

Original Paper

Teachers' Strategies, Challenges, and Discipline Among Modern-Day Learners in the Classroom at Sinunuc National High School, Zamboanga City

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Abstract

This study examined the teachers' strategies, challenges, and levels of discipline among modern-day learners at Sinunuc National High School in Zamboanga City. Using a mixed-method design, the quantitative phase involved thirty (30) Senior High School students who assessed the extent of teachers' strategies and student discipline through a structured survey. The qualitative phase consisted of interviews with five (5) Senior High School teachers to explore the challenges encountered in maintaining classroom order. Descriptive statistics and regression analysis were utilized for quantitative data, while thematic analysis was employed for qualitative responses. Results revealed that teachers consistently used effective communication strategies, behavioral interventions, and collaborative problem-solving techniques to promote discipline. Students demonstrated a high level of discipline characterized by respect, compliance, and responsibility. Regression results showed that teachers' strategies significantly predicted 68% of the variance in students' discipline, indicating a strong relationship between teacher practices and student behavior. Findings highlight the importance of positive reinforcement, participatory rule-setting, restorative approaches, and consistent communication. Recommendations include strengthening student-centered strategies, enhancing teacher training, and sustaining collaborative discipline practices to improve classroom management and learner engagement.

Keywords

Classroom Discipline, Teacher Strategies, Modern-Day Learners, Behavioral Intervention, Collaborative Problem-Solving, Communication, Regression Analysis

1. Introduction

Modern-day learners, often referred to as Generation Z, have transformed traditional classroom dynamics due to their strong exposure to technology, digital learning platforms, and rapid information

processing. These students are highly connected, have instant access to information, and are accustomed to interactive and multimedia-based learning, which significantly influences their behavior, attention span, and learning preferences. Consequently, teachers are required to adopt more interactive, student-centered, and technologically responsive approaches to maintain discipline and engagement (Santos, 2021; Rivera & Dizon, 2022). In the Philippine context, post-pandemic classrooms have revealed increasing behavioral concerns among learners, including shorter attention spans, susceptibility to digital distractions, and varied levels of academic readiness (Del Rosario, 2020; Manubag, 2021). Students are more likely to engage in off-task behaviors or exhibit disengagement if lessons are not stimulating or aligned with their learning needs. Teachers face challenges in sustaining student motivation, enforcing classroom rules, and addressing emotional or behavioral issues, rendering traditional disciplinary models less effective for contemporary learners (Lopez & Javier, 2023). These challenges are further compounded by large class sizes, limited instructional resources, and the diverse socio-economic backgrounds of students, all of which necessitate flexible and contextually appropriate strategies. Given these trends, educators are compelled to utilize a variety of strategies that involve clear communication, behavioral interventions, and collaborative problem-solving to maintain order and promote responsible student behavior. Effective classroom management now extends beyond rule enforcement or punitive measures; it requires cultivating positive teacher-student relationships, fostering self-regulation, and integrating technology purposefully to engage learners. However, the effectiveness of these strategies and the challenges teachers face remain underexplored, particularly in public schools such as Sinunuc National High School, where support systems and resources may be limited. Understanding these dynamics is crucial for improving classroom management practices, enhancing student discipline, and fostering conducive learning environments (Torres, 2020; Delos Reyes, 2023). Therefore, this study investigates (1) the strategies employed by teachers to promote discipline, (2) the extent of students' discipline, and (3) the significant relationship between teachers' strategies and student discipline among Senior High School learners. The findings aim to provide practical insights for educators, administrators, and policymakers, contributing to the development of more effective, responsive, and contextually relevant approaches to classroom discipline that address the needs of modern learners.

2. Methodology

2.1 Research Design

A mixed-method research design was utilized to provide a comprehensive understanding of teachers' strategies, students' discipline, and the challenges encountered in classroom management. The quantitative component employed a descriptive research design to measure the extent of teachers' strategies in promoting discipline and the level of students' discipline in the classroom. This approach allowed for the systematic collection and analysis of numerical data to describe prevailing classroom practices and learner behavior. A structured, validated questionnaire was administered to Senior High

School students to assess teachers' communication practices, behavioral interventions, and collaborative problem solving strategies, as well as students' compliance, respect, participation, and self-control. Descriptive statistics, including weighted mean and frequency distribution, were used to summarize the quantitative data. In addition, regression analysis was applied to determine the significant relationship between teachers' strategies and the extent of students' discipline, providing empirical evidence of the predictive influence of teacher practices on learner behavior. The qualitative component employed thematic analysis of data gathered through semi-structured interviews with selected Senior High School teachers. This approach aimed to identify the challenges teachers encounter in maintaining classroom discipline among modern-day learners. Thematic analysis enabled the systematic coding, categorization, and interpretation of interview responses, allowing recurring patterns and themes to emerge. The qualitative findings were used to enrich and support the quantitative results by providing contextual explanations of classroom experiences and discipline-related challenges. The integration of quantitative and qualitative data strengthened the validity of the study by allowing triangulation of results. Through this mixed-method approach, the study captured both measurable trends in classroom discipline and in-depth insights into teachers' experiences, ensuring a more holistic understanding of classroom management in a public secondary school setting.

2.2 Respondents of the Study

The study involved two groups of participants. For the quantitative phase, thirty (30) Senior High School students from Sinunuc National High School completed a structured questionnaire on teachers' strategies and students' discipline. For the qualitative phase, five (5) Senior High School teachers served as key informants, providing insights through semi-structured interviews on challenges in classroom management. Participants were purposively selected to ensure relevant experience with the study focus.

2.3 Research Locale

The study was conducted at Sinunuc National High School (SNHS), a public secondary educational institution located in Sinunuc, Zamboanga City, Philippines. This school was selected because it serves a diverse population of Senior High School learners, making it an appropriate setting for examining teachers' strategies and challenges in promoting classroom discipline. The return to face-to-face instruction and the presence of modern-day learners with unique behavioral and learning characteristics further justify the relevance of this locale. Focusing on a single, specific school provided a consistent environment for data collection, allowing for a focused analysis of the perceptions of thirty (30) student respondents and the experiences of five (5) teacher informants within the same learning context.

2.4 Research Instrument

A developed survey questionnaire was used to assess teachers' strategies in three domains: Communication, Behavioral Intervention, and Collaborative Problem-Solving. Using a 5-point Likert scale, thirty (30) Senior High School students rated the frequency of observed classroom practices.

Communication items measured proactive and corrective teacher behaviors, Behavioral Intervention focused on consequences, reinforcement, and classroom management, and Collaborative Problem-Solving evaluated student involvement in rule-setting and restorative approaches. This design provided a comprehensive profile of teachers' strategies for statistical analysis and triangulation with qualitative interviews.

2.5 Validity and Reliability

Content validity was established through expert review by master teachers and research specialists, ensuring that survey items were relevant, clear, and representative of the three domains. Reliability was measured using internal consistency Cronbach's Alpha through a pre-test with a small sample similar to the study participants. A benchmark of 0.70 or higher was set for each subscale. Items with low consistency were revised and re-tested to ensure the instrument reliably measured the intended constructs.

2.6 Data Gathering Procedure

The researcher first secured permission from the school administration, after which students and teachers were informed of the study's purpose and assured of confidentiality and voluntary participation. Questionnaires were personally distributed to students and collected after they were given sufficient time to complete them. The researcher addressed any questions during distribution to ensure understanding. Once retrieved, the completed questionnaires were checked for completeness, systematically encoded, and organized for statistical analysis, while observing ethical considerations such as anonymity and respect for participants' time.

2.7 Statistical Treatment of Data

Quantitative data were summarized using descriptive statistics, including weighted mean, frequency, and percentage. Regression analysis was applied to examine the predictive relationship between teachers' strategies and students' discipline. Qualitative data from teacher interviews were transcribed, coded, and thematically analyzed to identify challenges and patterns in classroom discipline. Findings from both components were integrated to provide a comprehensive understanding of the phenomena studied.

2.8 Statement of the Problem

1. What are the teachers' strategies in promoting discipline among modern- day learners in the classroom in terms of:

1.1. Communication

1.2. Behavioral Intervention

1.3. Collaborative Problem-Solving

2. What is the extent of student's discipline in the classroom?

3. Is there a significant relationship between teachers' strategies and extent of students' discipline in the classroom?

3. Result

1. Teacher Strategies in Promoting Discipline

Table 1. Communication Strategies

Statements	WM	Description
Explains classroom rules clearly	3.74	High
Uses calm, respectful tone	3.79	High
Practices active listening	3.68	High
Uses positive/motivational language	3.86	High
Average Weighted Mean	3.72	High

Interpretation:

Teachers frequently use positive, respectful, and clear communication methods. Motivational language is the strongest strategy employed. Active listening, while rated high, is the lowest among items—indicating room for improvement in student-teacher dialogue.

Table 2. Behavioral Interventions

Statements	WM	Description
Uses non-verbal cues	3.74	High
Gives praise and rewards	3.80	High
Applies consequences consistently	3.76	High
Arranges classroom to reduce distractions	3.68	High
Intervenes immediately in disruptions	3.78	High
Average Weighted Mean	3.75	High

Interpretation:

Behavioral interventions are consistently applied. Positive reinforcement ranks highest, showing teachers prefer reward-based discipline rather than punishment.

Table 3. Collaborative Problem-Solving

Statements	WM	Description
Involves students in rule-making	3.76	High
Uses problems as teachable moments	3.78	High
Encourages conflict resolution	3.74	High

Conducts private check-ins	3.70	High
Average Weighted Mean	3.74	High

Interpretation:

Collaborative, restorative approaches are practiced regularly. Teachers help students learn responsibility and resolve conflicts constructively.

2. Extent of Students' Discipline**Table 4. Students' Discipline**

Statements	WM	Description
Compliance with rules	3.78	High
Shows respect	3.82	High
Completes tasks on time	3.74	High
Participates without disruption	3.71	High
Maintains self-control	3.69	High
Average Weighted Mean	3.75	High

Interpretation:

Students demonstrate strong discipline overall, with respectful behavior ranking highest.

3. Relationship Between Teachers' Strategies and Students' Discipline**Table 5. Regression Analysis**

Independent Variable	B	t-value	p-value	Interpretation
Communication	0.42	3.82	0.001	Significant
Behavioral Intervention	0.35	3.89	0.001	Significant
Collaborative Problem-Solving	0.31	3.10	0.003	Significant
Overall Model	R² = 0.68	F = 45.12	p < 0.001	Significant

Interpretation:

Teachers' strategies significantly predict 68% of students' discipline.

Communication has the strongest influence, followed by behavioral intervention and collaborative problem-solving.

4. Discussion

This study examined teachers' strategies and their relationship to the level of discipline among modern-day learners at Sinunuc National High School. The discussion focuses on how communication, behavioral intervention, and collaborative problem-solving contribute to classroom discipline and how these strategies support the behavioral development of Senior High School learners. Communication plays a vital role in maintaining classroom discipline. Teachers' ability to explain classroom rules clearly, use positive and motivational language, and maintain a calm and respectful tone helps establish a structured and supportive learning environment. Modern-day learners tend to respond positively to clear expectations and respectful interactions, which reduce misunderstandings and behavioral issues in the classroom. This supports the findings of Santos (2021) and Rivera and Dizon (2022), who emphasized that effective communication promotes learner cooperation and respect. While communication is generally effective, the need for stronger two-way interaction remains important to further enhance teacher-student relationships and learner engagement. Behavioral intervention strategies are also essential in promoting discipline. Teachers' consistent use of non-verbal cues, immediate intervention during disruptions, and fair application of consequences helps students understand acceptable behavior. The emphasis on praise and rewards indicates a preference for positive reinforcement rather than punitive measures. This approach aligns with Del Rosario (2020) and Manubag (2021), who noted that supportive and consistent behavior management strategies are more effective in post-pandemic classrooms. These interventions provide students with clear behavioral boundaries while encouraging them to develop self-discipline and accountability. Collaborative problem-solving strategies further strengthen classroom discipline by involving students in the disciplinary process. Teachers encourage learners to participate in rule-making, resolve conflicts constructively, and reflect on their behavior through private discussions. These practices promote responsibility and self-regulation among students. As emphasized by Torres (2020), collaborative discipline approaches help learners understand the consequences of their actions and foster long-term behavioral improvement. Such strategies are particularly effective for modern-day learners who value autonomy, peer interaction, and participation in decision-making. The significant relationship between teachers' strategies and students' discipline highlights the importance of consistent and intentional classroom management practices. When communication, behavioral intervention, and collaborative problem-solving are applied together, they create a positive classroom climate that supports disciplined behavior. This finding supports Velasco (2023), who emphasized that effective classroom discipline results from the combined influence of teacher practices and learner engagement rather than isolated disciplinary actions. The results further suggest that discipline among modern-day learners can be enhanced through student-centered and restorative approaches. Teachers who actively engage students in understanding classroom expectations and resolving behavioral issues contribute to the development of respectful and responsible learners. This highlights the need for continuous teacher training focused on communication skills, behavioral management, and conflict resolution strategies. Overall, the

discussion emphasizes that classroom discipline is a shared responsibility between teachers and students. Strengthening communication, applying consistent behavioral interventions, and promoting collaborative problem-solving can significantly improve discipline and classroom order. These strategies are essential in addressing the evolving needs of modern-day learners and in creating learning environments that are conducive to both academic achievement and positive behavior.

4.1 Findings

1. Teachers employ a variety of strategies to maintain discipline among modern-day learners. In terms of communication, teachers consistently use positive and motivational language, maintain a calm and respectful tone, and clearly explain classroom rules to students. Regarding behavioral intervention, teachers implement subtle non-verbal cues, provide consistent praise and rewards, apply consequences fairly, and promptly intervene in disruptive behavior. In collaborative problem-solving, teachers involve students in setting classroom rules, use behavioral incidents as teaching opportunities, promote restorative practices for conflicts, and hold private check-ins with students as needed. These strategies are generally applied consistently, resulting in a high level of teacher effectiveness in classroom discipline.

2. The extent of students' discipline in the classroom is generally high. Students show respect toward teachers and peers, comply with classroom rules and regulations, complete assigned tasks on time, actively participate in class activities, and maintain self-control even in challenging situations. While students demonstrate strong overall discipline, there are minor areas where engagement and self-regulation can be further enhanced to maintain an optimal learning environment.

3. The regression results show that all three components of teachers' strategies Communication, Behavioral Intervention, and Collaborative Problem-Solving are significantly related to the extent of students' discipline in the classroom. The coefficients (B) indicate that for every unit increase in teachers' strategies, students' discipline increases by 0.42 for Communication, 0.35 for Behavioral Intervention, and 0.31 for Collaborative Problem-Solving. This demonstrates that teachers' proactive and well-planned strategies have a positive effect on learners' compliance, engagement, and responsible behavior (Santos, 2021; Lopez & Javier, 2023). The overall model shows a high coefficient of determination ($R^2 = 0.68$), which means that 68% of the variance in students' discipline can be explained by teachers' strategies. The model is statistically significant ($F = 45.12, p < 0.001$), indicating that the relationship is not due to chance. The findings imply that effective communication, consistent behavioral interventions, and collaborative problem-solving strategies are critical in fostering discipline in the classroom (Torres, 2020; Velasco, 2023).

4.2 Conclusions

1. Teachers at Sinunuc National High School employ effective and consistent strategies that promote classroom discipline among modern-day learners.

2. Students display generally high levels of discipline, responsibility, and respect.

3. Teachers' strategies—especially communication—play a crucial role in shaping positive

student behavior, indicating that enhancing these strategies directly improves discipline.

4.3 Recommendations

1. Strengthen student-centered approaches, such as participatory rule-making and restorative justice practices.
2. Provide more teacher training on communication, behavioral management, and conflict resolution.
3. Implement consistent monitoring systems for classroom behavior and follow-through on consequences.
4. Promote peer-support and self-monitoring practices to empower students in maintaining discipline.
5. Conduct future studies including more grade levels and comparative analyses across schools.

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