The Department of Education (DepEd) of the Philippines issued Regional Order No. 07 s. 2018 or also known as the Basic Guidelines in the Development of Learners’ Discipline Manual that could be used by teachers and as well as by school administrators in developing and implementing cases of discipline-related incidences in schools and even in individual classrooms such as bullying, disobedience, and even to help further promote the implementation of the Child Protection Policy; as such, these standards were required to be observed and upheld in every single school (public or private) in the country. Such mandate had been released by the Department of Education (DepEd) in order to maintain discipline within the school premises, especially in times where learners were engaged in various activities in the classroom and inside the school and that were being authorized by its respective school administrators.

In appointing undertakings to students, it was viewed as critical for the teachers to have the option to encourage and manage viably the manner by which the errands would be doled out and appropriated to the students; right now, could be certain that each understudy would had a specific errand that would be allocated for them and that every one of them might effectively take an interest in the movement that had been set up for them by their teachers. These assignments could permitted the students to be engaging in the classroom and furthermore permitted them to investigate their concealed abilities and further improve their aptitudes and information in specific territories wherein they could discover exceptionally fascinating to join into. In this manner, it was significant that teachers, consistently might give their students certain undertakings that was identified with their classroom exercises and conversations with the end goal for
them to all the more likely investigate how very much did they comprehend a specific exercise and to what degree would they be able to have the option to apply those learning to what they were allocated to do in class (Money, 2015).

Interestingly, Bernardino et al (2018) showed that students who feel that teachers were cooperating with them adversely impact students' classroom conduct. In an investigation, it was discovered that teacher personal conduct standards that included yelling, advising students to quiet down, being wry, putting students down and verbally abusing were seen as pessimistic. The conveyed message from these practices caused students to feel that they were not esteemed as students or people. Students encountering this sort of relationship were less spurred and had a higher possibility of getting into mischief in the classroom. An understudy that sees their teacher relationship as close and positive would advance a feeling of having a place with the school, which thusly, would inspire an understudy to buckle down in the classroom and meet conduct expectations.

References:
