**Best** **Practices of Maintaining Students' Discipline: A Phenomenological Inquiry among Teachers of Monkayo East District, Davao de Oro, Philippines**

**Abstract**

This study was designed to examine the experiences and best practices that teachers employed in maintaining student discipline and the insights of eight teachers from the Monkayo East District, Davao de Oro, during the 2024–2025 school year. Using a qualitative phenomenological research design, analysis of the data revealed that maintaining students’ discipline built strong relationships between teachers and students, made students responsible and cooperative, and helped teachers remain consistent in performing their functions. Hence, the researcher employed thematic analysis, one of the most widely used methods in qualitative research, which focused on identifying, examining, and recording patterns or themes within the data. The effect of maintaining students’ discipline was positive in that it resulted in giving teachers control in managing classrooms, building beneficial habits, focusing students on learning, and creating a positive learning environment. However, the lack of cooperation from parents and their perceptions made maintaining students' discipline difficult. Consequently, the teachers understood the importance of implementing student discipline for the benefit of students, teachers, and the learning environment. Teachers, school heads, and higher authorities were encouraged to continue doing their part to make the implementation of students’ discipline effective and efficient.

**Keywords:** *elementary education, students’ discipline, best practices, realization, teachers, school head, phenomenological study*

**INTRODUCTION**

 Schools still have a challenging time keeping kids in line since it affects how well they study and do in school ( Thelma & Phiri,2025). Teachers all throughout the world must deal with students acting up, not being engaged in school, and using different ways to discipline kids in different places (Azizi,2019). In the Philippines, these challenges are particularly severe in public schools due to overcrowded classrooms, significant income and wealth disparities, and a lack of institutional support (Gloria,2024). The Monkayo East District in Davao de Oro is a positive example of these issues. It can be challenging for teachers to educate properly when students are impolite, miss school, are late, or don't pay attention (Friales &Nana,2023). Teachers find it hard to employ consistent and culturally appropriate ways to discipline students because they don't have enough training, good resources, or access to them, and their communities have different values (Espinosa,2020). Teachers need to reflect on their experiences to develop effective solutions as these problems continue to arise.

 Most studies on school discipline have focused on rules and data rather than the students themselves. Students often don't listen to what teachers say or what they've learned, especially if they go to schools that don't have enough money or are in rural locations ( Catayas, Hussien, 2024). Moreover, the existing research focuses on policies or quantitative data, leaving out the rich, contextual insights afforded by qualitative inquiry (Dilabayan & Sambo,2024).This gap implies a need for more in-depth knowledge from the standpoint of educators, particularly in the Philippine educational setting. Furthermore, most previous studies depend on quantitative data, ignoring the detailed views and contextual insights that qualitative research can bring (Escobal &Arboleda,2023).Furthermore, the literature frequently overlooks teachers' subjective experiences and opinions on what constitutes effective discipline.

 This study examines the experiences and best practices that teachers employ in maintaining student discipline through a phenomenological approach. By doing so, it provides a deeper understanding of the strategies educators find most effective in real-world classrooms. The goal is to conduct a thorough investigation to identify the most effective practices for fostering discipline among students. Recognizing the urgency of this study, the researcher noted that no previous research on this topic had been conducted in Monkayo, Davao de Oro.

**Theoretical Background**

Emile Durkheim's (1985) conflict theory serves as the foundation for this study. According to Ferrare & Phillipp ( 2021).teachers can enforce school policies, and pupils are expected to follow them. Teachers' roles are to provide direction and enforce policies that promote student growth. Teachers instill values and standards in their students, encouraging them to demonstrate desirable behaviors such as obedience, cooperation, and productivity. In this setting, conflict theory is critical in understanding the imposition of authority and regulations to manage student behavior and prevent deviance. Conflict theory in education highlights the inequality in how power is distributed, and discipline is implemented, allowing teachers to think critically about whose needs are served by school rules( Mishra,2013). As a result, including conflict theory in student discipline research helps uncover the underlying social structures that shape behavior and reinforce conformity.

This theory states that teachers are responsible for maintaining students' discipline. According to Shen (2024) , teachers have the authority to enforce school policies, and students are forecast to comply with them. The role of teachers is to provide guidance and implement these policies to foster student development. By instilling values and norms, teachers encourage students to exhibit desirable behaviors such as obedience, cooperation, and productivity. This theoretical inconsistency can create disparities in classroom expectations, contributing to disciplinary challenges, especially in diverse and resource-limited settings. As noted by Li (2018) the lack of a unified disciplinary philosophy within schools often results in fragmented practices that fail to effectively support positive student behavior and academic engagement.

**Conceptual Framework**

The framework presents interrelated processes where teachers' experiences shape their discipline strategies, leading to valuable insights and effective practices. These practices, in turn, enhance the success of discipline management, which helps refine future approaches. The model highlights the ongoing development and improvement of discipline management in education. Discipline, including academic performance, behavior improvements, and the overall classroom environment. The conceptual framework provides a structured approach to understanding how teachers handle student discipline. It includes four interrelated elements:

Teachers’ experiences, including their background knowledge, education, and practical experiences, are crucial in shaping and handling student discipline (Oestar & Oestar,2022). These factors influence their comprehension of behavior and guide the strategies employed for effective management. Hence, effective student discipline management is the focus of the framework, highlighting how teachers uphold discipline in the classroom. Teachers shape these key concepts, which in turn influence other components of the model. In addition, insights are the lessons, reflections, and new perspectives that teachers gain from their experiences in managing student discipline. These insights contribute to enhancing future best approaches ( Abbas,2024). Moreover, practices are the effective methods and approaches that teachers implement, grounded in their experiences and insights. These practices help maintain consistent and positive management of student discipline.

Fig 1 : Teachers on maintaining student discipline

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**Research Objectives**

This study aimed to explore the experiences and the best practices of teachers on student discipline. This was guided by the following questions.

1. What are the experiences of the participants in maintaining student discipline?
2. What are the best practices of the participants employed in maintaining student discipline?
3. What strategies do participants use to create a proactive environment in maintaining student discipline?
4. What are the challenges that the participants encountered in maintaining student discipline?
5. What are the significant insights and realizations of the participants from their experience in maintaining student discipline?

**METHODS**

This chapter outlines the methodology of the study, detailing how the research was conducted and how the data were collected and analyzed. It is organized into several sections: the research design, research locale, role of the researcher, research participants, data collection procedure, data analysis, trustworthiness and credibility, and ethical consideration.

**Research Design**

The study employed a qualitative phenomenological approach. Qualitative research focuses on understanding phenomena in their natural context by interpreting the meaning that people assign to their experiences (Hossain,Alam, & Ali, 2024). This approach is inherently exploratory, meaning that the information gathered is fluid, subjective, and rooted in the perspectives of the participants based on their understanding, feelings, and experiences. The qualitative aspect of this study specifically examines the lived experiences of participants, providing an exploration of real-life encounters (Creswell & Poth, 2024).

The researcher used purposive sampling to choose teachers who maintain student discipline, thereby ensuring depth and relevance in the collected data (Wilkins,2024). This sampling method aligns well with phenomenological inquiries, as it prioritizes the lived experiences of the teachers, which enhances the credibility and contextual depth of the findings Memon,Ali, T,Ting & Cheah, 2025).

**Location of Study**

The study was conducted in six elementary schools in the East District of Monkayo, Davao de Oro, such as Babag Elementary School, Muňoz Elementary School, Salvacion Elementary School (formerly Samuag Elementary School), Olaycon Integrated Elementary School, Tubo-Tubo Elementary School, and Rizal Memorial Elementary School during the school year 2024-2025.

**Research Instruments**

Open-ended questions, unlike the predetermined set of answer options used in this study, allow respondents to express their thoughts in their terms and inquire about best practices for maintaining students' discipline through interview guide questions. During the interview, the researcher took notes on the participants' comments and used a voice recorder to record the entire conversation, subject to participant agreement. In addition, the researcher formulated the interview guide questions for this study, which received expert validation. This approach involves the interviewer attempting to facilitate a natural conversation by posing open-ended questions related to the study topic. This strategy is appropriate for studies in which the researcher possesses insufficient information about the phenomenon and then designs the interview questions to elicit the feelings of teachers teaching outside their field.

**Research Respondents**

The participants consist of eight classroom teachers with at least five years of teaching experience, ensuring they are well-versed in maintaining student discipline. Teachers with less than five years of experience were excluded from their study. According to Creswell & Poth (2022), the inclusion and exclusion of participants in a study is critical for assuring the validity, reliability, and ethical integrity of research findings**.**

**Data Collection**

Data collection was conducted using in-depth, semi-structured interviews with selected public elementary school teachers who were purposively chosen based on their experience and expertise in classroom discipline. This qualitative approach allowed the researcher to explore the participants lived experiences, insights, and strategies in managing student behavior effectively. The interviews were audio-recorded, transcribed verbatim, and conducted in a manner that ensured confidentiality and comfort for the participants. This method facilitated a rich and comprehensive understanding of the best practices employed by educators in maintaining discipline within their respective classrooms.

**Research Procedure**

The researcher collected data using the following methods after gaining consent from the Panel of Examiners and a letter of support from the Office of the Institute of Professional Studies: The researcher addressed a letter to the superintendent of schools in Davao de Oro, requesting permission to do the study at the chosen school. After obtaining permission, the researcher sought approval from school administrators and received access to the participants. The researcher also got formal consent from the respondents and participants before collecting data. The respondents completed the interview at their leisure. The researcher made certain that the respondents' answers remained secret. The researcher appropriately collected, sorted, and tallied the question data. The researcher compiled all the information gathered from the questionnaire. The data were evaluated and interpreted to reach conclusions and provide recommendations.

**RESULTS AND DISCUSSION**

The researcher carefully transcribed the collected data from individual and group interviews with the participants and then passed it to the analyst to study and develop the main theme and thoughts. This study presents the collected data and participant responses from the conducted interview, which serves as the primary information source.

**Experiences of the participants in maintaining student discipline**

The responses generated nine themes: encountering challenges, being able to minimize negative behavior, setting clear expectations, fostering positive relationships with the students, addressing misbehavior effectively, not easy, having a lot of experiences, becoming more efficient, and giving proper discipline.

**Encountering Challenges.** The participant’s response highlights challenges teachers face in maintaining students’ discipline due to their unpredictable behavior, which changes frequently. It changes from time to time. Respondent 2 stated that she faced this challenge and emphasized the need to seek appropriate strategies, saying, “I encountered challenges in maintaining students’ discipline because their behavior changed from time to time.” I need to change and improve appropriate and effective discipline strategies.

**Being able to minimize negative behavior.** The results indicate that the informants find it challenging to manage the negative behavior of students in the classroom. Thus, they keep the students busy studying their lessons and preparing activities to manage and minimize negative behavior. Respondent 1 reveals that keeping the students busy with the lesson is a strategy to lessen their negative behavior by saying, “I maintain students’ discipline by making them busy with the lessons and activities.” With this, I minimized their negative behavior.

**Setting Clear Expectations.** The participants indicated that the teacher established clear expectations of discipline in the classroom. This procedure serves as guidance for all the students and maintains students’ discipline. Respondent 3 discloses that she sets clear expectations in maintaining student discipline, as she shared that she maintains student discipline by setting clear expectations and consistently enforcing rules and regulations.

Respondent 6 reiterated this and stressed that it addresses the cause of the behavior, as she conveyed that, in her experience, maintaining student discipline requires setting clear expectations. And they addressed the root causes of misbehavior.

**Fostering Positive Relationships with Students.** The participants’ responses indicate that teachers are fostering positive relationships with students to cultivate a respectful learning environment. Respondent 3 expressed her statement that I foster positive relationships with students, which helps create a respectful environment. I use positive reinforcement to encourage beneficial behavior and address misbehavior effectively.

**Addressing Misbehavior Effectively.** The participants’ responses indicate that the teacher effectively addressed student misbehavior by implementing a positive approach to discipline. It means that positive discipline encourages progressive behavior. Respondent 3 expressed that the teacher uses positive reinforcement to encourage good behavior and effectively address misbehavior.

**Not Easy.** The responses from the participants indicate that implementing school policies to maintain student discipline is a challenging task for teachers. Numerous obstacles, such as students’ rebellious behavior and a lack of discipline at home, hinder effective implementation. Respondent 4 expresses her sentiment by saying that, from my experience, it is not simple to implement student discipline. There are many barriers. One issue is the rebellious behavior of the children lacking discipline at home. However, efforts must continue to change these behaviors gradually.

**Gaining a Lot of Experience.** The participants' responses confirmed that teachers faced numerous challenges while implementing school policies aimed at maintaining student discipline. Various challenges, including different student behaviors and inconsistent discipline at home, hinder effective implementation. Respondent 5 expressed her sentiment. I have gained a lot of experience in implementing discipline toward diverse learners. Their worst behavior fails at home to impose discipline. Parents do not have concerns and have come to provide support to the school.

having a lot of experiences, becoming more efficient, and giving proper discipline.

**Becoming More Efficient.** The responses of the participants confirmed that student discipline makes the curricular delivery toward the learners more efficient. Effective discipline plays a crucial role in enhancing the delivery of teaching and learning. Respondent 7 expressed her sentiment by saying that ensuring student discipline enhances the efficiency of the teaching and learning process.

**Giving Proper Discipline.** The participants’ responses indicated the need for proper discipline in the classroom to encourage student behavior. Discipline is vital for correcting students’ misbehavior. Respondent 8 expresses that some students are behaving well, while others are not following proper discipline.

**Best practices of the participants employed in maintaining student discipline**

This section presents the results of the second major research question. The themes include the following: promoting a positive learning environment, implementing classroom rules and regulations in discipline, providing rewards, assigning tasks, teaching good manners and right conduct, applying penalties, approaching students with a positive mindset, setting clear instructions, and utilizing positive reinforcement.

**Promoting a Positive Learning Environment.** The primary goal of student discipline is to train students to take responsibility and achieve higher learning outcomes. Participants indicated that teachers uphold discipline by cultivating a positive learning environment that encourages student cooperation.

Respondent 1 articulated this belief by stating that we need to nurture a supportive, inclusive, and engaging learning environment to encourage student participation.

Respondent 2 reiterated this perspective by saying that it promotes a positive learning environment for everyone.

**Implementing Classroom Rules and Regulations in Discipline.** Teachers bear a fundamental responsibility to uphold student discipline, ensuring a structured and focused classroom environment that facilitates the effective delivery of the curriculum. According to the responses from the informants, teachers uphold classroom discipline by implementing rules and regulations that guide and nurture behavior. Respondent 1 shared her thoughts by saying that we are involved in making classroom discipline policies and taking part in their implementation.

Conversely, Respondent 4 contributed to this statement by saying that imposing clear rules and regulations is one of the strategies that I employed to maintain student discipline. A simple regulation should be easily understood and complied with by the children.

**Giving Rewards.** The primary objective of student discipline is to cultivate responsibility, empowering students to take ownership of their learning journey and achieve higher academic outcomes. The participants’ responses indicate that teachers encourage students to adhere to classroom policies by offering a reward. This procedure motivates the students to follow the rules and regulations set by the classroom to maintain student discipline.

Respondent 2 testified that she offers a reward to encourage students to follow the classroom policies, specifically stating, "I offer a reward for those who adhere to the classroom rules and policies."

**Giving Tasks to Follow**. Maintaining student discipline is crucial for establishing a conducive learning environment that supports effective teaching and facilitates optimal student learning outcomes. The participant’s responses indicate that teachers foster student obedience by designating tasks that reinforce adherence to classroom standards.

Respondent 3 testified that burnout reduces the enthusiasm of a teacher for her teaching duty by saying that implementing effective classroom management strategies is key to encouraging student obedience and promoting positive behavior both inside and outside the classroom. They perform their task effectively.

**Teaching Good Manners and Right Conduct.** One of the main objectives of maintaining student discipline is to cultivate responsible individuals who can contribute to a progressive society. The participants’ responses indicate that teachers play a vital role in shaping students by imparting lessons on positive manners and appropriate conduct.

Respondent 5 shared her approach to enforcing student discipline by stating, "I teach the children how to understand what good manners and appropriate conduct mean in all situations."

**Applying penalties.** The welfare of the learners is the primary concern when implementing student discipline. The responses from participants revealed that one effective strategy used by teachers for maintaining classroom discipline is imposing penalties or punishment on students who misbehave. The purpose of these penalties is to hold students accountable for their actions and guide them toward obedience.

Respondent 5 described his method of implementing student discipline, which encourages learners to study diligently for their future and informs them about the penalties for misbehavior. When they make mistakes, I use positive discipline techniques.

Respondent 8 also added that imposing simple and fair punishment serves to teach students that every action has specific consequences.

**Setting Clear Instructions.** The primary focus of implementing student discipline is the development of learners. Participants indicated that the teachers set clear instructions for the students to follow, which guide them toward better performance in school.

Respondent 2 highlighted the significance of providing clear instructions for learners by stating that establishing routines and giving clear instructions to them is essential.

The respondent (7) added it’s crucial to set clear instructions for everyone on what to do and to be fair to all. There should be no special treatment.

**Employing Positive Reinforcement.** The development of learners remains a key concern in the implementation of student discipline. Participants expressed that the teachers use positive reinforcement for students who misbehave, aiming for them to be obedient and responsible. Respondent 8 emphasized the importance of positive reinforcement in supporting students' development, stating that it is essential for promoting good student behavior.

**Proactive Approaches in Maintaining Student Discipline**

This section addresses specific questions. They identified themes including demonstrating genuine care, promoting effective classroom management, building trust and rapport, establishing respect and a fair learning environment, using positive reinforcement, fostering a positive classroom environment, and employing effective communication techniques.

**Demonstrating Genuine Care.** Effective student discipline helps students to grow into responsible individuals while achieving greater academic success. The informants highlighted that a proactive learning setting emerges when educators demonstrate genuine care toward their learners.

Respondent 1 shared her perspective on demonstrating genuine care for students, saying that as a teacher, I treated them as my children, always caring for their well-being. I study their background to understand their situations and misbehavior. Rather than punishing them for their mistakes, I choose to care for them and offer motherly counseling.

Respondent 3 added that building positive relationships with students is one of the most effective approaches to maintaining discipline in the classroom through demonstrating genuine care and empathy.

**Promoting Effective Classroom Management.** Effective classroom management facilitates effective learning delivery. Informants indicated that promoting a proactive classroom environment involves effective management practices. Respondent 2 described her approach to enhancing classroom management by promoting effective classroom management: I give students the authority to make decisions, allowing them to feel that they are part of the solution to the school’s challenges.

**Building Trust and Rapport.** Participants disclosed that building trust and rapport with students is an effective strategy for promoting a proactive learning environment. Students tend to be more obedient and perform better in class when they feel trusted and cared for by their teachers.

Respondent 3 illustrated this point, stating that building positive relationships with students is one of the most effective approaches to maintaining discipline in the classroom by getting to know the students personally.

Respondent 5 echoed that by establishing positive relationships and building trust, respect, and open communication, students are more likely to engage constructively and follow classroom expectations.

Respondents 6 supported it by expressing to my students that I care about their well-being, interests, and individual needs. I work to create an atmosphere of trust. This includes actively listening to them, offering support, and upholding consistency with my approach.

Respondent 7 added , I show that I care for them by listening to their agony. Then, because of our closeness, they listen to my instructions, which makes it easier for me to nurture them.

**Establishing Respect and a Fair Learning Environment.** The student’s discipline aims to encourage students to take greater responsibility for achieving higher learning outcomes. However, as revealed by the respondent, an approach employed by teachers to promote a proactive learning environment is to manifest respect and establish a fair learning environment for the learners.

 Respondent 3 narrated her views on fostering a respectful and equitable learning environment to promote the welfare of students.

**Using Positive Reinforcement.** The goal of student discipline is to foster responsibility, enabling students to achieve higher learning outcomes. Participants revealed that teachers foster a proactive learning environment by using positive reinforcement rather than negative punishment for students. Positive reinforcement encourages learners to become productive.

Respondent 3 explained several concepts and shared a narrative that emphasized encouragement and positive reinforcement instead of relying on negative punishment to enhance student well-being.

**Fostering a Positive Classroom Environment**. The student’s discipline focuses on nurturing students to become more responsible and attain higher learning outcomes. The approach used by teachers encourages a proactive learning environment by fostering a positive classroom atmosphere for learners. Teachers should respect, care for, and ensure students feel safe and loved.

Respondent 4 illustrated this idea by stating that building a respectful and supportive atmosphere makes students feel protected and appreciated. In this situation, a positive relationship between the teacher and students fosters effective discipline.

**Employing Effective Communication Techniques**. The focus of the student’s discipline is to encourage students to take greater responsibility for achieving higher learning outcomes. Participants noted that teachers employ effective communication techniques to foster a proactive learning environment for the learners. This means that communication between teachers and students is crucial for maintaining discipline, which enhances efficient teaching delivery.

Respondent 8 testified that effective communication helps maintain discipline by stating that forming personal connections with the students and using the best communication techniques is important.

**Challenges that the participants encountered in maintaining student discipline**

The findings in this section are anchored on responses to specific research questions aimed at addressing the fourth major research question. The identified themes encompass unteachable student behavior, parents’ contradiction to school discipline, diversity of student, rebellious characteristics of students, inconsistent behavior of students, and lack of support from parents

**Unteachable Behavior of Students.** Managing the classroom and disciplining students is a challenging task for teachers. Responses from the informants indicated that one significant difficulty in maintaining student discipline is the unteachable behavior of some students.

Respondent 1 expressed this concern by stating that the unteachable behavior of some children in school makes classroom management difficult. Some students are challenging to train and teach, especially when it comes to developing good and desirable behavior.

Respondent 2 shared a similar sentiment, stating that the main difficulty encountered in maintaining student discipline was the students’ resistance to instruction.

**Contradiction to school discipline**

Teachers encounter considerable challenges in maintaining effective classroom discipline when parental support is lacking or contradictory. The informants indicated that a major obstacle is the mismatch between parental values and school discipline. This situation arises when parents challenge the school's disciplinary measures and voice complaints about the consequences their children face.

Respondent 2 emphasized that parental contradiction is a significant challenge, stating, "The main difficulty I encounter in managing student behavior is the parents. They are not cooperative with the school. The values they teach at home do not align with those of the school, which creates conflict. Furthermore, the parents frequently express dissatisfaction when the school disciplines their children.

**Diversity of Students**. One of the challenges in maintaining student discipline is the diversity among students. This means that students in the classroom possess varied characteristics that can influence their behavior.

 Respondent 3 shared their perspective, stating that the difficulties they encounter in maintaining student discipline stem from this diversity, which affects students’ behavior.

**Rebellious Characteristics of Students**

Managing a classroom and enforcing discipline can be challenging for teachers. According to the participants, one of the factors that complicates maintaining student discipline is the rebellious nature of some students. This category refers to those who resist or oppose the instructions given by teachers.

Respondent 4 expressed that the difficulties she encounters in maintaining student discipline are due to the rebellious behavior of certain students. They often refuse to follow advice and become increasingly disruptive and challenging.

**Inconsistent behavior of students**. Misbehavior among students can significantly disrupt effective teaching and learning. Participants indicated that a major challenge teachers encounter in maintaining discipline is the inconsistent behavior of the students, which can change frequently.

Respondent 6 explained that the difficulty I encounter in maintaining student discipline is due to the inconsistent behavior of students.

**Lack of Support from Parents.** Maintaining student discipline is a shared responsibility between parents and teachers, and the collaboration is essential for the benefit of the students. However, participants highlighted that a lack of parental support makes it challenging for teachers to enforce discipline.

Respondent 6 shared that the difficulty I encounter in maintaining student discipline is the lack of support from parents.

**Insights and realizations of the participants from their experience in maintaining student discipline**

This section presents findings related to the fifth major research question. The theme includes the importance of getting to know the students, understanding their needs and situations, recognizing the importance of discipline, efforts required to maintain discipline, and emphasizing the importance of students’ personal growth and development.

**Getting to Know the Students.** As a teacher, one of the key responsibilities is to nurture the mental and emotional development of students. Feedback from informants indicates that understanding students is essential for maintaining discipline. By doing so, teachers can identify the most effective strategies to promote their students' holistic development.

Respondent 1 emphasized the importance of knowing the students, stating, “As a teacher, I have realized that maintaining student discipline requires knowing your students well.”

**Understanding Students’ Needs and Situations.** Another crucial responsibility of a teacher is to recognize and address the needs and circumstances of students. Respondent 1 explained that she effectively manages discipline by understanding her students' situations. Understanding their needs is vital to managing them effectively.

Respondent 2 shared her insight on student discipline: “It can be challenging at first, but if you invest your heart into it, you will learn how to maintain discipline. Discipline is not just about enforcing school policies; it’s about understanding students’ situations and showing them love, especially during difficult times.”

Respondent 3 added, “My realization is that understanding individual needs, being consistent in applying positive discipline, and having parental support are essential for student development.”

Respondent 4 affirmed, “It is necessary to understand each student’s individual situation. Misbehavior may stem from personal struggles or problems. By understanding their circumstances, we can apply appropriate disciplinary methods that support their holistic development.”

**Recognizing the Importance of Discipline.**

The purpose of discipline is to foster greater responsibility in students' learning. The participant shared that they recognize the significance of discipline implemented in schools. Respondent 5 explained that it’s about creating a positive, structured, and respectful environment where students understand the importance of personal responsibility, self-regulation, and empathy for others.

Respondent 8 discussed the role of discipline in nurturing students. It is vital for schools to have discipline policies and programs to teach and nurture children. Society and social media significantly influence children’s behavior and character. Therefore, schools need to implement disciplinary programs to guide them.

**Effort Required to Maintain Discipline.** Maintaining student discipline is a challenging task that requires consistent effort. As expressed by the participants, successfully implementing discipline involves commitment and hard work.

Respondent 6 shared her perspective, stating, “I realized that maintaining student discipline requires ongoing effort, reflection, and adaptation, as every group of students and their situations is unique.”

**Importance of Personal Growth and Development of Students.**

The significance of personal growth and development in students is paramount. Student discipline aims to shape students into more responsible learners. As disclosed by the participant teachers, they realized that the importance of student discipline contributes to the personal growth and development of students. Implementing it successfully requires effort.

Respondent 7 illustrated the following idea, stating that the personal growth and development of the student will contribute to the improvement of the society.

**CONCLUSION**

In conclusion, the study underscores the vital role of maintaining student discipline in creating a positive, responsible, and productive school environment. It reveals that while educators face significant challenges such as student misbehavior, lack of parental support, and inconsistency in policy implementation, proactive and collaborative strategies—like clear policies, value formation activities, teacher training, and parent involvement—can significantly enhance discipline practices. Discipline not only supports academic success but also promotes students' holistic development by fostering respect, responsibility, and emotional well-being. Ultimately, consistent and compassionate discipline, rooted in strong teacher-student relationships and supported by the school community, is essential to nurturing responsible and engaged learners.

**RECOMMENDATION**

Based on the findings and scope of this study, future researchers are encouraged to consider several directions to deepen and broaden the understanding of student discipline. First, selecting different groups of teachers from the same school could provide more diverse perspectives and uncover intra-school variations. Second, conducting similar research in different geographic locations would allow comparisons and contribute to generalizability. Third, re-interviewing the same participants may reveal changes in their perceptions and practices over time, offering a longitudinal view. Furthermore, since this study was limited to a public elementary school, extending the research to private school settings could yield valuable comparative insights.

**CONSENT**

As per international standards or universities standard, respondents' signed consent was the author(s) collected and preserved the materials.

**ETHICAL APPROVAL**

The researcher followed all the rules for doing the study, such as the technique of assessment and the use of standardized criteria. Participation is voluntary, and privacy, secrecy, and permission are all important. The rules of the Assumption College of Nabunturan Ethics Review Committee regarding technology and organizational/location issues were strictly followed. The researchers got permission to do the study.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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