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## **Touch Me or Not? A Teacher’s Pervasive Concern on Disciplinary Practices and Academic Performance of The Pupils**

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### **ABSTRACT**

*This study was conducted to determine the teachers' concern on the disciplinary practice affecting the academic performance of the pupils in Dumingag II District during the School Year 2022-2023. The participants involved in the study were 217 teachers and 270 pupil-participants from 27 schools. The disciplinary practices employed by the teacher-participants were showing love and encouragement, giving responsibilities/task, giving advice or counseling, and awareness of their behaviors. The student revealed that there was no significant relationship between the disciplinary practices and the pupils' academic performance. The study recommends that school administrators encourage to continuously adopt the disciplinary practices to ensure and sustain acceptable behaviors of the pupils.*

**KEYWORDS:** *Touch me or not, disciplinary practices, desirable, undesirable, Philippines*

### **INTRODUCTION**

Provision of quality education and training is the ultimate goal of any educational system. The success of teaching is reflected by academic performance of pupils. This goal can never be achieved without school disciplined has been an issue since the inception of public education.

Educating students encompasses many factors in addition to the delivery of content. Other responsibilities of a teacher include such task maintaining accurate records, ensuring that modifications are applied to students with special needs, sustaining contact with parents, and employing instructional and management strategies consistent with campus and district initiatives (Woldford, and McGee) [1]. In conjunction with all of these expectations managing student discipline is yet another requirement of teachers. In the event of student misbehavior, an appropriate consequence is assigned to combat the inappropriate conduct. As the degree or frequency of the undesired conduct increases, the severity of the behavior intervention escalates. Historically, combating student misconduct has resulted in punitive measures that remove the student from the regular education setting.

The Philippines, like any other country, has implemented quite a number of laws and statutes directed toward the betterment of its educational system. Pursuant to the provisions of the 1987 Constitution, Article XV, Section 3(2) states that the State shall defend the right of children to assistance, including proper care, nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

Towards this end, the Department of Education had issued Department Order no. 40, s. 2012, [2] also known as the “DepEd Child Protection Policy, which prohibits the use of corporal

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punishment and promotes the use of Positive Discipline. Positive School Discipline is a comprehensive approach that uses discipline to teach rather than punish and, as a result, helps student succeed and thrive in school. Schools that take this approach promote positive student behavior while preventing negative and risky behaviors. It is integrated into the policies, programs and practices of a school and is applied system wide in the classroom, school, and community to create a safe, supportive learning environment for all students.

In the abolition of corporal punishment that seems to be working for educators in the past to maintain discipline, and at the same time enforcing the responsibility to maintain discipline without an equivalent alternative is challenging and frustrating. that is why to improve the situation, sometimes, educators risk setting very rigid classroom rules instead of considering individual situation. Masitsa [3] puts it that: From the time learners realized that corporal punishment was abolished, their misbehavior increased, and lately they appear to be out of control.

The idea of classroom management of teachers has evolved since then. Educators believed that it is the most comprehensive and effective technique of disciplining children. However, most teachers who encountered learners with serious behavior problems would say that the use of corporal punishment should be permitted in schools once more, since its abolition has left them with no effective methods of enforcing punishment. This has brought confusion among teachers as they are torn between punishment learners with fear of being held accountable by law or leaving them be.

While it is a common knowledge that discipline in schools a very important aspect towards academic excellent, lack of or poor disciplinary practices among schools usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators.

Hence, the researcher intended to conduct the said investigation to ascertain the disciplinary practices employed by teachers and the extent to which it affects the academic performance of pupils. The researcher hypothesized that there is a positive relationship between the teachers' employed disciplinary practices and the pupils' academic performance.

## **STATEMENT OF THE PROBLEM**

This study was conducted to ascertain the teachers' pervasive concern on the disciplinary practices affecting the academic performance of the pupils, School Year 2022-2023.

Specifically, this study was intended to address the following questions:

1. What are the disciplinary practices employed by the teacher-participants as assessed by themselves and the pupil-participants?
2. What is the academic performance of pupils?
3. To what extent do teachers' disciplinary practices affect pupils' academic performance?
4. Is there a significant relationship between the disciplinary practices and pupils' academic performance?
5. Is there a significant relationship between the teachers' profile and their disciplinary practice?

This study will provide information to school heads, policy makers, parents, teachers, and other stakeholders in the Department of Education to help them plan, design, and implement programs to address the needs of teachers and effectively exercise disciplinary practices.

## METHODOLOGY

The study used quantitative-correlational research design with the questionnaires as data gathering tools. The research was conducted among the public elementary schools in the District of Dumingag, Division of Zamboanga del Sur. The data analysis was done with weighted average means, frequency and percentage distribution; and Chi-Square test for the tests of inference.

## RESULTS AND DISCUSSIONS

### Disciplinary Practices Employed by the Teacher-participants

As reflected in Table 2, it is clearly revealed that the teacher-participants to four predetermined desirable disciplinary practices employed by them were on showing love and encouragement with weighted Arithmetic Mean of 4.57; giving of responsibilities/task, 4.38; giving of device or counseling, 4.34; and awareness of their behaviors, 4.11. This suggests that the teacher-participants are always applying the desirable while they are no longer applying the punitive disciplinary practices.

Generally, the overall mean of 2.75 signifies that the teacher-participants “Sometimes Practiced” the predetermined disciplinary practices. According to overall (2001) that applying disciplinary practices in schools are essential for effective learning, good teacher relationship and peer adjustment. He further added that this discipline leads to a healthy environment that in turn promotes respect for education and a desire for knowledge.

Table 1. *Disciplinary Practices Employed by the Teacher-Participants*

Disciplinary Practices	WAM	I
1. shouting	2.31	LP
2. Giving advice or counseling	4.34	AP
3. Reprimanding	2.27	LP
4. Enforcing	2.65	SP
5. Giving of Responsibilities/tasks	4.38	AP
6. Showing love and encountered	4.57	AP
7. Beating	1.71	NP
8. Changing of Seats	3.31	SP
9. Giving of board works	4.11	P
10. Make Standing	2.07	LP
11. Imposing on penalty	2.00	LP
12. Pricking Ears	1.60	NP
13. Warning	3.45	P
14. Sending Away from the Class	1.53	NP
15. In forming the Parents	2.35	LP

16. Awareness	4.21	AP
17. Standing on the Bench	1.67	NP
18. Giving of Prizes or awards	3.65	P
19. Callous Words/showing no Concern	1.43	NP
20. Hitting in the Head	1.21	NP
21. Asking to approach the Head	2.98	SP
<b>Overall Mean</b>	<b>2.75</b>	<b>SP</b>

Legend:

5	4.21 – 5.00	Strongly Agree (SA)	Always Practiced (AP)
4	3.41 – 4.20	Agree (A)	Practiced (P)
3	2.61 – 3.40	Moderately Agree (MA)	Sometimes Practiced (SP)
2	1.81 – 2.60	Disagree (D)	Less Practiced (LP)
1	1.00 – 1.80	Strongly Disagree (SD)	Not Practiced (NP)

### Disciplinary Practices Obtained as Assessed by Pupil-Participants

Table 2 shows the disciplinary practices of the teacher-participants as assessed by their pupils. This was done to validate the response of the teacher-participants.

Based on the data, it is clearly indicated that pupil-participants strongly agreed that their teachers show them love and encouragement, 4.47 which is denoted for “Always Practiced”; and give advice or counseling whenever they disobey the rules, 4.20; make them aware of their behaviors, 4.11; give them responsibilities and tasks to accomplish every time they commit mistakes, 4.03; challenging board works, 4.03; warn them of their undesirable behaviors, 4.03 and give them prizes and awards for their good behaviors, 4.03 interpreted as “Practiced”.

Taken as a whole, the overall mean of 2.85 signifies that the pupil-participants “Agreed” on the predetermined disciplinary practices interpreted as “Sometimes Practiced”. This proves that the top predetermined disciplinary practices of the teacher-participants are really employed by them as strongly supported by the response of the pupil-participants. This finding denotes the validity of the teacher-participants response hence, the latter’s use of these disciplinary practices were indeed felt and experienced by their pupils. This is clearly supported by the study of Gitome et al., (2009) that discipline makes student focus on their educational goals which are achieved through their teachers’ hard work, love and encouragement, challenging tasks, advices rules to make them aware of their undesirable behaviors, and challenging activities.

Table 2. *Disciplinary Practices Obtained as Assessed by Pupil-Participants*

Statements	WAM	I
1. My teacher shouts at us whenever we misbehaved.	2.23	LP
2. My teacher gives us advice or counseling whenever we disobey her rules and standards in the class.	4.20	P
3. My teacher reprimands every time we commit mistakes.	2.72	SP
4. My teacher enforces rules to control our behaviors.	3.27	SP
5. My teacher gives us responsibilities and tasks to accomplish every time we commit faults.	4.03	P

6. My teacher shows us the love and encouragement not to do things which are not good.	4.47	AP
7. My teacher beats when he got angry with our misbehaviors.	1.43	NP
8. My teachers change our setting arrangement periodically.	3.19	SP
9. My teacher gives us challenging board works.	4.03	P
10. My teacher makes us stand before the class for the entire period.	1.41	NP
11. My teacher imposes penalties for our misconducts.	1.50	NP
12. My teacher pricks our ears when we are not following her rules.	1.66	LP
13. My teacher warns us about our undesirable behaviors.	4.03	P
14. My teacher scolds us by sending us home and telling us not to come to the class anymore.	1.47	NP
15. My teacher sends a letter informing our parents with our wrongdoings.	3.14	SP
16. My teacher gives us an immediate reaction to our behaviors for us to become aware.	4.14	P
17. My teacher makes as stand on the bench for the whole day class.	1.39	NP
18. My teacher gives prizes and awards for our good behaviors.	3.94	P
19. My teacher calls as with callous words when she got angry with our behaviors.	1.50	NP
20. My teacher hits us using any object when she cannot control her temper.	1.44	NP
21. My teacher sends us to our head teacher to get a promissory letter.	3.78	P
<b>Overall Mean</b>	<b>2.81</b>	<b>SP</b>

**Legend:**

5	4.21 – 5.00	Strongly Agree (SA)	Always Practiced (AP)
4	3.41 – 4.20	Agree (A)	Practiced (P)
3	2.61 – 3.40	Moderately Agree (MA)	Sometimes Practiced (SP)
2	1.81 – 2.60	Disagree (D)	Less Practiced (LP)
1	1.00 1.80	Strongly Disagree (SD)	Not Practiced (NP)

**Extent of Disciplinary Practices that Affect to Pupils' Academic Performance**

Table 3 disclose the extent of disciplinary practices that affect to pupils' academic performance as assessed by teacher participants. Based on the given data, the teacher-participants strongly agreed interpreted as "Very High Extent" on the predetermined practices that effect to pupil-participants as evidently supported by the overall mean of 4.63.

The top five predetermined practices are good discipline helps to develop a desirable pupils' behaviors; good discipline promotes the achievement of pupils' goal and expectations; effective disciplinary techniques improve pupils' academic performance; discipline promotes harmonious teacher-learner relationship; and the practice of positive school discipline develops a sense of responsibility among learners. According to Mumo [4] in her research study on student unrests and indiscipline reported that discipline is considered vital for



students' academic and social success. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between discipline and academic performance was found in this study showing that students that are well disciplined perform well academically.

Table 3. *Extent of Disciplinary Practices that Affect to Pupils' Academic Performance*

Statements	WAM	I
1. Effective disciplinary techniques improve learners' academic performance.	4.75	VHE
2. Good discipline helps to develop a desirable pupil's behavior.	4.81	VHE
3. A school's lack of effective discipline will lead to pupils' poor academic performance.	4.59	VHE
4. Discipline promotes a harmonious teacher-learner relationship.	4.74	VHE
5. Sound discipline lessens class misbehaviors and fosters an orderly and safe learning environment.	4.58	VHE
6. The practice of positive school discipline develops a sense of responsibility among learners.	4.72	VHE
7. The absence of discipline hinders an effective learners process to take place.	4.54	VHE
8. Pupils' indiscipline brought unconducive learning environment leading to their poor grades in school.	4.56	VHE
9. Low standards of pupils' discipline equate falling academic standards in schools.	4.53	VHE
10. Indiscipline leads to time wastage for both the undisciplined and disciplined pupils.	4.41	VHE
11. Indiscipline brings a ripple effect of poor academic results that effect innocent students.	4.43	VHE
12. Good discipline promotes the achievement of pupils' goals and expectations.	4.77	VHE
13. Discipline pupils help uplift the morale and integrity of the school.	4.72	VHE
<b>Overall Mean</b>	<b>4.63</b>	<b>VHE</b>

Legend

5	4.21-5.00	Strongly Agree (SA)	Very High Extent (VHE)
4	3.41-4.20	Agree (A)	High Extent (HE)
3	2.61-3.40	Undecided (U)	Moderate Extent (ME)
2	1.81-2.60	Disagree (DA)	Low Extent (LEE)
1	1.00-1.80	Strongly Disagree (SD)	No Extent (VEE)

### **Pupils Academic Performance**

The academic performance of the pupil-participants is shown in table 4. This was computed based on the average Mean Percentage Scores (MPS) of the pupils in the first and second grading periods of the current school year.

As evidently presented in the table, 191 or 88.02 percent of the pupil-participants obtained a grade ranged from 66-85%, 26 or 11.98 percent obtained 35-65%, categorized as “Average”. The results clearly suggest that the pupil-participants have good academic performance. The findings in Table 4 are the same found out by Duckworth and Seligman [5] among selected Grade 8 students in the USA and Zhao and Kuo [6] among selected 10<sup>th</sup> grade students in China. The studies indicated that discipline plays an important role in students’ academic performance by showing that self-discipline relates positively with, and predicts students’ academic achievement.

Table 4. *Pupils’ Academic Performance*

<b>Mastery level</b>	<b>Grade Range</b>	<b>F</b>	<b>P%</b>
Mastered	(96-100%)	0	0
Closely Approximating Mastered	(86-95%)	0	0
Moving Towards Mastery	(66-85%)	191	88.02
Average	(35-65%)	26	11.98
Low	(15-34%)	0	0
Very Low	(5-14%)	0	0
No mastery	(0-4%)	0	0

Table 5. *Significance of the Relationship Between the Disciplinary Practices and Pupils’ Academic Performance*

<b>Variables</b>	<b><math>\chi^2</math> value</b>	<b>df</b>	<b>cv</b>	<b>Decision</b>
Disciplinary Practices and Academic Performance	2.99	2	5.99	Not Significant

The 5 display the analysis on the significance of the relationship between the disciplinary practices and pupils’ academic performance.

The chi-square value of 2.99 is less than the critical value of 5.99 with 2 degrees of freedom at 0.05 level of significance. Accordingly, there is enough evidence to accept the null hypothesis. The finding connotes that the disciplinary practices of the teacher-participants is not associated with their academic performance. The findings however the same to the study of Zimmerman and Kitsantas [7] among selected high school students in the USA which indicated that disciplinary practices do not predict students’ academic’ achievement.

Table 6. *Significance of the Relationship Between the Teacher-Participants' Profile and Their Disciplinary Practices*

Variables	$\chi^2$ value	df	cv	Decision
Age and Disciplinary Practices	11.82	4	9.49	Significant
Civil Status and	0.28	2	5.99	Not Significant
Educational Attainment	5.98	2	5.99	Not Significant
Length of Service	13.22	4	9.49	Significant

The chi-square value of 11.82 is less than the critical value of 8.49 with 4 degrees of freedom at 0.05 level of significance. Hence, there is strong evidence to accept the null hypothesis. This means that the teacher-participants' age their disciplinary practices has no significant relationship. According to the study of Ump (2006) that the youngest and least experienced teachers were more serve than the oldest and most experienced teachers, for both discipline and schoolwork contexts. It was revealed that discipline and their practices significantly not related.

The computed chi-square value of 0.28 is less than the critical value of 5.99 with 2 degree of freedom at 0.05 level of significance. Thus, there is sufficient proof to accept the null hypothesis. This clearly indicates that the teacher-participants' civil status is not associated with their disciplinary practices. The researcher finds reading related to the above findings but no result that will prove and attest that the teachers' civil status and disciplinary practices significantly related.

The computed chi-square value of 5.98 is less than the critical value of 5.90 with 2 degree of freedom at 0.05 level of significance. Therefore, there is confirmation to accept the null hypothesis. This clearly manifested that the teacher-participants' educational attainment is not associated with their disciplinary practices. The researcher went through her research and readings but no related studies and literatures that will prove and support the above findings.

The computed chi-square value of 13.12 is greater than the critical value of 9.49 with 4 degrees of freedom at 0.05 level of significance. Therefore, there is strong justification to reject the null hypothesis. Findings attest that the teacher-participants' length of service has significant connection with their disciplinary practices. This conforms to the study of Gump [8] that the teaching experience may allow teachers to be more confident in their disciplinary practices and in their relationship with the pupils. Unlike young and inexperienced teachers, older and experienced teachers may not need heavy sanctions to control the classroom.

## CONCLUSIONS

Based on the aforementioned findings, the following conclusion are hereby drawn:

1. The teacher-participants are millennials, dominantly females, evidently pursuing master's degree units and in the novice service.



2. The disciplinary practices employed by the teacher-participants are sometimes practiced.
3. The pupil-participants performed well in their academic performance.
4. The teacher-participants employed a very high extent on the practice that effect to pupil-participants.
5. The teacher-participants' disciplinary practices employed and pupils' academic performance has no significant relationship.
6. The relationship between the teachers' age sex and their disciplinary practices has no significant relationship. However, their length of service significantly related.

### RECOMMENDATIONS

1. That the school administrators encourage to continuously adopt the disciplinary practices employed by the teachers to ensure and sustain the acceptable behaviors of the pupils in addressing positive changes in their academic performance;
2. That the elementary teachers continue to exercise their disciplinary practices in their respective schools and influence learners with positive behaviors to become a better individual;
3. That the parents continuously support their children to school activities in order to strengthen good discipline and to ensure positive desirable behaviors; and
4. That similar study be conduct with more variables considered.

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