeting* were *very high* as reflected in the weighted means of *4.56, 4.53* and *4.51* respectively. *Motivation of support groups* and establishment of *child-friendly mechanism* were at *high* level with corresponding average weighted mean of *4.38* and *4.36.* Overall, the level of practice of disciplinary measures along the different areas were *high* as reflected in the average weighted mean of *4.47.*

The F-computed values for integration of education session, formulation of support groups, parenting and orientation meetings, child-friendly mechanism and value inculcation are 328.32, 30.52, 70.68, 1337.85 and 955.73 respectively were higher than the F-tabular value of $\pm$ 5.21 with degrees of freedom of 1 and 8 at 0.05 level of significance. Hence, there is a significant difference on the level of practice of disciplinary measures between the groups of respondents.

The top five (5) identified challenges along school discipline as perceived by the groups of respondents were *uncontrolled behavior of learners, parents' misconception of DepEd Child protection policy, undesirable impact of social media, over-reactive and protective parents* and *misconception of learners on child protection policy* with corresponding combined frequency of 168, 155, 150, 147 and 133 respectively.

4. Conclusion

The highest-ranking disciplinary measures instituted in schools are establishment of child-friendly mechanism and strengthening of values in the classrooms. The least one is the motivation of support groups.

The level of practice of disciplinary practices employed in school varies along the different areas.

The challenges encountered in school discipline are uncontrolled behavior of learners, parents' misconception of DepEd Child protection policy, undesirable impact of social media, over-reactive and protective parents and misconception of learners on child protection policy which are needed to be addressed to effectively manage discipline in school towards learners' holistic growth and development.

Out if the ten (10) challenges presented, only four (4) were the actual problems encountered by the teachers in District 5 and 7 of SDO Tabaco City.

Capacity building program is proposed to address the challenges in management of school discipline which is subjected for evaluation and approval.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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