Original Research Article

**DISCIPLINE MANEUVER OF TEACHERS AND SOCIAL FLAWS OF STUDENTS IN PUBLIC ELEMENTARY SCHOOLS**

.

ABSTRACT

|  |
| --- |
| This study aimed to examine the significant relationship between the discipline maneuver of teachers and the social flaws of students in public elementary schools. Using a descriptive-correlational research design, a total of 139 public elementary school teachers were surveyed using standardized questionnaires. Data were analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that teachers exhibit a very extensive discipline maneuver. Meanwhile, students experience moderately extensive social flaws. Correlation analysis indicated a moderate positive relationship between teachers' discipline maneuver and students' social flaws. Further analysis showed that among the domains of discipline maneuver, reward emerged as the strongest predictor of students’ social flaws, followed by workout break, responsibility, and dignity. Based on these findings, it is recommended that school administrators may implement policies and programs that enhance classroom management strategies promoting positive student behavior. Providing professional development on effective discipline techniques, integrating values education, and fostering student leadership opportunities can contribute to a more supportive and disciplined learning environment. Schools may also establish targeted support programs such as counseling services, peer mentoring, and financial assistance to help students cope with socio-emotional and economic challenges. |

*Keywords*: Discipline Maneuver, Social Flaws, Public Elementary Schools, Descriptive-Correlational, Education

1. INTRODUCTION

In recent years, public elementary schools have witnessed a growing concern over students’ social flaws, including disrespectful behavior, lack of empathy, bullying, disobedience, and a general decline in moral values. These behavioral issues not only disrupt classroom management but also hinder the overall development and learning experience of all students (Bara, 2024). The persistence of such negative social behaviors can lead to long-term academic failure, peer conflict, and emotional instability (Jianget al., 2022). Addressing these social flaws is essential, as early intervention at the elementary level plays a vital role in shaping a child's future attitude, discipline, and societal contributions.

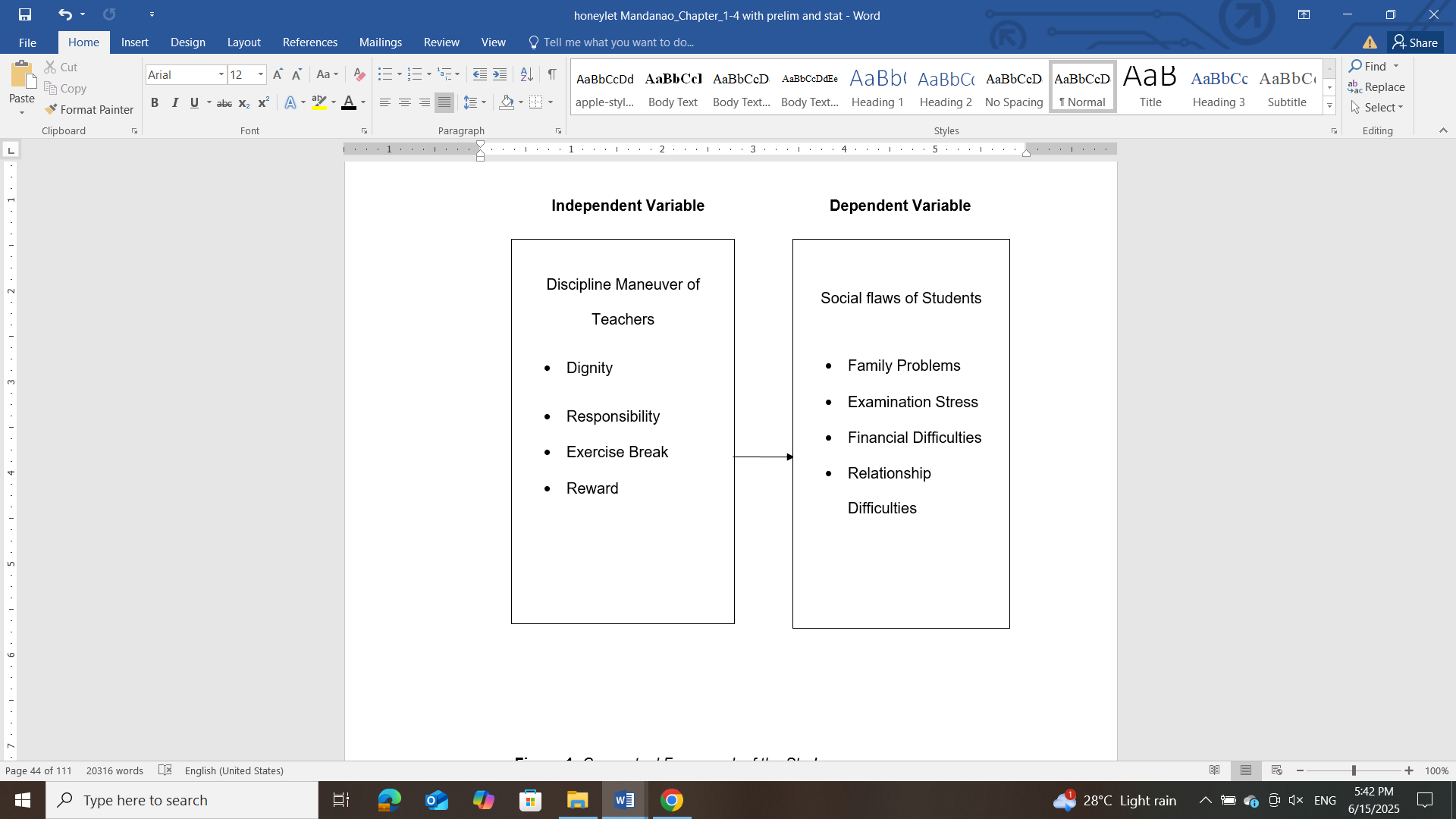
In the United States, teachers report a surge in aggressive and disruptive behaviors among young learners, significantly affecting their teaching effectiveness and emotional well-being (Silver & Zinsser, 2020). In the United Kingdom, rising incidents of classroom incivility, peer exclusion, and verbal abuse reflect broader social and familial breakdown (Görzig et al., 2025). Similarly, in Australia, educators face challenges due to increased disrespect and defiance among students, which are often linked to inconsistent parenting, excessive screen exposure, and weakened community ties (Rudolph et al., 2024). These international patterns indicate that social flaws among students are a growing global issue in educational systems.

In the Philippine context, public elementary schools are experiencing an alarming increase in social issues among students, such as rudeness, lack of cooperation, involvement in fights, and insensitivity toward peers and teachers. These behaviors are frequently attributed to socio-economic challenges, exposure to negative media influences, and inadequate parental guidance. Teachers often find themselves overwhelmed by the dual task of instruction and behavioral correction, particularly in overcrowded classrooms where individualized attention is limited. As these flaws escalate, the learning environment becomes less conducive to both academic success and character formation, demanding urgent educational and community-based interventions (Catubig et al., 2024).

Teachers play a critical role in shaping student behavior through the implementation of discipline maneuvers—strategies and interventions aimed at correcting, guiding, and reinforcing positive conduct. When appropriately applied, such maneuvers can significantly reduce social flaws and foster a respectful, cooperative learning environment. However, the effectiveness of these strategies depends on their consistency, fairness, and cultural sensitivity (Hasanah et al., 2024). A clear relationship exists between how discipline is administered and the prevalence of student misconduct; ineffective or overly punitive approaches may worsen behavior, while constructive and empathetic techniques can promote behavioral improvement and emotional growth (Dennis, 2023).

Although several studies have examined student behavior and disciplinary strategies separately, limited research has focused on the correlation between the discipline maneuvers of teachers and the social flaws of students, especially in the elementary school setting within rural Philippine districts. Moreover, much of the existing literature centers on secondary or urban schools, leaving a gap in understanding the unique dynamics faced by teachers in provincial elementary schools like those in the Manay District. There is a pressing need to explore how specific disciplinary practices influence the social behavior of young learners in these underrepresented educational contexts.

This study aimed to determine the extent of the discipline maneuvers of teachers and the social flaws of students in public elementary schools in Manay District, Division of Davao Oriental. Specifically, it seeks to explore the types of disciplinary strategies employed by teachers and how these correlate with the prevalence of various social flaws among elementary learners, thereby providing insights that may inform more effective classroom management and student development interventions.



**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the extent of the discipline maneuvers of teachers and the social flaws of students in public elementary schools in Manay District, Division of Davao Oriental. Specifically, this study sought answers to the following questions:

1. What is the level of discipline maneuver of teachers in public elementary schools in terms of:

1.1. dignity,

1.2. responsibility,

1.3. workout break and

1.4. reward?

2. What is the level of students' social flaws in public elementary schools in terms of:

2.1 Household problems,

2.2 Examination stress,

2.3 Financial difficulties and

2.4 Relationship difficulties?

3. Is there a significant relationship between teachers' level of discipline maneuver and the social flaws of students in public elementary schools in Manay District, Davao Oriental?

4. What domains of discipline maneuver of teachers significantly influence social flaws of students in public elementary schools in Manay District, Division of Davao Oriental?

**1.2 Hypotheses**

Ho1. There is no significant relationship between teachers' discipline maneuvers and students' social flaws in public elementary schools.

Ho2. None of the domains of discipline maneuver of teachers significantly influence the social flaws of students in public elementary schools.

2. methodology

**2.1 Research Design**

This study employed a non-experimental quantitative research design utilizing the correlational method. This approach was considered appropriate for examining the degree of association between the discipline maneuvers of teachers and the social flaws of students in public elementary schools. As Baguio and Baguio (2025) emphasized, variables may be related either through shared patterns of variation or as a result of a common influencing factor. In this context, the correlational method enabled the researcher to determine whether the strategies and disciplinary approaches used by teachers are significantly linked to the manifestation of social flaws among elementary learners. By exploring the relationship between these two dimensions, the study aimed to uncover meaningful patterns that can inform classroom management practices, professional development programs, and educational policy interventions within the Manay District, Division of Davao Oriental.

**2.2 Research Respondents**

The respondents of this study were 139 out of 220 teachers from public elementary schools in the Manay District, Division of Davao Oriental. These participants evaluated the discipline maneuvers of teachers and the social flaws of students through a structured survey questionnaire. Only teachers with at least three years of teaching experience in public schools were included to ensure familiarity with school dynamics and student behavior. The study was conducted during the School Year 2024–2025. Universal sampling was employed in selecting the respondents, meaning that all eligible members of the target population were included in the study.

**2.3 Research Instrument**

The instruments used in this study were self-made survey questionnaires specifically developed to assess the discipline maneuvers of teachers and the social flaws of students in public elementary schools within the Manay District, Division of Davao Oriental. These instruments were constructed by the researcher based on insights from relevant literature and previous studies concerning classroom discipline strategies, student behavior, and school-based behavioral interventions. Before the actual data collection, the draft questionnaires underwent face and content validation by a panel of experts in the fields of Educational Leadership, Educational Psychology, and Elementary Education. Revisions were made based on their feedback to enhance clarity, ensure content relevance, and align each item with the study's specific objectives.

To determine the reliability and validity of the instruments, a pilot test was conducted with 30 public elementary school teachers from a neighboring district who were not part of the main study. The results of the pilot test revealed high internal consistency, with a Cronbach’s Alpha of 0.909 for the Discipline Maneuver subscale and 0.914 for the Social Flaws subscale.

**2.4 Data Gathering Procedure**

# The data for this study were collected through a series of systematic and ethically guided procedures. The researcher initially secured an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and obtained ethical clearance from the institution’s Ethics Review Committee to ensure adherence to ethical standards and the protection of participants’ rights. Following this, a formal request letter was submitted to the Office of the Schools Division Superintendent of Davao Oriental. Upon approval, the Division Office issued an endorsement letter addressed to the School Heads of public elementary schools within the Manay District, authorizing the conduct of the study in their respective schools.

# With all necessary approvals in place, the researcher conducted a pilot test of the survey instruments to evaluate their reliability and validity. Participants in the pilot test were clearly informed about the study’s purpose and were given instructions on how to complete the questionnaire. Feedback from the pilot test was used to refine the instruments for improved clarity and alignment with the study's objectives. The finalized questionnaires were then administered to 139 public elementary school teachers, who were selected through universal sampling. After completion, the researcher personally collected all responses. The gathered data were then submitted to a professional statistician for tallying, tabulation, and statistical analysis in line with the study’s research questions and objectives.

# 2.5 Data Analysis

To analyze the data collected and effectively address the research questions of this study, the following statistical tools were utilized:

Mean. This was used to determine the extents of discipline maneuvers of teachers and the social flaws exhibited by students in public elementary schools. It provided an overall summary of the respondents’ ratings across specific items and domains, offering insights into common patterns of classroom discipline practices and student behavioral issues.

Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was employed to examine the degree of relationship between the discipline maneuvers of teachers and the social flaws of students. It allowed the researcher to assess whether a statistically significant correlation existed between the way teachers manage discipline and the presence of behavioral issues among learners.

Multiple Regression Analysis. This analysis was conducted to determine the extent to which specific domains of teachers’ discipline maneuvers significantly predicted the occurrence of students’ social flaws. It helped identify which aspects of disciplinary strategies had the most substantial influence on reducing or aggravating student misbehavior in the classroom.

3. results and discussion

**3.1 Extent Discipline Maneuver among Public Elementary School Teachers**

Table 1. *Level of Ingenious Solidarity among Public Secondary Language Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Dignity | | 0.82 | 4.41 | | Very Extensive |
| Responsibility | | 0.78 | 4.39 | | Very Extensive |
| Workout Break | | 0.85 | 4.37 | | Very Extensive |
| Reward | | 0.81 | 4.45 | | Very Extensive |
| **Overall** | **0.76** | | **4.41** | **Very Extensive** | | |

Presented in Table 1 is the summary of the domains in the extent of discipline maneuver among public elementary school teachers, including dignity, responsibility, workout break, and reward, based on the mean scores and standard deviations. The domain reward received the highest mean of 4.45, categorized as "very extensive," followed by dignity with a mean of 4.41. Responsibility had a mean score of 4.39, while workout break recorded the lowest mean of 4.37, though all domains remained categorized as "very extensive." The overall mean of 4.41 is also described as "very extensive," indicating that teachers implement discipline strategies to a high degree across all domains. The overall standard deviation of 0.76 suggests that responses were relatively consistent, with most ratings closely clustered around the mean.

This finding implies that teachers strongly emphasize maintaining discipline through various approaches, particularly by using rewards to reinforce positive behavior. The strong ratings across all domains suggest that upholding students’ dignity, fostering responsibility, providing workout breaks, and implementing rewards are well-integrated into classroom management. These strategies reflect a structured and positive disciplinary approach that supports student development, motivation, and overall well-being.

This finding reflects the research of Osuoha (2024), who emphasized that a strong discipline maneuver of teachers establishes a structured and supportive learning environment, promoting student self-discipline and academic success. Similarly, Porter (2020) found that when teachers implement consistent and fair disciplinary maneuver, students exhibit improved behavior, increased engagement, and a stronger sense of responsibility. Additionally, Li et al. (2024) argued that well-executed discipline fosters mutual respect between teachers and students, reduces classroom disruptions, and enhances overall learning outcomes.

**3.2 Extent of Social Flaws among Public Elementary School Students**

Table 2. *Extent of Social Flaws among Public Elementary School Students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domains** | | **SD** | **Mean** | | **Descriptive Level** |
| Household Problems | | 0.85 | 2.79 | | Moderately Extensive |
| Examination Stress | | 0.70 | 3.38 | | Moderately Extensive |
| Financial Difficulties | | 0.83 | 3.39 | | Moderately Extensive |
| Relationship Difficulties | | 0.78 | 2.32 | | Less Extensive |
| **Overall** | **0.68** | | **2.97** | **Moderately Extensive** | | |

Presented in Table 2 is the extent of social flaws among public elementary school students, including household problems, examination stress, financial difficulties, and relationship difficulties, based on the mean scores and standard deviations. The domain of financial difficulties received the highest mean of 3.39, categorized as "moderately extensive," followed closely by examination stress with a mean of 3.38. Household problems had a mean score of 2.79, also categorized as "moderately extensive," while the lowest mean was recorded in relationship difficulties, with a mean score of 2.32, categorized as "less extensive." The overall mean of 2.97 is described as "moderately extensive," indicating that social flaws among students are present at varying levels, with financial struggles and academic stress being the most prominent concerns. The overall standard deviation of 0.68 indicates that responses were relatively consistent, with most ratings closely clustered around the mean.

This finding implies that financial struggles, examination-related stress, and household difficulties are significant concerns that affect students' well-being and academic performance. While relationship difficulties are categorized as "less extensive," suggesting a relatively stable social environment among students, financial instability and household challenges remain pressing issues. These factors highlight the broader socio-economic and emotional influences on students’ learning experiences, shaping their ability to focus, engage, and succeed in school.

This finding validates the research of Brownfield et al. (2020), who emphasized that moderately extensive social flaws among students, such as household problems, examination stress, financial difficulties, and relationship difficulties, can impact their emotional well-being, academic performance, and social development. Similarly, Holopainen et al. (2020) found that students experiencing moderate levels of these challenges may struggle with focus, self-esteem, and engagement in school activities, though they often develop coping mechanisms to manage their difficulties. Additionally, Reich (2020) argued that social flaws may not be overwhelmingly disruptive, they still require attention from educators and support systems to ensure students receive the necessary guidance and interventions to thrive academically and emotionally.

**3.3 Significant Relationship Between the Discipline Maneuver of Teachers and Social Flaws of Students in Public Elementary Schools**

Table 3. *Significant Relationship Between the Discipline Maneuver of Teachers and Social Flaws of Students in Public Elementary Schools*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Discipline Maneuver | 0.50 | 0.25 | Moderate | 0.045 | Reject Ho1 |
| Social Flaws |

Presented in Table 3 is the correlation analysis between the discipline maneuver of teachers and the social flaws of students in public elementary schools. The relationship between these two variables has a correlation coefficient (R) of 0.50 with a p-value of 0.045, which is less than the 0.05 significance level. This indicates a moderate and statistically significant positive relationship between the discipline maneuver of teachers and the social flaws of students. The R² value of 0.25 suggests that approximately 25% of the variation in the social flaws of students can be explained by the discipline maneuver of teachers. Since the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that there is a significant relationship between the discipline maneuver of teachers and the social flaws of students.

This finding implies that the way teachers implement discipline strategies influences students' social behaviors and challenges. A moderate positive relationship suggests that structured discipline practices may contribute to shaping students' conduct, interactions, and overall social development. While the discipline maneuver of teachers helps maintain order and promote responsibility, it also interacts with students' experiences of social difficulties. This emphasizes the importance of understanding how disciplinary approaches affect the social flaws of students in the school environment.

This finding is consistent with the study of Richard Albrecht and Brunner (2019), who highlighted the significant relationship between the discipline maneuver of teachers and the social flaws of students in public elementary schools. Their research indicated that when teachers implement structured and positive discipline strategies, students exhibit improved behavior, emotional regulation, and social interactions. Similarly, Cassidy-Rouleau (2021) emphasized that a well-balanced disciplinary approach helps reduce negative student behaviors, fostering a more inclusive and supportive classroom environment. Furthermore, Barkley and Major (2020) noted that discipline strategies that promote respect, responsibility, and engagement can mitigate the impact of social flaws among students, ultimately enhancing their academic and personal development. Recent findings by Alonso-Rodríguez et al. (2025) also support this, showing that restorative discipline approaches significantly reduced instances of peer conflict and improved students' sense of belonging.

**3.4. Domains of the Discipline Maneuver that Significantly Influence Social Flaws of Students in Public Elementary Schools**

**Table 4.** *Domains of the Discipline Maneuver that Significantly Influence Social Flaws of Students in Public Elementary Schools*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.90 | 0.70 |  | 6.50 | 0.000 | Significant |
| Dignity | 0.67 | 0.52 | 0.40 | 4.35 | 0.020 | Significant |
| Responsibility | 0.68 | 0.55 | 0.42 | 4.38 | 0.015 | Significant |
| Workout Break | 0.70 | 0.58 | 0.44 | 4.40 | 0.028 | Significant |
| Reward | 0.72 | 0.60 | 0.47 | 4.45 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Social Flaws =1.90 + 0.67 (Dignity) + 0.68 (Responsibility) + 0.70 (Workout Break+ 0.72 (Reward) | | | | | | |
| R=0.520; R²=0.270; F=48.29; p-value=0.025 | | | | | | |

Presented in Table 4 is the regression analysis examining how different domains of the discipline maneuver of teachers significantly influence the social flaws of students in public elementary schools. The regression model indicates that all domains have a positive influence on the social flaws of students. Among them, reward (B = 0.72) has the strongest influence, followed by workout break (B = 0.70), responsibility (B = 0.68), and dignity (B = 0.67). The t-statistics for each factor (ranging from 4.35 to 4.45) and their corresponding p-values (all below 0.05) confirm that these influences are statistically significant.

The regression equation is as follows: social flaws of students = 1.90 + 0.67 (dignity) + 0.68 (responsibility) + 0.70 (workout break) + 0.72 (reward). The model explains 27.0% of the variance in the social flaws of students (R² = 0.270). Furthermore, the model’s F-value of 48.29 and its p-value of 0.025 indicate that the model is statistically significant.

This finding implies that all domains of the discipline maneuver of teachers contribute to the social flaws of students, with reward having the greatest influence. This suggests that the way teachers implement reward-based discipline strategies may significantly impact students' social behaviors. The notable effects of workout break, responsibility, and dignity further highlight the role of different disciplinary approaches in shaping students' social experiences. These results emphasize the need for a well-balanced discipline strategy that supports student development while minimizing negative social behaviors.

This finding aligns with the research of Bear et al. (2022), who emphasized the significant influence of the domains of the discipline maneuver of teachers on the social flaws of students in public elementary schools. Their study revealed that key discipline maneuvers, such as dignity, responsibility, workout breaks, and reward systems, play a crucial role in shaping students’ behavior, emotional well-being, and social interactions. Similarly, Burden (2025) demonstrated that when teachers implement structured and supportive discipline approaches, students develop stronger self-regulation skills, improved peer relationships, and a more positive attitude toward learning. Additionally, Gueldner et al. (2020) highlighted that fostering a classroom environment that balances discipline with encouragement not only minimizes behavioral issues but also enhances students’ social adaptability, emotional resilience, and academic success.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of the discipline maneuver of teachers is always observed, with teachers demonstrating a strong commitment to dignity, responsibility, workout break, and reward. This indicates that teachers actively implement various disciplinary approaches that promote a positive and structured learning environment. A strong discipline framework ensures that students develop respect, accountability, and engagement in the classroom, which contributes to their overall behavior and academic performance.

Secondly, the extent of students’ social flaws is moderately extensive, particularly in terms of household problems, examination stress, financial difficulties, and relationship difficulties. This suggests that many students face challenges outside the school environment, which may affect their academic engagement and overall well-being. Understanding these social difficulties allows educators to create supportive interventions that help students navigate these struggles while maintaining their focus on learning.

Thirdly, a significant relationship exists between the discipline maneuver of teachers and the social flaws of students, indicating that the way teachers manage discipline directly influences students' social behaviors and challenges. This suggests that when teachers establish clear, fair, and supportive disciplinary strategies, they can help students develop better coping mechanisms, leading to a more positive school experience.

Finally, the domains of teachers' discipline maneuver significantly influence students' social flaws. Among these, reward emerged as the strongest predictor, followed by workout break, responsibility, and dignity. This highlights the importance of positive reinforcement and structured discipline in shaping students' social behavior. Schools that prioritize a balanced approach to discipline—incorporating rewards, responsibilities, and breaks, can foster an environment where students feel motivated, supported, and socially well-adjusted.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were formulated:

School administrators may continue to support and enhance classroom management strategies that reinforce positive student behavior. School leaders may implement professional development programs focused on effective discipline techniques, emphasizing approaches that promote respect, accountability, and student engagement. Additionally, integrating values education into the curriculum can further strengthen teachers’ ability to instill discipline while fostering a supportive and respectful learning environment.

School leaders may also develop intervention programs such as counseling services, peer support groups, and financial aid initiatives to assist students facing socio-emotional and economic hardships. Moreover, schools may collaborate with parents and community organizations to provide holistic support systems that ensure students' well-being. Administrators may encourage a balance between structure and emotional support by promoting positive discipline techniques such as restorative justice, mentorship programs, and social-emotional learning (SEL) integration.

School leaders may strengthen strategies that enhance positive reinforcement, leadership development, and structured breaks to improve student behavior and well-being. School-based reward systems that recognize students’ efforts in responsibility, cooperation, and respect may serve as motivation for positive behavior. Additionally, implementing structured workout breaks in between learning sessions may help reduce stress and improve students’ focus and classroom participation

Teachers, in turn, may continue to model dignity and fairness in their interactions with students, ensuring that discipline strategies remain constructive and developmentally appropriate. Teachers may also take an active role in recognizing signs of distress among students, providing appropriate guidance, and fostering a classroom environment that is inclusive, understanding, and responsive to students’ needs. Teachers may continuously innovate to encourage student participation in decision-making and leadership roles, which may also help foster responsibility and reduce behavioral issues. Teachers, for their part, may adopt differentiated discipline approaches tailored to students' individual circumstances, ensuring that interventions are fair, supportive, and conducive to character development. Teachers may integrate more opportunities for students to take on leadership roles in classroom activities, fostering accountability and social skills that may help minimize relationship difficulties among peers.

Future research may further explore the long-term effects of discipline maneuvers on students' behavioral, emotional, and academic development. Investigating how specific discipline strategies impact different aspects of student well-being, resilience, and classroom engagement may provide deeper insights into effective classroom management. Developing a comprehensive framework that aligns discipline with student support systems may help create a more balanced and nurturing learning environment for all students.

Consent (where ever applicable)

This study was carried out in strict adherence to recognized ethical standards to protect the rights, dignity, and well-being of all participants. Before beginning data collection, the researcher obtained all necessary approvals, including an endorsement from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution’s Ethics Review Committee. The ethical procedures were guided by the framework set by Pregoner et al. (2025), ensuring compliance with current standards for conducting research involving human participants in educational settings. Participation was entirely voluntary, and all respondents were fully informed about the study’s purpose, scope, and their right to refuse or withdraw at any point without penalty. Informed consent was secured to affirm their willingness to take part in the study. To protect confidentiality, no personal identifiers were collected, and all responses were handled with strict confidentiality. The data gathered were solely for academic use, and the research was conducted with integrity, transparency, and full ethical responsibility.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Alonso-Rodríguez, I., Pérez-Jorge, D., Pérez-Pérez, I., & Olmos-Raya, E. (2025, March). Restorative practices in reducing school violence: a systematic review of positive impacts on emotional wellbeing. In *Frontiers in Education* (Vol. 10, p. 1520137). Frontiers Media SA. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2025.1520137/full>

Baguio, M. P. A. B., & Baguio, J. B. (2025). Professional Reputation and Service Efficacy of Teachers in Public Elementary Schools. *Asian Journal of Education and Social Studies*, *51*(1), 165-174. <https://hal.science/hal-04894432/>

Bara, M. A. (2024). STUDENTS'PERSPECTIVE ON THE PHENOMENON OF VIOLENCE IN THE SCHOOL ENVIRONMENT. *Pangeea*, (2), 5-12. <https://www.ceeol.com/content-files/document-1361814.pdf>

Barkley, E. F., & Major, C. H. (2020). *Student engagement techniques: A handbook for college faculty*. John Wiley & Sons. <https://books.google.com/books?hl=en&lr=&id=6kfZDwAAQBAJ&oi=fnd&pg=PR11&dq=Barkley+and+Major+(2020)+noted+that+discipline+strategies+that+promote+respect,+responsibility,+and+engagement+can+mitigate+the+impact+of+social+flaws+among+students,+ultimately+enhancing+their+academic+and+personal+development&ots=5CONrgsGm1&sig=giZRqD6E5XWWf5yGTAwPjbHYoFM>

Bear, G. G., Soltys, A. B., & Lachman, F. H. (2022). Positive psychology and school discipline. In *Handbook of positive psychology in schools* (pp. 365-379). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003013778-29/positive-psychology-school-discipline-george-bear-angela-soltys-fiona-lachman>

Brownfield, N. R., Thielking, M., Bates, G., & Morrison, F. (2020). Does poverty impact student academic outcomes and wellbeing in Australian universities? A systematic review. *Journal of Social Inclusion*, *11*(2). <https://journalofsocialinclusion.com/articles/10.36251/josi192>

Burden, P. R. (2025). *Classroom management: Creating a successful K-12 learning community*. John Wiley & Sons. <https://books.google.com/books?hl=en&lr=&id=-_FJEQAAQBAJ&oi=fnd&pg=PR11&dq=Burden+(2025)+demonstrated+that+when+teachers+implement+structured+and+supportive+discipline+approaches,+students+develop+stronger+self-regulation+skills,+improved+peer+relationships,+and+a+more+positive+attitude+toward+learning&ots=cPXJdt_xwf&sig=8MhdsnLYi-maD9ws7DI7ByptOXg>

Cassidy-Rouleau, S. L. (2021). Reframing behaviour to foster safe and supporting schools. <https://ir.lib.uwo.ca/oip/196/>

Catubig, C. G. H., Alas, A. F. D., Danganon, A. C., & Cagape, W. E. (2024). Elementary Teachers Lived Experiences in Handling Learners with Behavioral Difficulties. *Elementary Teachers Lived Experiences in Handling Learners with Behavioral Difficulties*, *149*(1), 19-19. <https://www.researchgate.net/profile/Christine-Gay-Catubig/publication/381104220_Elementary_Teachers_Lived_Experiences_in_Handling_Learners_with_Behavioral_Difficulties/links/6720e5262326b47637b80207/Elementary-Teachers-Lived-Experiences-in-Handling-Learners-with-Behavioral-Difficulties.pdf>

Dennis, K. (2023). Transforming School Discipline: From Corporal Punishment to Positive Discipline and Student Leadership. *Convergence Chronicles*, *4*(4), 210-214. <https://globalweb1.com/index.php/ojs/article/view/91>

Görzig, A., Betts, L. R., Maunder, R., Monks, C. P., De Amicis, L., & Bennett, S. (2025). The role of social inequality and identity at teacher and school level for teachers’ responses to identity-based bullying. <https://gala.gre.ac.uk/id/eprint/48750/>

Gueldner, B. A., Feuerborn, L. L., & Merrell, K. W. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. Guilford Publications. <https://books.google.com/books?hl=en&lr=&id=xb_nDwAAQBAJ&oi=fnd&pg=PP1&dq=Gueldner+et+al.+(2020)+highlighted+that+fostering+a+classroom+environment+that+balances+discipline+with+encouragement+not+only+minimizes+behavioral+issues+but+also+enhances+students%E2%80%99+social+adaptability,+emotional+resilience,+and+academic+success.&ots=sg5nH4LdhK&sig=B8nBOY1SrckyI5XvQ8bWmKXmAlk>

Hasanah, M., Arafat, Y., Barni, M., Raya, A. T., & Aprilianto, A. (2024). Teachers' Strategies for Managing Disruptive Behavior in The Classroom During The Learning Process. *Nazhruna: Jurnal Pendidikan Islam*, *7*(3), 628-645. <https://nazhruna.uacmjk.ac.id/index.php/nzh/article/view/7>

Holopainen, L., Waltzer, K., Hoang, N., & Lappalainen, K. (2020). The relationship between students’ self-esteem, schoolwork difficulties and subjective school well-being in Finnish upper-secondary education. *International Journal of Educational Research*, *104*, 101688. <https://www.sciencedirect.com/science/article/pii/S0883035520317948>

Jiang, M. M., Gao, K., Wu, Z. Y., & Guo, P. P. (2022). The influence of academic pressure on adolescents’ problem behavior: Chain mediating effects of self-control, parent–child conflict, and subjective well-being. *Frontiers in psychology*, *13*, 954330. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.954330/full>

Li, Z., Jusoh, N. B., Niu, X., Liu, Y., & Zhou, J. (2024). Research on the relationship between physical education and physical health in primary and secondary schools in malaysia: current situation analysis and future development direction. *Arts Educa*, *39*. <https://artseduca.com/submissions/index.php/ae/article/view/344>

Osuoha, J. (2024). Assessment of the impact of guidance and counselling on academic performance and discipline among junior secondary school students (A study of Federal Capital Territory in Abuja). *Global Academic Journal of Humanities and Social Sciences*, *6*(2). <https://www.gajrc.com/media/articles/GAJHSS_62_85-97.pdf>

Porter, L. (2020). *A comprehensive guide to classroom management: Facilitating engagement and learning in schools*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781003114772/comprehensive-guide-classroom-management-louise-porter>

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. *IMCC Journal of Science*, *5*(1), 1-9. <https://hal.science/hal-05073466/>

Reich, J. (2020). *Failure to disrupt: Why technology alone can’t transform education*. Harvard University Press. <https://books.google.com/books?hl=en&lr=&id=jan8DwAAQBAJ&oi=fnd&pg=PP1&dq=Reich+(2020)+argued+that+social+flaws+may+not+be+overwhelmingly+disruptive,+they+still+require+attention+from+educators+and+support+systems+to+ensure+students+receive+the+necessary+guidance+&ots=gA1ymSNsge&sig=mTMUFI2ugvFelHhFEqYubsCQEvg>

Richard Albrecht, N. M., & Brunner, M. (2019). How positive behavioral supports and social-emotional curriculum impact student learning. *The European Journal of Social & Behavioural Sciences*. <https://www.europeanpublisher.com/ru/article/10.15405/ejsbs.245>

Rudolph, S., Isbester, S., Payne, A. L., & Delany, T. (2024). Understanding school discipline and exclusion in Australia: key issues. *The Australian Educational Researcher*, 1-19. <https://link.springer.com/article/10.1007/s13384-024-00773-6>

Silver, H. C., & Zinsser, K. M. (2020). The interplay among early childhood teachers’ social and emotional well-being, mental health consultation, and preschool expulsion. *Early Education and Development*, *31*(7), 1133-1150. <https://www.tandfonline.com/doi/abs/10.1080/10409289.2020.1785267>