



**TEACHERS' WORK ETHIC, CLASSROOM MANAGEMENT AND
POSITIVE DISCIPLINE PRACTICES: INPUTS FOR
PROFESSIONAL DEVELOPMENT PROGRAM**

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ABSTRACT

This study aimed to determine the teachers' work ethic, classroom management profile, classroom management and positive discipline practices of Senior High School teachers (n=184) in the Division of Paranaque City to come up with a professional development program. Descriptive quantitative design and total enumeration sampling were utilized. Descriptive statistics was used. Results show that majority of the respondents are single (48.91%), less than five years in service (30.43%), family income of below Php 5,000 (90.7%), earned some units in master's degree (43.48%), and Teacher 1 (30.98%). On work ethics, work habits (WM=3.55) and work surroundings (WM=3.79) are perceived as highly ethical. Classroom management profile in terms of work authoritative (WM=3.67) as highly practiced, work authoritarian (WM=2.86) and laissez-faire (WM=2.97) as practiced, and indifferent style (WM=2.36) as less likely practiced. In majority, authoritative style of classroom management (145 or 78.80%) is used. Classroom management practices: rules and procedures (WM=3.74), disciplinary intervention (WM=3.51), and teacher-student relationship (WM=3.77) are in a large extent while mental set (WM=3.03) to an extent. Positive discipline practices: holistic (WM=3.67), strength-based (WM=3.65), conclusive (WM=3.86), inclusive (WM= 3.84), pro-active (WM=3.80), and participatory (WM=3.85) were to a large extent. Null hypothesis on teacher work ethics when grouped

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according to profile: work habits is accepted but rejected in teachers' position. In terms of work surroundings, null hypothesis is accepted. Overall, the null hypothesis on significant input among respondents' profile, classroom management profile, classroom management practices, and positive discipline practices is accepted.

Keywords: *Teacher, Work Ethic, Classroom Management, Positive Discipline Practices, Positive Discipline, Educational Management, Professional Development Program*



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INTRODUCTION

Work ethic is a principle that diligence and hard work creates a moral advantage that strengthen the values and character of a person. For many, it is the belief that inherent attitude an individual person has which permits him or her to make decisions and do his obligations accompanied with positive moral values responsibility, humility, integrity, discipline, high quality and even teamwork. An individual who possesses a good and quality work ethic is a prized member in any organization because often a team member with good work ethic translates his or her output into better efficiency and high dependability that all things that are needed to be done shall be done on time and on budget. That's in addition to the fact that people who have great work ethics would think about the moral consequences of their actions and set clear boundaries between the proper and the inappropriate, which is in keeping with their beliefs or ideals (Airaksinen, 2018).

Teachers work ethic is a term that can be understood or classified under the term "Professional ethics". Firstly, professional ethics is a system of values and norms to guide professionals of practical decisions at work and in their daily lives. Thus, professional ethics is an unequivocal and sensible determinant of action. Secondly, professional ethics is completely an unrealistic set of values to purposefully explain a world wherein professionals can be working at their finest. Thus, through Republic Act 7836, the Code of Ethics for Professional Teachers applicable to all in the teaching professions in the country was adopted by the Board for Professional Teachers.

There are several guidelines in the Code of Ethics on how teachers would conduct themselves in relation to themselves, their students, the persons in authority in education sector including their bosses, their fellow teachers and other school personnel, to their community in which they live and work, and to the state in which they have pledged their allegiance to serve

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and protect. A specific provision (Article 11) in the Code of ethics wherein teachers are always obligated to live with dignity whether in school, in the home, or elsewhere. They must always set the best self-discipline upon themselves as their personal behavior in their entire relationships with others; a paragon worthy of imitation by peers, learners, and all everyone.

“Premium upon self-discipline” is the basis of righteousness on how to conduct one-self in a profession. The teachers themselves must enforce such discipline not only to themselves but to their students as well. Thus, the need for classroom management and the enforcement of positive discipline among its learners. There is little or more traditional understanding of effective classroom management that centers exclusively to compliance of rules and strategies in which teachers may use to make sure that students are properly seated in their respective seats, follows instructions, and listens attentively. Hence, there is a more modernized and extensive picture of classroom management.

The more encompassing view of classroom management includes the teacher’s (1) ability to improve factors of behavior by applying positive discipline to students by (2) providing a conducive learning environment by (3) giving materials and activities that stimulates intellectual curiosity, and sparks students interest and passion, and finally, (4) setting high expectations on student’s academic output and how they behave properly towards their students and teachers.

Certain class instructional materials such as lessons that are designed poorly or having vague expectations are examples that could higher the chance for a student to be disinterested. Other factors could also increase behavioral problems is an unruly or disorganized classes. Therefore, classroom management cannot be simply left out as a decision from all the others that teachers make. In a more all-inclusive point of view of classroom management, suitable teaching and proper classroom management turn out to be, to some extent ambiguous, thus enforcing positive discipline.

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A program called Positive Discipline aims to teach young people how to be responsible, respectful, and competent members of society. This stemmed from the works of Dr. Jane Nelsen, who authored more than 10 books about the subject, Lynn Cott, and Cheryl Ewin among others in the United States. They believed that discipline must be taught to children and particularly to students so that they could learn necessary social and life skills. The works of Jane Nelsen and Lynn Lott in the 1980's were the extensions of the pioneering work on the subject by Dr. Alfred Adler and Rudolf Dreikurs in the 1920s who promoted that treating children should be with respect, and that giving too much of indulging and coddling were not encouraging and often times these could result to social and behavioral problems. Adler and Dreikurs and others (cited by Nelson and Lott, 2015) are espousing the Positive Discipline and Classroom Management Models that this method is primarily to develop mutual respect and adheres to responsible relationships.

The instruments and notions in the Positive Discipline and Classroom Management models include: (1) mutual respect, (2) identification of the belief behind the behavior, because changing those beliefs is more important than changing the behavior directly, (3) effectual communication and operational problem-solving skills, (4) focusing on solutions instead of punishments, and finally (5) giving encouragement instead of praise. The proponent believes that giving encouragement on efforts and improvement, no matter how small, brings success and, thus, giving the students confidence and empowerment.

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MATERIALS AND METHODS

Research Design

A quantitative-descriptive research design was applied in this study, using the quantitative data analysis method based on the data collected from the identified respondents with the use of descriptive survey instruments in the collection of data. Descriptive research design helps researchers to provide answers to research questions as to who, what, when, where, and how are the variables are associated or related with one variable to another variable. However, a descriptive study cannot make a conclusive answer to why questions. It is only used to ascertain the current state of a phenomenon and to characterize the circumstances or situation in relation to the variables of interest (Given, 2007 cited by Nassaji, 2015). Additionally, it is intended that quantitative data analysis of the obtained data would transform raw numbers into meaningful data by the use of logical and critical thinking, which involves the use of descriptive and inferential statistical analysis.

The quantitative technique is related with eliciting evidence to support or refute the study's hypothesis (Saunders et. al., 2019). As a result, the majority of the time, the objective of evaluating assembled and acquired data is for management purposes.

In the present study, the quantitative data used were the respondents' personal profile, work ethic, classroom management profile, classroom management practices, and positive discipline practices.

Population and Sampling

This research used the universal population sampling approach. The study's population was Senior High School instructors employed by the Department of Education in the Division of Paranaque City. This research surveyed the complete population of one hundred eighty-four (184) people.

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According to Calmorin (2016), universal sampling is a sampling approach wherein the researcher may analyze the complete population (i.e., the total population) that shares a certain set of characteristics.

In this study, the researcher utilized the universal sampling technique to determine the responses of the entire public Senior High School teachers under the Division of Paranaque City with regards to respondents' personal profile, work ethic, classroom management profile, classroom management practices, and positive discipline practices. Thus, define a professional development program suited for their locale.

Respondents of the Study

Those who took part in the study were all senior high school teachers in the Division of Paranaque City. Table 1 presented the distribution of respondents from the nine (9) Senior High Schools in the Division of Paranaque City.

Table 1. Frequency Distribution of the Respondents according to Schools

Schools	Population	Respondents
Parañaque National High School-Main	82	82
Moonwalk National High School	20	20
Parañaque Science High School	8	8
Sto. Nino National High School	11	11
Dr. Arcadio Santos National High School	14	14
PNHS-Baclaran	12	12
PNHS-Don Bosco	11	11
Parañaque Senior High School	8	8
Sun Valley National High School	18	18
TOTAL	184	184

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Research Instrument

There were five parts of survey questionnaires that was employed in this study, namely: (1) respondent's profile; (2) teacher work ethic survey questionnaire; (3) classroom management profile; (4) classroom management practices; and (5) positive discipline practices.

The teacher work ethic survey instrument was drawn from the quality indicators for work ethic in secondary schools retrieved from the Dublin High School official website from the work of Turk, Marko & Vignjević, Bojana (2016). The questionnaire was made up of 35 items, but indicators were modified according to the local context in the Philippine setting. The categories in the questionnaire were divided into two groups namely: work habits and work surroundings. Each group was modified to anchor or fit each item in the present setting of the study. The indicators of work habits measured: punctuality, diligence and responsibility, creativity, tolerance, self-respect, courage, honor, patience, and self-control. On the other hand, indicators of work surroundings measured the following: cooperation and kindness, accountability and confidence in work, school pride, ecological awareness, respect for others, compassion and generosity, optimism, and loyalty. A Likert-scale from 1-least likely ethical, to 4-highly ethical was used.

Classroom management practices questionnaire was also an adapted instrument from Marzano (2003) utilized in the study of Millapre (2016). The instrument was comprised of three indicators namely: (1) rules and procedures, (2) disciplinary interventions, and (3) teacher-student relationship. To determine the extent of classroom management practices, a 4-point Likert scale was used as follows: 4-Highly practiced, 3-Practiced, 2-Less likely practiced, and 1-Not practiced.

Classroom management profile questionnaire was a 28-item questionnaire that identified the teachers' classroom management profile as follows: authoritarian, authoritative, laissez-faire, and indifferent. This questionnaire was developed based on the "Teacher Talk: What is your classroom management profile" cited in a toolkit publication entitled "Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments" by UNESCO (2015). Each statement in

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the questionnaire is answerable with a two-scale agreement, which is either "agree" or "disagree." Whichever set of statements has the highest number of "agree" describes the teacher's classroom management profile as follows: authoritarian, authoritative, laissez-faire, and indifferent. In the questionnaire, the set of statements 1-7 described for an "authoritarian" type of profile - "I am the teacher and we will do things my way;" the set of statements 8-14 described for the "authoritative" type of profile - "Let us work together;" statements 15-21 described for a "Laissez-faire" type of profile - "whatever you say;" and statements 22-28 described for the "indifferent" type of profile - "do whatever you want."

Furthermore, the survey questionnaire on positive discipline practices was a researcher-made questionnaire based on the context of the PDET approach published by DepEd.

Validation of Research Instruments

The researcher adapted the six-step validation method of Dave Collingridge (2019), a research statistician. The six-step validation method were as follows:

(1) Establish face validity. At least two parties have to examine the survey instrument as part of this procedure. People with expertise may tell you whether or not the questions in a survey instrument are effective at capturing that information. An expert in question structure reviewed the survey questions to make sure they didn't include any frequent mistakes like misleading or ambiguous questions.

(2) Run a pilot test. A subset of the desired survey sample was chosen, and the survey was pilot tested on this group. In order to ensure that all of the questions in the instrument were relevant, a small percentage of the overall population was invited to assist in the weeding out process.

(3) Clean the collected data. The data was entered into a spreadsheet and cleaned for errors, such as double-checking that the minimum and maximum values of a four-point scale used in the instrument were valid.

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(4) Use Principal Components Analysis (PCA). As a result of the survey questions, a statistical test known as principal components analysis was used to identify the underlying components. Factor loadings are the term for this. The survey's results were confirmed by this stage. Statisticians are being used by the researcher at this point.

(5) Check internal consistency. Using this method, the survey's responses were checked for consistency and the survey's dependability was assessed by confirming that questions loaded on the same factor had a strong association. The researcher utilized Cronbach's Alpha, a common test for measuring the instrument's dependability, to do this (CA). Internal consistency was often defined as a CA value of 0.6 to 0.7 or above; and

(6) Revise the survey instrument. At this point, the changes were being made in light of the data from the PCA and CA and were considered complete.

Data Gathering Procedure

The researcher gathered the data needed using the following procedures:

1. Writing a letter of permission to the DepEd Division Superintendent of Paranaque City indicating to conduct a survey to Senior High School Teachers.
2. After seeking approval from the Division Superintendent, a letter of permission was given to each public Senior High School Principal of Paranaque.
3. A letter of consent was distributed to the respondents for the survey process.
4. A pilot test was conducted for reliability testing.
5. The collected survey instrument was organized and properly recorded in Excel.

Statistical Treatment of Data

The data was treated statistically to answer the problems stated in chapter 1. Descriptive statistics was used to answer the statement of the problems 1, 2, 3, 4, and 5 such as frequency, percentage, mean, and standard deviation. This was to describe the personal profile, work ethic,

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classroom management profile, classroom management practices, and positive discipline practices of the teachers. In addition, inferential statistics such as multiple regression and Analysis of Variance were utilized to answer the statement of the problem numbers 6, 7, and 8. Scheffe test was employed to further investigate where the significant difference lies in the ANOVA test results. The said statistical tests were employed partially as other statistical test were used as the need arise along the process of investigation and analysis. To test for all the hypotheses stated by the researcher, a 0.05 significance level was used.

RESULTS AND DISCUSSION

1. Profile of the Respondents

Sex: One hundred nineteen (119) or 64.67% of the total respondents are female while 65 or 35.33% are male.

Marital Status: Of the 184 respondents, 90 or 48.91% are single, 87 or 47.28% are married, three or 1.63% are separated, and another three or 1.63% are widowed, while only one is separated.

Length of Service: Fifty-six (56) or 30.43% of the 184 respondents have been in the service for less than five years, 39 or 21.20% have been in the service for five to nine years now, 28 respondents or 15.22% have been in the teaching profession for at least 25 years, 24 or 13.04% have been working for 10 to 14 years, while 17 or 9.24% have been in the service for 15 to 19 years now.

Educational Attainment: Eighty (80) or 43.48% of the total respondents, have earned some units in the Master's degree program, 40 or 21.74% are Bachelor's degree holder, 37

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Or 20.11% are Master's degree graduates, 17 or 9.24% earned some units in Doctorate degree program, while ten or 5.43% were able to complete their doctorate degree program.

Teachers' Position: Of the 184 respondents, 57 or 30.98% are Teacher 1, 56 or 30.43% are Teacher 2, 39 or 21.20% are Teacher 3, 18 or 9.78% are Master Teacher II, while 14 or 7.61% of the total 184 respondents are Master Teacher II.

2. Work ethics of the respondents:

Work Habits: The respondents claimed that in terms of work habits, respect students' personality and opinions (WM = 3.96) as highly ethical, show respect to individual students (WM = 3.95) as highly ethical, make sure to be pleasant to their students (WM = 3.88) as highly ethical, encourage students to be creative through assigned activities (WM = 3.87) as highly ethical, make sure to present teaching materials that are generally interesting and motivating (WM = 3.74), always come to school on time (WM = 3.70) as highly ethical, use technology such as projector and computer when teaching (WM = 3.65) as highly ethical, and perform in classes in a creative way (WM = 3.61) as highly ethical. However, the respondents perceive encourage individual student to work outside classroom (WM = 2.97) as ethical. Furthermore, the respondents bring in test result in more than two weeks (WM = 2.36) and rarely share personal problems with students (WM = 2.11) as less likely ethical.

Work Surroundings: The respondents claimed that in terms of work surroundings they encourage students to respect one another and others' work and effort (WM = 3.96) as highly ethical, show appreciation to students' work and effort (WM = 3.95) as highly ethical, remind students about the importance of timely fulfilling their duties (WM = 3.93) as highly ethical, make sure that their school community is made up of all its' students, teachers, school staff and students' parents (WM = 3.92) as highly ethical, motivate students to help

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one another and listen when a student ask them to (WM = 3.91) as highly ethical, treat students with kindness (WM = 3.90) as highly ethical, abide by the rules (WM = 3.88) as highly ethical, feel that they belong to a school community that is comprised of all students, teachers and other staff and possess positive attitudes towards other school employees (WM = 3.86) as highly ethical, understand student's emotional states and regulate their behavior accordingly (WM = 3.84) as highly ethical, talk good things about the school principal (WM = 3.80) as highly ethical, assure that the main attribute of their school community are strong bonds between its' members and make sure that their school organizes various events and manifestations where students socialize with one another (WM =3.78) as highly ethical, feel that they contribute their school's development (WM = 3.70) as highly ethical, react when a student/s are doing something to the detriment of the environment (WM = 3.63) as highly ethical and react when a student/s are doing something to the detriment of the environment (WM = 3.63) as highly ethical. However, the respondents claimed that they encourage students to fight for their beliefs (WM = 3.46) as ethical and feel pleasant to work with teachers during class (WM = 3.26) as ethical.

Classroom Management Profile of the Respondents

Authoritarian Style: The respondents agree that, in terms of authoritarian style of classroom management, they believed that the seating arrangement must be structured to reduce misconduct and encourages learning (WM = 3.46). The respondents also agreed that they believe the classroom should be calm and quiet to achieve successful learning for students (WM = 3.36), agreed that they do not like being interrupted when they are teaching (WM = 3.21), agreed that students have to learn to follow directions and not ask questions (WM = 2.93), and agreed that students seldom embark on activities. They are supposed to focus only on what the teacher is teaching them (WM = 2.82). However, the

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respondents disagreed that they accept no excuses for misconduct, like being late or is not doing their homework (WM = 2.23) and disagreed that once the student misbehaves, I discipline him or her right away, with no further discussion (WM = 1.99).

Authoritative Style: In terms of authoritative style of classroom management the respondents strongly agree that they give praise and encouragement to my students whenever necessary (WM = 3.91), always provide explanation for my every rule and decision (WM = 3.84), are equally concerned about what will my students learn and how will they learn (WM = 3.79), give polite, but firm, discipline to my students who misbehave. I carefully review the circumstances under which disciplining is necessary (WM = 3.73). Furthermore, the respondents also strongly agree that they assign students with projects as learning exercises or urging them to create their own. Then, talks about what they learned, and what else they have yet to learn (WM = 3.68). However, the respondents agreed that their students know they can interrupt the teacher's discussion if they have relevant questions to ask (WM = 3.45) and depending on what is being taught and learned, a teacher's classroom can have various provisions (WM = 3.28).

Laissez-faire Style: The respondents strongly agree and believe that their students learn better when they do things on their own which is to say, doing what they feel like doing (WM = 3.71), but agree that the emotional welfare of students is far more important than developing classroom management. What is important is that students view their teacher as their friend (WM = 3.39). The respondents also agree that If a student disrupts the class, I grant him or her further attention as he or she must certainly have something worthwhile to add (WM = 3.22), agree that there are some students who are driven to learn, whereas others do not seem like to care (WM = 2.96), and I constantly grant the student's request to leave the room (WM = 2.93). However, the respondents disagree that they do not plan

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on what form of discipline they will give to a student. They simply let it happen (WM = 2.31) and disagree that they do not monitor or reprimand a student for this may hurt his or her feelings (WM = 2.28).

Indifferent Style: The respondents claimed that they agree that If the class ends before the dismissal time, I allow my students to study quietly or talk lightly. (WM = 3.11) and I would just present a video or a slideshow rather than giving lectures. (WM = 2.63). However, the respondents disagree that their students have a tendency to look throughout the room and outside the windows much (WM = 2.26), disagree that educational field trips and special projects are not feasible since I have no time to prepare for them (WM = 2.23), that they seldom discipline my students if they turn in late homework or assignments (WM = 2.20), that they do not wish to enforce any regulations towards their students and do not create lessons for my classes since I use the same lesson plans and activities year after year (WM = 2.06).

Classroom Management Profile of the respondents: One hundred forty-five (145) or 78.80% of the 184 respondents employ the authoritative style of classroom management, 12 or 6.52 use the for styles of classroom management, 11 or 5.98% utilize at least two combinations of the four styles, seven respondents or 3.80% apply the Laissez Faire style of classroom management, five respondents or 2.72% employ the authoritarian style, while only four or 2.17% use a combination of three styles.

3. Extent of use of the different classroom management practices

Rules and Procedure: At the beginning of each class (WM = 3.91), the respondents stated that they always give students a set of rules to follow (WM = 3.91), always organize their physical layout of the classroom (WM = 3.77), always post a systematic set of rules, routines

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and procedures in a manner that is understandable to everyone (WM = 3.76), and always apply consequences for students who do not follow the rules (WM = 3.71).

Disciplinary Interventions: In the extent of use of management practices in terms of disciplinary intervention, the respondents claimed that they always praise students for desirable behavior and things accomplished (WM = 3.93) and always use clear classroom discipline (WM = 3.83). However, the respondents claimed that they often pause lecture until disruption ceases (WM = 3.34), often call parent's attention for the students' misbehavior (WM = 3.32) and students who misbehave during class discussions should be given extra or special assignments (WM = 3.11).

Teacher-Student Relationships: In the extent of use of management practices in terms of teacher-student relationships, the respondents claimed that the respondents always make eye contact with each student during discussions (WM = 3.89), always portray a friendly and positive attitude (WM = 3.84), always establish clear learning goals-use rubrics frequently (WM = 3.82), consider students' chosen learning methods and intellect while developing lesson plans (WM = 3.76) and always provide school materials for the needy students (WM = 3.54).

Mental Set: In the extent of use of management practices in terms of mental set, the respondents claimed that they often keep notes or log book of all classroom management related problems encountered (WM = 3.39), often react immediately to violations (WM = 3.16), often write reflections at the end of the day (WM = 3.09), often detach oneself from the source of the problem (WM = 3.01), but rarely share negative experiences to others to lessen burden (WM = 2.48).

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4. Extent of use of positive discipline practices

Holistic: In terms of the extent to which positive discipline practices are used holistically, respondents claimed that they always ensure impartiality (equality and non-discrimination) and justice (WM = 3.86), always encourage students to collaborate on assignments (collaborative learning) (WM = 3.80), always find long-term solutions that help learners hone their discipline (WM = 3.68), and provide multiple settings for learners to express their views (WM = 3.68). The respondents, on the other hand, often have consistent expectations (WM = 3.35.)

Strength-Based: In terms of the degree to which respondents implement positive disciplinary tactics that are strength-based, respondents said that they are constantly enhancing their classroom environment (WM = 3.82), always provide students with different positive choices or alternatives (WM = 3.74), are always utilizing direct instruction (telling exactly what needs to be done) (WM = 3.70) and mistakes as learning opportunities (WM = 3.62). However, they often create individual plans for students (WM = 3.38).

Constructive: In terms of the amount to which they utilize positive disciplinary methods in a constructive manner, respondents said that they always use praise (WM = 3.90) and are always supporting them, particularly when they are experiencing problems and considering things from their perspective (WM = 3.89). Additionally, respondents thought that they are always offering opportunity for students to correct their errors in a manner that aids in their learning and demonstrating support and care for the student (WM = 3.86). Additionally, the responders are constantly including them in the process of developing rules, explaining why regulations are necessary, and serving as a positive role model for them (WM = 3.80).

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Inclusive: In terms of the extent to which positive discipline practices are inclusive, respondents stated that they are constantly recognizing the abilities, needs, circumstances, and developmental stages of each individual (WM = 3.88), constantly gaining the attention of students before they begin (WM = 3.86), and constantly listening to students, hearing their point of view, and modelling them deference even when committing blunders (WM = 3.85). Additionally, respondents said that they are constantly getting up and strolling about the classroom (WM = 3.82), as well as remaining neutral and managing their anger during confrontations (WM = 3.82).

Pro-Active: In the extent of using affirmative discipline habits in terms of pro-active, the respondents claimed that they are always establishing clear and consistently enforced rule (WM = 3.86), and model appropriate behaviors and reinforce them (WM = 3.84). In addition, the respondents always search for the root cause of the misbehavior (WM = 3.80), are always act in the manner you want the learners to act (modelling) (WM = 3.77), and always anticipating problems and acting to address them (WM = 3.73).

Participatory: In terms of the level to which positive discipline methods are used participative. The findings indicate that respondents consistently teach courtesy, nonviolence, understanding, and reverence for other people's rights (WM = 3.93), constantly remind students of school rules and the consequences of violating them (WM = 3.88), and actively engage students in the learning process and school community (WM = 3.86). Additionally, responders are constantly educating children about the consequences of their conduct on other people (WM = 3.83) and discussing the future lesson and explicitly stating what they are expected to accomplish (WM = 3.73).

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5. Significant difference on the responders' work ethics and personal profile.

The hypothesis, "there is no significant difference on teacher work ethics in terms of work habits when grouped according to personal profile in terms of sex, marital status, length of service and highest educational attainment of the respondents," is accepted but rejected in terms of teachers' position. The hypothesis, "there is no significant difference on teacher work ethics in terms of work surroundings when grouped according to personal profile of the respondents," is accepted.

6. Significant difference on the extent of use of the different classroom management practices of the respondents when grouped according to their personal profile and classroom management profile

The null hypothesis of "no significant difference on the extent of use of classroom management practices when grouped according to personal profile in terms of sex, marital status, length of service, highest educational attainment, and teachers' position, except in rules and procedure" is accepted.

The null hypothesis of "no significant difference on the extent of use of classroom management practices in terms of rules and procedure when grouped according to personal profile in terms of teachers' position" is rejected.

The null hypothesis stating that "the extent of use of classroom management practices in terms of rules and procedure, and teacher-student relationship when grouped according to their classroom management profile" is accepted.

The null hypothesis which states "the extent of use of classroom management practices in terms of disciplinary intervention, mental set and over-all extent when grouped according to their classroom management profile" is rejected.

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7. Significant difference on the extent of use of positive discipline practices of the respondents when grouped according to their personal profile and classroom management profile

The null hypothesis of “no significant difference on the extent of use of positive discipline practices when grouped according to personal profile and classroom management profile.” is accepted but rejected in terms of participatory and grouped by teachers’ position.

8. Significant input in the respondents’ profile and classroom management profile on the extent of the use of classroom management and positive discipline practices.

The hypothesis, “there is no significant input in the respondents’ profile in terms of sex, and marital status on the over-all extent of use of classroom management practices,” is rejected.

The hypothesis, “there is no significant input in the respondents’ profile in terms of length of service, highest educational attainment and teachers’ position on the over-all extent of use of classroom management practices,” is accepted.

The hypothesis, “there is no significant input in the respondents’ classroom management profile on the over-all extent of use of classroom management practices in terms of disciplinary interventions, mental set and over-all extent of use,” is rejected but accepted in terms of rules and procedure, and teacher-student relationships.

The null hypothesis, “there is no significant input in the respondents’ profile in terms of sex, marital status, length of service, and highest educational attainment on the extent of the use of positive discipline practices,” is accepted.

The hypothesis, “there is no significant input in the respondents’ profile in terms of teachers’ position on the over-all extent of the use of positive discipline practices,” is rejected.

The null hypothesis, “there is no significant input in the respondents’ classroom management profile on the extent of use of classroom management practices,” is accepted.

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Conclusion

The researcher forwards the following conclusions:

1. Majority of the respondents is female, single, have been in the service for a maximum of five years, earned units in master's degree, and are Teacher I.
2. The respondents' work ethics in terms of work habits and work surroundings is highly ethical.
3. More than three fourths of the respondents are using the authoritative style of classroom management.
4. The respondents use to a large extent the classroom management practices in terms of rules and procedure, disciplinary intervention, and teacher-student relationships.
5. The respondents use to an extent the classroom management practices in terms of mental set.
6. The respondents use to a large extent the positive discipline practices in terms of holistic, strength-based, constructive, inclusive, pro-active, and participatory.
7. There is no significant difference on work ethics based on work habits when classified according to personal profile by sex, marital status, length of service and highest educational attainment of the respondents.
8. There is a significant difference on work ethics based on work habits when classified according to personal profile by teaching position.
9. There is no significant difference on teacher work ethics based on work surroundings when classified according to personal profile.
10. There is no significant difference on the extent of use of classroom management practices when classified according to personal profile by sex, marital status, length of service, highest educational attainment, and teaching position, but has a significant difference in terms of rules and procedure.

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11. There is a significant difference on the extent of use of classroom management practices in terms of rules and procedure when classified according to personal profile by teaching position.
12. The extent of use of classroom management practices in terms of rules and procedure, and teacher-student relationship does not significantly differ when classified according to classroom management profile.
13. The extent of use of classroom management practices in terms of disciplinary intervention, mental set and over-all extent significantly differ when grouped according to their classroom management profile.
14. There is no significant difference on the extent of use of positive discipline practices when grouped according to personal profile and classroom management profile.
15. There is a significant difference on the extent of use of positive discipline practices in terms of participatory when grouped according to personal profile in terms of teachers' position.
16. There is a significant input in the respondents' profile in terms of sex, and marital status on the over-all extent of use of classroom management practices.
17. There is no significant input in the respondents' profile in terms of length of service, highest educational attainment and teachers' position on the over-all extent of use of classroom management practices.
18. There is a significant input in the respondents' classroom management profile on the over-all extent of use of classroom management practices in terms of disciplinary interventions and mental set.
19. There is no significant input in the respondents' classroom management profile on the over-all extent of use of classroom management practices in terms of rules and procedure, and teacher-student relationships.

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20. There is no significant input in the respondents' profile in terms of sex, marital status, length of service, and highest educational attainment on the extent of the use of positive discipline practices.
21. There is a significant input in the respondents' profile in terms of teachers' position on the over-all extent of the use of positive discipline practices.
22. The hypothesis, "there is no significant input in the respondents' classroom management profile on the extent of use of classroom management practices" is accepted.



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