

## AN ASSESSMENT OF PROBLEMS AND NEEDS OF MARITIME FACULTY MEMBERS REGARDING STUDENT-DISCIPLINE

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### ABSTRACT

*This study determined the student-discipline problems encountered among Lyceum International Maritime Academy (LIMA) faculty members and their needs to address these problems in implementing classroom management properly. Seventeen (17) faculty members of LIMA were included in the study as respondents from Lyceum of the Philippines University in Batangas City. The descriptive type of research was utilized in the study. Results showed that LIMA Faculty members encountered cheating more often as number one improper behavior inside the classroom. Aside from this, copying of assignments from their classmates is another form. They also encountered acts of disrespect, vandalism and use of foul or vulgar language. Patience must always be the number one trait to possess by teachers to lessen anger due to individual differences of their students with different attitudes, moods, character, orientation and culture. Keeping the students motivated to perform their school activities well is one of the tasks must not be ignored by the teachers. The problems of the students must control or direct the mind-set of the teachers regarding their role as second parents. Students come to school not just to gain knowledge or learn some skills but also to earn real values.*

**Keywords:** Student Discipline, Problems, needs, coping mechanism

### INTRODUCTION

One reality that continues to challenge even the most experienced teachers is how best one can deal with persistent behavior problems in the classroom (Hoover & Patton, 2005; Rahimi & Hosseini, 2012). Students within the same class embody different characteristics and their needs, attention, expectation and skills differ from one student to another (Kayıkçı, 2009). Students have different characteristics and orientations that need to be realized and understood so that teachers can maintain, impose and implement classroom discipline strategies that would prevent or correct improper behavior most especially for maritime students wherein achieving strict compliance to the rules and regulation is always necessary to hone them as future professional mariners.

Having an effective classroom management is a skill that needs to be mastered by the Maritime Professional teachers. Since they are not education graduates, they must achieve the value of this expertise. It could be defined as the process of arranging the classroom environment and its physical structure under the laws in order to satisfy the expectations of the educational system, the curriculum, the school, the lesson, the teacher and of the students; constituting the rules; recognizing students' assets; providing student motivation; arranging classroom communication pattern; attaining classroom discipline; and of effective and productive employment of time, human and material resources in order to prevent students' undesired behavior (Kayıkçı, 2009).

A teacher has to multitask - keeping students involved in an activity and at the same time maintaining order such as dealing with minor disruptions while classroom events are also immediate wherein any events can happen without any prior warning because classrooms are complex and teachers have to make many split-second decisions in a day (Ching, 2011). The role of the teachers inside the classroom is really challenging and handling students' undesirable behavior is another task needed to address compassionately and democratically. Classroom management is one of the primary areas of concern expressed by teachers and teachers' personal belief system is believed to guide their choices of classroom management approaches (Evrin et al, 2009). Having effective schoolwork includes discipline (Psunder, 2005) through providing assignments and projects that needed to submit on a specified time is a form of teaching them to manage their priorities without encountering delays but sometimes it is also one of the problems of the teachers to the students who submitted the requirements late.

This study aimed to determine the student-discipline problems encountered among LIMA faculty members in terms of improper behavior, accomplishing assignments/projects, attendance and grooming as well as their needs to address these problems in implementing classroom management properly in terms of coping mechanism to address the problems, perception of why problems occur, implementing classroom policy, encouraging student participation and realizing the course objectives. Assessing the student-discipline problems would provide a clear picture on how students behave and work inside the classroom. Faculty members would be informed regarding the discipline problems being encountered by other members of the faculty so that they could get an idea from the findings of the study on how to lessen or avoid these problems inside their classrooms.

## **MATERIALS AND METHOD**

The descriptive type of research was utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Costales and Zulueta, 2003).

Seventeen (17) faculty members of LIMA both part-time and full time were included in the study as respondents. A researcher – made survey questionnaire was used to gather data and information to determine the needs and problems of LIMA Faculty members and suggested approaches to solve the problems. Some of the statements and ideas were taken from the “Questionnaire for your Staff - Assessing the Problems and Needs of your Teachers regarding discipline Problems” from [www.panix.com](http://www.panix.com).

The survey instrument used to determine the student-discipline problems of the faculty members was tested the reliability using the test-retest method to the faculty-respondents not included in the study. The respondents were offered five-point Likert Scale answerable by Always (A), Often (O), Sometimes (S), Seldom (Se) and Never (N). The researcher administered the pilot testing and after a week, the researcher asked the same group to answer again the same set of questions. The computed 0.85 Cronbach's alpha signified that the questionnaire was acceptable based on “rule of thumb” which lies within the range of “Good” (George & Mallery, 2003).

Faculty members answered the questionnaire before the end of the prelim period so that they can still have time to evaluate the behaviors of the group from the start of the class until the end of prelim most especially for the new faculty members. They were informed regarding the sole purpose of the survey questionnaire. One hundred (100) percent questionnaire was ensured. The data collected were classified, tabulated and coded for analysis. Frequency

count, Percentage, Weighted Mean and Rank were the statistical tools applied in interpreting the data obtained from the instrument used in the survey.

## RESULTS

Table 1 shows the student-discipline problems encountered by the faculty members in terms of improper behavior of students; accomplishing assignments and projects and attendance as well as grooming.

**Table 1. Student – Discipline Problems Encountered by the Faculty Members**

<i>Improper Behavior of Students</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Failure or refusal to wear the required ID and/or student uniform within school premises.	2.62	S	8
2. Littering of paper or any form of waste inside the classroom or other parts of the school premises.	3.53	O	5
3. Shouting/conducting boisterous conversation, and creating disruptive noise that may disturb on-going classes	2.71	S	10
4. Using foul or vulgar language.	2.63	S	7
5. Acts of disrespect in words or in deed on any member of the class or teacher	2.83	N	6
6. Use of cellular phone, MP3 players, iPod and the like inside the classroom while discussion is on-going.	3.86	O	4
7. Cheating in any form during an examination, test or written reports including reaction papers, case analysis, experiment or assignments	4.34	O	2
8. Glancing or looking at another student's examination paper.	4.63	A	1
9. Communicating with another student or any person in any form during examination or test without permission from the teacher or proctor	4.05	O	3
10. Entering school premises and classroom under the influence of liquor or being in a state of drunkenness therein.	2.33	Se	11
11. Act of vandalism inside the classroom that cause damage to the school property	2.61	S	9
<i>Composite Mean</i>	3.29	<i>S</i>	
<i>Accomplishing and Completing Assignments/Projects and Attendance</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Homework/Projects not being done.	3.71	O	1
2. Late submission of homework/projects.	3.35	S	3
3. Latecomers	2.89	S	4
4. Frequent Absences	3.47	S	2
<i>Composite Mean</i>	3.36	<i>S</i>	
<i>Grooming</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Cross dressing such as male using female dress and male using female attire	1.00	N	3
2. Wearing of earrings	1.16	N	2
3. Not following the proper hair-cut	2.25	Se	1
<i>Composite Mean</i>	1.47	<i>N</i>	

LIMA Faculty members experienced improper behavior among the students during minor or major examinations and students commit glancing or looking at another student's examination paper. Moreover, they often encounter cheating in any form during an examination, test or written reports including reaction papers, case analysis, experiment or assignments; communicating with another student or any person in any form during examination or test without permission from the teacher or proctor. Understanding the reasons for cheating can be direct responses to people, hard materials, and teacher indifferences (Khodaie et al., 2011).

LIMA faculty members also encountered from the students the use of cellular phone, MP3 players, iPod and the like inside the classroom while discussion is on-going and littering of paper or any form of waste inside the classroom or other parts of the school premises.

Meanwhile, they sometimes experienced acts of disrespect in words or in deed on any member of the class or teacher; students are using foul or vulgar language; failure or refusal to wear the required ID and/or student uniform within school premises; act of vandalism inside the classroom that cause damage to the school property; shouting/conducting boisterous conversation, and creating disruptive noise that may disturb on-going classes.

However, they seldom encountered students who are entering school premises and classroom under the influence of liquor or being drunk, which is the least rated problem being encountered by the LIMA Faculty members. In terms of improper behavior of students, the faculty members are sometimes experiencing these problems inside the classroom with computed composite mean score of 2.29 which denotes average problem intensity.

In terms of accomplishing assignments/projects and attendance, they often experienced homework/projects not being done and submitted within the specified time. They sometimes encounter frequent absences followed by late submission of homework/projects and latecomers. The composite mean score of 3.36 signifies an average problem level.

In terms of grooming, they seldom encountered students who are not following the proper hair-cut while very minimal they encountered students wearing earrings and they never encountered cross dressing among maritime students. The composite mean score of 1.47 signifies very low problem level.

Teachers' ability regarding recognition of student characteristics and needs, setting up class rules and application, management of undesirable behavior and arrangement of classroom environment and physical structure are effective in preventing students' disciplinary behavior towards violation of disciplinary rules (Kayıkçı, 2009). Therefore, teachers must have at least 5 minutes before starting the lesson to assess the needs or problems of the students so that these could be addressed and solved immediately to avoid occurrence of unnecessary behavior.

Table 2 reveals the problems and needs of faculty members in student-discipline in terms of coping mechanism to address the problems; perception of why problems occur; implementing classroom policy; encouraging student participation; and realizing the course objectives.

Faculty members sometimes experienced almost losing their patience in dealing with student-discipline problems. They sometimes come across with problems on handling students' anger; deciding whether to confront a student during class or let it slide until after class, or just to overlook the behavior; problems in keeping students motivated; feel frustrated in my efforts about handling "discipline problems" and feel as though alone with these problems.

**Table 2. Needs and Problems of Faculty Members in Student-Discipline**

<i>Coping Mechanism to Address the Problems</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Losing my patience	3.38	S	1
2. I feel as though I'm alone with these problems.	2.53	S	6
3. I feel frustrated in my efforts about handling "discipline problems	2.59	S	5
4. I feel the problem is sometimes my own personal teaching style	1.53	Se	7
5. I have problems in keeping students motivated	2.63	S	4
6. Being accused of being unfair	1.20	N	8
7. Handling students' anger	3.34	S	2
8. Deciding whether to confront a student during class or let it slide until after class, or just to overlook the behavior	2.73	S	3
Composite Mean	2.49	Se	
<i>Perception of why problems occur</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. I feel the problem is always the students	4.42	O	1
2. I feel the problem is the administration	1.21	N	4
3. I feel the problem is the parents and home life	3.42	S	3
4. I feel the problem is the students' peers	3.69	O	2
Composite Mean	3.19	S	
<i>Suggested Approaches to Solve the Problems</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
<b>Implementing Classroom Policy</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. Following through on any warnings	2.56	M	3
2. Getting support from the administration on my rewards and punishments	2.63	M	2
3. Putting emotions into some of my lessons	2.45	W	4
4. Deciding the proper rewards and punishments	2.74	M	1
5. Deciding the best seating arrangements	1.87	W	5
Composite Mean	2.45	W	
<i>Encouraging Student Participation</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Getting the students to interact with each other, besides me	3.23	M	2
2. Getting students to participate in the lesson	3.54	S	1
Composite Mean	3.39	M	
<i>Realizing the Course Objectives</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. Making my lessons relate to students' experiences	3.69	M	1
2. Helping the students feel a sense of direction and the goal of the lesson	3.64	S	2
3. Getting the lessons done on a time schedule	3.39	S	3
Composite Mean	3.57	S	

However, they seldom experienced the problem is their own personal teaching style and almost never being accused of being unfair on rank numbers 7 and 8, respectively which are the least rated items. The composite mean score of 2.49 implies a low level of problem.

The faculty members perceive that the problem often occurs because of the students themselves followed by the students' peers. Problems also sometimes occurred because of the parents and home life and lastly the administration, which is almost never been a cause of problem based on the perception of the faculty members. The composite mean score of 3.19 denotes average problem intensity. Faculty members give suggested approaches to solve the problems and first on the list which are moderately needed, to decide and establish proper rewards and punishments to the students followed by getting support from the administration on my rewards and punishments and following through on any warnings.

According to them, it is weakly needed to put emotions into some of the lessons and decide the best seating arrangements. The composite mean score of 2.45 denotes that these implementing classroom policies in general are weakly needed. They perceive that getting students to participate in the lesson is strongly needed while it is moderately needed to get the students interact with each other during discussion. The composite mean score of 3.39 implies that the suggestions are moderately needed.

They believe that making the lessons relate to students' experiences is the number 1 suggestion to realize the course objectives followed by helping the students feel a sense of direction and the goal of the lesson and getting the lessons done on a time schedule. The composite mean score of 3.57 implies that these suggestions are strong needed.

## DISCUSSION

It has always been a part of students' habit to look at their seatmates' paper during examination. LIMA Faculty members encountered cheating more often as number 1 improper behavior inside the classroom. Aside from this, copying of assignments from their classmates is another form. These problems must be addressed right away to make them realize the effect of this behavior in their future employment. In the field of academic cheating have been many researches, indicating that important factors in the fraudulent behavior of students are involved. Meanwhile, between cheating in schools and professional behavior in the workplace is a close relationship despite of these evidences, there aren't sufficient field researches which identify the main factors of cheating in schools. (Khodaie et al., 2011).

They also encountered acts of disrespect, vandalism and use of foul or vulgar language. Assignments not being done and submitted on time must not be tolerated by the teachers because it would result to another unfinished project and they would probably be used to this habit of not performing their duties and responsibilities well.

Attendance in LPU is very important part of the class performance. Teachers must always check the presence of their students and ask them the reasons behind those absences. It would also provide the teachers an idea regarding the problems of their students. Teachers must also come to classroom on time to encourage their students to arrive on school earlier. Attendance, grades, and teacher reports showed that students behaved more defiantly and less cooperatively with teachers perceived as having untrustworthy authority (Gregory & Weinstein, 2008). Teachers should go into the classes on time to be a good model (Aydin, 2009). Grooming is not anymore problem of maritime faculty members because of the strict implementation of their policies on haircut and uniform.

Patience must always be the number one (1) trait to possess by teachers to lessen their anger due to individual differences of their students with different attitudes, moods, character,

orientation and culture. Keeping the students motivated to perform their school activities well is one of the tasks must not be ignored by the teachers. There are some students need to be pushed to their limits just to find out their full potential to be great. The problems of the students must control or direct the mind-set of the teachers regarding their role as second parents. Students come to school not just to gain knowledge or learn some skills but also to earn real values.

## CONCLUSIONS AND RECOMMENDATIONS

Teaching is a complex activity that requires one to make many decisions in a short span of time. Decision making by teachers in their daily lives is therefore inevitable. Teaching is complex and uncertain. This is because classrooms are multidimensional and simultaneous (Ching, 2011). LIMA faculty members were experiencing average level of problem in terms of improper behavior and accomplishing assignments/projects and attendance of students. It has very low level of problem in terms of proper grooming. They perceived the students as the major culprit of the problem. They suggested establishing proper rewards and punishments to the students whenever necessary. They perceived that getting students to participate in the lesson is strongly needed.

Improper behavior of students inside the classroom must be addressed immediately in the right time and manner in order to teach them how to act and react properly when they become professionals in their own field of specialization. Teachers' classroom management skills of recognition of student characteristics and needs and management of undesirable behavior were seen to be effective in preventing students' disciplinary behavior of towards spoiling teaching process (Kayıkçı, 2009).

Giving assignments and projects to the students is also one way of letting them perform the assigned task in their own way and manner. Accomplishing this task on time means that students are responsible in a certain level. Disturbing behavior during discussions must be avoided and students must be informed and guided properly regarding his misbehavior. Using and carrying things like cellular phones and any electronic gadgets which could depart their attention to the lessons should be kept away during discussions. Proper grooming is another issue of student-discipline that they should give significance when they are still in the academe so that they could bring this good practice on the way to the world of professionals.

Teachers are seen by students to react to classroom misbehavior by increasing their use of coercive discipline, which inhibits the development of responsibility in students and distracts them from their schoolwork (Lewis, 2001).

The findings argue for a characterization of the deviant behaviour in classrooms as a set of actions that are constructed as such *through* and *in* interaction and, specifically, through the ways in which they happen to be described and assessed by teachers (Margutti, 2011). Students who do not accept responsibility for being excluded think that their teachers' are to blame. To convince students to accept responsibility for their acts, teachers must explain why the exclusion is necessary, warn and punish before excluding a student, and hold a follow-up conversation, highlighting the impact of the misbehavior on classmates (Lewis, Romi & Roache, 2012).

Providing a "safe and secure" learning environment has always been the hallmark of a successful school (Martin & MacNeil, 2007). While it is recommended for the LIMA faculty member to continuous attend seminar related to enhancement of teaching strategies and methodologies as well as effective classroom management.

Many studies emphasize teacher's classroom management style as the most important factor related to students' school achievement (Djigić & Stojiljković, 2012). A majority of disciplinary incidents that take place in the classroom originate from the insufficiency of teachers' classroom management skills (Kayıkçı, 2009). A teacher's most important activity in a typical class environment is the one related to classroom management (Kayıkçı, 2009). Continuing education through finishing graduate studies and joining conferences would provide them better opportunities to improve their classroom management skills to create an environment more conducive to learning with proper strategies in delivering various lessons and keeping the students more motivated to participate in group discussion and be more interested in taking Maritime program. Conducting researches regarding students' behavior would give proper knowledge and understanding of individual differences and how to address constructively the untoward behavior of the students.



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