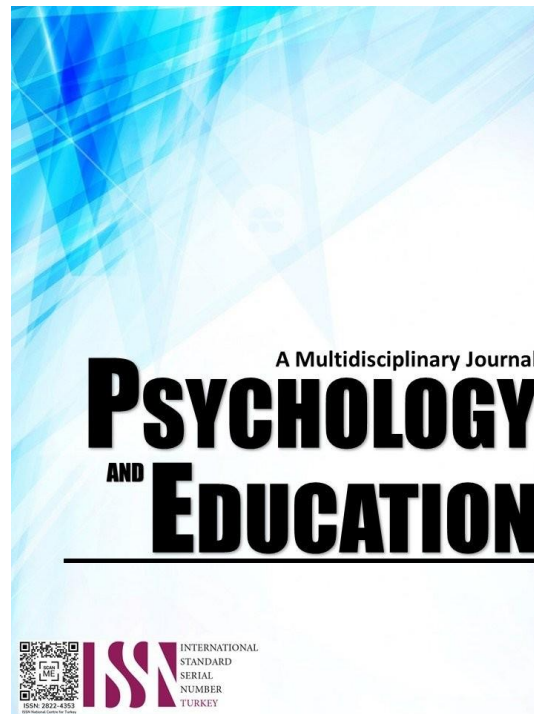


SCHOOL DISCIPLINE: ITS IMPACT AS PERCEIVED BY THE BASIC EDUCATION LEARNERS



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School Discipline: Its Impact as Perceived by the Basic Education Learners

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Abstract

School discipline aims to help create a safe, orderly, and positive learning environment that usually uses discipline to correct the misbehavior of the learners through the rules and strategies employed by schools to manage student behaviors and support their developmental needs. Using a descriptive design, this study aimed to describe the impact of school discipline on the learners of Notre Dame of Marbel University-Integrated Basic Education Department in terms of their behavior, building confidence, relationships with their teachers or advisers, and with their parents, which serve as input for the enhancement of Prefecting in school. School discipline impacts different indicators, depending on the student. Elementary students' relationships with their parents highly impact their discipline. Students in junior high school also experience similar results. On the contrary, disciplines have a very high impact on the students' behavior. These results show how the impact of discipline varies for every set of students. The study affirms the appropriate approaches of the three departments of NDMU-IBED when it comes to school discipline. However, there are also areas in which there is a need to revisit and review in order to improve, such as the area of social relationships among the learners, which by far obtained the lowest mean.

Keywords: *school discipline, impact, learners' behavior, building confidence, self-esteem, relationship with their teachers or advisers, relationship with their parents*

Introduction

School discipline refers to the rules and strategies employed by schools to manage student behaviors and support their developmental needs. It is thought of as a critical factor that effectively develops students' capacities for self-control (Li et al., 2021). It is intended to foster a high-quality learning environment by maintaining safety in the classroom and on the school campus. School discipline policies and practices are critical parts of creating a school's overall climate. Productive schools need an effective discipline program; thus, all academic institutions keep it a priority. Most authors argue that discipline precedes learning in the school environment (Major, 1990; Reyes, 1991, as cited by Benshot, Poldevant, & Cashwell, 1994). However, despite the clear policies of schools on discipline, it is undeniable that issues affecting students' behavior are still the most important concerns of most schools, especially in basic education. It is where the question stems from: How effective is school discipline in today's context when it comes to developing appropriate behavior and control among students? For this study, the focus is not on whether school discipline is effective or not; it only describes how school discipline impacts the learners in basic education when it comes to their behavior, self-confidence, and relationships with teachers and parents.

Research Objective

This study aims to describe the impact of school discipline on the learners of the Notre Dame of Marbel University-Integrated Basic Education Department in terms of their behavior, building confidence, relationships with their teachers or advisers, and with their parents, which serve as input for the enhancement of Prefecting in school.

Literature Review

School Discipline on Learners' Behaviors

American educators have two distinct aims when it comes to school discipline. Primarily, they aimed to help and create a safe, orderly, and positive learning environment that usually uses discipline to correct the misbehavior of the learners. The second is to teach or develop self-discipline. These two aims are considered to be equally important and should always be included in the development and evaluation of school discipline practices; they reciprocally related in that each promotes the other. And also serve preventive functions. That is, by correcting misbehavior and developing self-discipline, schools help prevent the future occurrence of behavior problems (Bear, 2008).

Research supports the effectiveness of an authoritative approach to discipline (as opposed to an authoritarian or permissive approach) in the prevention of behavior

problems. Authoritative teachers set high standards and hold high expectations; enforce rules and standards in a firm, fair, and consistent manner; and promote autonomy by encouraging students' active participation in decisions regarding their behavior. Although authoritative teachers use punitive and reactive strategies when needed, they focus more on the use of positive, proactive techniques for increasing the likelihood that students will exhibit appropriate behavior willingly rather than grudgingly (Bear, 2008).

The Teachers and the Classroom Discipline

Managing the classroom and establishing effective discipline have always been areas of concern for teachers. Despite years of concentrated study concerning the relationship between classroom control by the teacher and academic achievement by the student, there is no single set of guidelines established for the classroom teacher to address the aforementioned concerns. Classroom management is a situational phenomenon; there are no universal prescriptions for student control under all circumstances. The paper of Costolo (2007) describes the differences between classroom management and discipline and lists secrets of success from teachers with very good classroom management and excellent classroom discipline. The mission, objectives, core values, and rules and policies inside and outside the classroom are shared as an example for establishing sophisticated management techniques to ensure satisfactory classroom discipline.

The quality of the teacher-student relationship is of primary concern. Warmth, acceptance, and support are delivered noncontingently and thus are not conditional upon a student's behavior. Effective teachers strive to develop a positive relationship with every student in their classrooms and seek to promote positive relationships and a sense of community among the students themselves. Authoritative teachers create a classroom climate, and school-wide climate, in which students follow norms for appropriate behavior out of respect for the teacher and one another.

Family (Parents) and Community involvement on Discipline

Family and community involvement activities reduce the number of disciplinary actions and ensure a school climate focused on learning. Using longitudinal data from elementary and secondary schools, research results indicate that regardless of schools' prior rates of discipline, the more family and community involvement activities were implemented, the fewer students were disciplined by

being sent to principals' offices or given detention or in-school suspension. Activities for two types of involvement, parenting and volunteering, were most predictive of reducing the percentage of students who were subject to discipline. Also, schools that improved the quality of their partnership programs reported fewer students in need of discipline. The results suggest that creating more connections and greater cooperation among the school, family, and community contexts may be one way for schools to improve student behavior and school discipline (Sheldon & Epstein, 2002). In Tanzania, there is a common belief among Tanzanian teachers and parents that learners' discipline is essential for effective teaching and learning. Equally, learners' discipline can transform the larger class by developing small learning groups and independent learning options. In turn, these options can enhance students' engagement, facilitate positive learning, prevent disruptive problems, and provide overall academic success. The study examined teachers' views on discipline to determine how widespread indiscipline might be in schools and whether discipline has any influence on academic success or the overall reputation of the school. The study revealed a variety of challenges and dimensions of learners' discipline engulfed in classroom and school discipline discourses of rewards and punishment. (Semali, Ladislaus M.; Vumilia, Philbert L. World Journal of Education, v6 n1 p50-67 2016)

Discipline Approaches towards Learners' Holistic Development

In today's context, schools are highly encouraged to promote a more positive and supportive environment for all students when it comes to student discipline. It is said that when positive discipline policies and practices use a race-equity lens and are fairly implemented, these efforts can not only create safe and inclusive learning environments but also support students' holistic development (Wriston & Duchesneau, 2023). Part of holistic development is learners' self-concept, self-esteem, and confidence.

Additional prevention strategies commonly used by authoritative teachers include the following: (1) Develop social problem-solving and decision-making skills among students. (2) Establish and maintain close communication with each student's parents or caregivers and work hard to garner the parents' support. (3) Provide academic instruction and activities that motivate learning. (4) Create a physical environment that is conducive to teaching and learning. (5) Establish predictable procedures and routines. (6) Frequently monitor student behavior and respond immediately to signs of misbehavior. (7) Use praise and rewards strategically to maximize

effectiveness in improving behavior while minimizing the risk of diminishing intrinsic motivation. One key to doing this is by using praise and rewards in an informational rather than controlling manner (Coristine, Russo, Fitzmorris, Beninato, & Rivolta, 2022).

Discipline and self-worth and self-esteem

Self-discipline is seen in socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. Research shows that self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth, self-esteem, and emotional well-being (Bear, 2008). Similarly, Kalpna (2017) also discussed that discipline shapes children's behavior and helps them learn self-control when it provides encouragement. This encouragement is a type of reward that stimulates the child to work, learn, and achieve. It builds self-esteem because the child learns that he or she is directly responsible for earning his or her praise or other reward. Children can choose to earn it or not. This gives them a feeling of control over their lives, which is a key ingredient for healthy self-esteem.

Positive Discipline

Positive discipline affects different aspects of a student's personality development. The potential of applying positive discipline in the school for developing adolescents' self-esteem is particularly emphasized. In a study, a correlation between assessing the presence of positive discipline in a school context and the level of adolescents' self-esteem has been established (Zukovic & Stojadinovic, 2021). Inculcating self-discipline is important for the systematic pursuit of learning and the development of interest and potential in the child.

Negative Approaches

School discipline addresses schoolwide, classroom and individual student needs through broad prevention, targeted intervention, and the development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value (Osher, D., Bear, G. G., Sprague, J. R., & Doyle, W. (2010). Choosing harmful practices can result in short and long-term negative impacts on students' social, emotional, and academic development. In other words, harsh discipline practices, such as corporal punishment, restraint, and

seclusion, can result in serious and life-threatening physical injuries. These and other practices, such as hardening measures (e.g., metal detectors and school police) and exclusionary discipline (e.g., suspensions and expulsions), create even more academic and psychological harm and have been linked to the school-to-prison pipeline (The Education Trust, 2023). On the contrary, punishments that involve employing a noxious or painful stimulus generate a variety of problems and negative side effects for the child. Corporal punishments severely affect the human dignity of children. In the study conducted by Mumthas, Munavvir, Jouhar, & Gafoor (2014), the main consequences of disciplinary practices, according to students, are low self-esteem, feelings of shame, anger, sadness, fear, pain, tension, and hate for teachers, mental fatigue, and hate for the subject.

Challenges

A study conducted in Ghana reveals that senior high school administrators perceived indiscipline as an issue affecting their administration, and prevented the provision of a congenial atmosphere for effective teaching and learning. In addition, it tarnished the image of the schools before the outside world. Involvement of students in decision making and the provision of guidance and counselling services are explored as recommendations of the study.

Bear (2008) also explained how school fails to see that correction of behavior as a pre-requisite to self-discipline is not sufficient. Schools and other institutions that are effective in establishing and maintaining order and safety are not necessarily effective in developing self-discipline or preventing future behavior problems. In most cases, systematic rewards, clear rules and expectations, and consequences for misbehavior are the primary techniques used to manage behaviors, but when those external techniques are later removed, individuals are expected to function independently after having learned little other than "don't get caught". This is one of the challenges of effective discipline.

Methodology

The research study utilized a descriptive research design to describe learners' perceived impact, their learning gains, and challenges on their experiences from the school's prefecting. This study was conducted at Notre Dame of Marbel University in the City of Koronadal, South Cotabato.

The respondents of the study are learners from Elementary, Junior High School, Senior High School, and College Departments of NDMU. They were identified based on the referral of the Prefects' Office, such that these learners have experienced being called in the office for conferences, dialogues, negotiation, or being called to address and settle any issues and conflicts concerning them. Those learners who were once subjected to disciplinary concerns were also asked to be part of this study. All respondents were informed that participation in the survey is voluntary, depending on their willingness. They were ensured that their identity is being kept confidential, they was unknown, and the data generated from their responses would not put them in harm. For the respondents from the Elementary and High schools, informed consent from the parents of the learners was sought prior to the administration of the survey tool.

There were 177 respondents from the Elementary Department, 535 from the Junior High School, and 202 from the Senior High School. The total number of respondents is 914 learners from the Basic Education of Notre Dame of Mabel University.

The instrument used to gather data is a researchers developed tool, which was validated by the experts. The instrument has four sets of indicators that are reflective or relevant to the specified areas developed among the learners.

3.26 – 4.00 Very High Impact

2.51 – 3.25 High Impact

1.76 – 2.50 Low Impact

1.00 - 1.75 Very Low Impact

Results

Impact of Prefecting to the Elementary, Junior High School, Senior High School and College learners

Impact of School Discipline on Learners' Behaviors

Table 1. Shows the perceived impact of learners on school discipline in relation to their behavior

Indicators	Elementary		Junior High School	
	Mean	Description	Mean	Description
I have become more mindful of my actions so as not to commit the same mistake/wrongdoings again.	3.24	High Extent	3.34	Very High Extent
I have realized that fighting, arguing, or having conflict with my classmates and peers bring no good at all.	3.66	Very High Extent	3.61	Very High Extent
I have become more open to my peers and others by interacting with them.	3.09	High Extent	3.08	High Extent
I have become more friendly with my classmates/schoolmates after having called in the office.	3.23	High Extent	3.11	High Extent
I have realized that trust and confidence to school authorities are very important.	3.76	Very High Extent	3.52	Very High Extent
I have become more conscious of my words for others.	3.41	Very High Extent	3.66	Very High Extent
I have become more sensitive to the feelings or situations of others so as not to cause conflict with them anymore.	3.33	Very High Extent	3.44	Very High Extent
Overall Mean	3.39	Very High Extent	3.39	Very High Extent

Indicators	Senior High School		Overall	
	Mean	Description	Average Mean	Description
I have become more mindful of my actions so as not to commit the same mistake/wrongdoings again.	3.41	Very High Extent	3.33	Very High Extent
I have realized that fighting, arguing, or having conflict with my classmates and peers bring no good at all.	3.70	Very High Extent	3.66	Very High Extent
I have become more open to my peers and others by interacting with them.	3.12	High Extent	3.09	High Extent
I have become more friendly with my classmates/schoolmates after having called in the office.	2.87	High Extent	3.07	High Extent
I have realized that trust and confidence to school authorities are very important.	3.54	Very High Extent	3.61	Very High Extent
I have become more conscious of my words for others.	3.54	Very High Extent	3.54	Very High Extent
I have become more sensitive to the feelings or situations of others so as not to cause conflict with them anymore.	3.56	Very High Extent	3.44	Very High Extent
Overall Mean	3.39	Very High Extent	3.39	Very High Impact

Generally, school discipline has a very high impact to the learners' behavior which obtained an overall mean of 3.39. The indicator describing their "*becoming more friendly with my classmates or schoolmates after having called in the office*" has obtained the lowest mean but is still interpreted as High (3.07). For the Elementary learners, the indicator which refers to *their realizations that trust and confidence to school authorities are very important* has the greatest impact to them with the mean of 3.76. Being *more conscious of their words for others* (3.66) is the behavior that the Junior High School Learners said they have fully learned because of school discipline. The Senior High School respondents on the other hand also responded that school discipline has impacted their behavior

positively, particularly by saying that "*they have realized that fighting, arguing, or having conflict with my classmates and peers bring no good at all*" (3.70).

Impact of School Prefecting on Learners' Self-Esteem

Table 2. Shows the perceived Impact of School Discipline on Learners' Self-esteem

Indicators	Elementary		Junior High School	
	Mean	Description	Mean	Description
I have improved in the way I deal with my fellow students in school.	3.38	Very High Extent	3.40	Very High Extent
I have seen positive changes in the way I look at myself now.	3.17	High Extent	3.21	High Extent
I have increased my respect for myself by becoming mindful of my actions every time.	3.45	Very High Extent	3.08	High Extent
I have gained confidence to mingle with other pupils/students after my mistake/wrongdoing has been resolved.	3.32	Very High Extent	3.08	High Extent
I felt good about myself because of my learnings from the situation.	3.47	Very High Extent	3.93	Very High Extent
I have gained confidence in sharing the lessons I have learned from my mistakes.	3.30	Very High Extent	3.27	Very High Extent
I have become more confident in making decisions regarding what to do and what not to do to show discipline.	3.38	Very High Extent	3.34	Very High Extent
Overall Mean	3.35	Very High Extent	3.33	Very High Extent
Indicators	Senior High School		Overall	
	Mean	Description	Average Mean	Description
I have improved in the way I deal with my fellow students in school.	3.22	High Extent	3.33	Very High Extent
I have seen positive changes in the way I look at myself now.	3.20	High Extent	3.19	High Extent
I have increased my respect for myself by becoming mindful of my actions every time.	3.45	High Extent	3.33	Very High Extent
I have gained confidence to mingle with other pupils/students after my mistake/wrongdoing has been resolved.	3.22	High Extent	3.21	High Extent
I felt good about myself because of my learnings from the situation.	3.32	Very High Extent	3.57	Very High Extent
I have gained confidence in sharing the lessons I have learned from my mistakes.	3.20	High Extent	3.25	High Extent
I have become more confident in making decisions regarding what to do and what not to do to show discipline.	3.33	Very High Extent	3.35	Very High Extent
Overall Mean	3.28	Very High Extent	3.32	Very High Impact

Generally, when it comes to the impact of school discipline on developing learners' Self-esteem and confidence, data revealed that the school discipline in NDMU-IBED has a Very High Impact on this dimension of themselves as perceived by the learners. The majority responded that they felt good about themselves because of their learnings gained from the

situation (3.57), which is interpreted as a Very High Extent. Similarly, both Elementary and JHS learners responded that they had manifested the "*feeling of being good about themselves because of their learnings from the situation*" to a great extent. The SHS learners have reached a confidence level in making decisions concerning what to do and what not to do (3.33).

Impact of School Discipline on Learners' relationship with their teachers

Table 3. Shows the perceived Impact of School Discipline on Learners' relationship with their teachers

Indicators	Elementary		Junior High School	
	Mean	Description	Mean	Description
I have become open to my teachers regarding my personal issues and concerns.	3.10	High Extent	2.75	High Extent
I felt cared for and valued by my teacher/s.	3.53	Very High Extent	3.39	Very High Extent
I felt valued by my teacher by communicating positive expectations and constructive feedback to me.	3.40	Very High Extent	3.40	Very High Extent
I felt that my teacher/s believed that I have the ability to achieve and do well.	3.53	Very High Extent	3.98	Very High Extent
I felt that my teacher/s is/are trying to reach me out to ensure that I am fine all the time.	3.36	Very High Extent	3.29	Very High Extent
I have understood now the reasons why my adviser/teacher keeps on reminding me of my behavior.	3.45	Very High Extent	3.18	High Extent
I have gained more respect for my adviser/teacher for his/her effort in pacifying/facilitating my concerns.	3.56	Very High Extent	3.41	Very High Extent
	3.42	Very High Extent	3.34	Very High Extent
Indicators	Senior High School		Overall	
	Mean	Description	Average Mean	Interpretation
I have become open to my teachers regarding my personal issues and concerns.	2.67	High Extent	2.84	High Extent
I felt cared for and valued by my teacher/s.	3.29	Very High Extent	3.40	Very High Extent
I felt valued by my teacher by communicating positive expectations and constructive feedback to me.	3.31	Very High Extent	3.37	Very High Extent
I felt that my teacher/s believed that I have the ability to achieve and do well.	3.31	Very High Extent	3.61	Very High Extent
I felt that my teacher/s is/are trying to reach me out to ensure that I am fine all the time.	3.27	Very High Extent	3.31	Very High Extent
I have understood now the reasons why my adviser/teacher keeps on reminding me of my behavior.	3.23	High Extent	3.29	Very High Extent
I have gained more respect for my adviser/teacher for his/her effort in pacifying/facilitating my concerns.	3.48	Very High Extent	3.48	Very High Extent
	3.22	High Extent	3.33	Very High Impact

In terms of the impact of school Discipline on Learners' relationship with their teachers, learners perceived that school discipline has a Very High Impact on their relationship with their teachers. As revealed from the responses of the Elementary learners, the indicators that obtain the high mean state that *"they felt they are being cared and valued by their teachers"* (3.53) and *"that they believed they have the ability to achieve and do well"* (3.53). From Junior High School, they also felt that *"their teacher/s believed that they have the ability to achieve and do well too."* This is the statement that obtained the greatest mean of 3.98. For the Senior High School, *"I have gained more respect for my adviser/teacher for his/her effort in pacifying/facilitating my concerns"* (3.48). The lowest mean obtained among the indicators states that they *"have become open to the teachers regarding their personal issues and concerns"*, which has a mean of 2.67, which is still considered in the High Extent range.

Impact of School Prefecting on Learners' relationship with their parents

Based on the result, the elementary pupils perceived that school discipline has impacted the way they relate to their parents, obtaining the highest mean of 3.66 as the highest and 3.41 as the lowest but all described with Very High Extent. They said that they have *"learned to appreciate the things that their parents have been reminding me all the time at home"*. This is how they probably felt every time they are being called by their advisers or by the prefect every time they failed to obey rules in school. For the Junior High School, school discipline has generally affected their relationship with their parents. They said that because of the school discipline that they experienced in school, the more they appreciate the efforts of caring done by their parents with them. Similarly, the Senior High School learners felt the same. Discipline in school that they experienced also made them feel the efforts of their parents in caring for them. Generally, for basic education, learners perceive that school discipline has in some way affected their relationship with their parents.

Table 4. Shows the perceived Impact of School Discipline on Learners' relationship with parents

Indicators	Elementary		Junior High School	
	Mean	Description	Mean	Description
I felt close to my parents.	3.61	Very High Extent	3.48	Very High Extent
I felt that my parents become more concern on my undertakings in school.	3.51	Very High Extent	3.45	Very High Extent
I felt that my parents became more attentive to my needs in school.	3.50	Very High Extent	3.47	Very High Extent
I learned to appreciate the things that my parents have been reminding me all the time at home.	3.66	Very High Extent	3.59	Very High Extent
I have become open to my parents to share my concerns.	3.41	Very High Extent	3.05	High Extent
I learned to appreciate the efforts of my parents on caring for me	3.42	Very High Extent	3.69	Very High Extent
I have gained more respect for my parents for their effort in facilitating my concerns.	3.62	Very High Extent	3.60	Very High Extent
	3.53	Very High Extent	3.48	Very High Extent
Indicators	Senior High School		Overall	
	Mean	Description	Average Mean	Description
I felt close to my parents.	3.31	Very High Extent	3.47	Very High Extent
I felt that my parents become more concern on my undertakings in school.	3.23	High Extent	3.40	Very High Extent
I felt that my parents became more attentive to my needs in school.	3.25	High Extent	3.41	Very High Extent
I learned to appreciate the things that my parents have been reminding me all the time at home.	3.45	Very High Extent	3.57	Very High Extent
I have become open to my parents to share my concerns.	2.93	High Extent	3.13	High Extent
I learned to appreciate the efforts of my parents on caring for me	3.56	Very High Extent	3.56	Very High Extent
I have gained more respect for my parents for their effort in facilitating my concerns.	3.51	Very High Extent	3.58	Very High Extent
	3.32	Very High Extent	3.44	Very High Impact

Discussion

For the Elementary

Based on the results from elementary students, all indicators are highly impacted in terms of discipline. Out from the indicators, relationship with parents is very highly impacted by discipline with an overall mean of 3.53. Out from this indicator, it is observed that students appreciated more their parents reminding them all the time at home. It is seen that it is very

highly impacted with a mean of 3.66. The next indicator following this is student's relationship with their teacher which is still very highly impacted with a mean of 3.42. It is said that students gained more respect for their adviser or teachers in pacifying their concern. This has a mean of 3.56. However it can be seen with the results that students' openness is only high impacted by discipline. The only one that resulted with high impact out from the factor of this indicator. Moreover, the discipline has also a very high impact on the student's behavior with a mean of 3.39. It can be derived from the data that students' trust and confidence to the school authority is very highly impacted of this discipline showing a mean of 3.76. It can be observed as well that discipline only has a high impact with regard with openness to their peers and others by interacting. Lastly, the least very highly impacted among the other indicator is the student's self-esteem or confidence. It has a mean of 3.35 and what is being emphasized by the result is that students gained confidence to mingle with other pupils and students in resolving their mistake.

For the Junior High School

Out from the findings derived from the junior high school students, all indicators are significantly influence with discipline considering that they are all very highly impacted. Among these indicators, the relationship with parents are greatly affected, with an overall mean of 3.48, this is very highly impacted. Specifically, students appreciate more the effort of their parents on caring for them. This has a very high impact based on the results. However, it can observed as well that students' openness with their concerns to their parent only has a high impact and the only different from the factors. The following highly impacted indicator is the students' behavior, with a mean of 3.39. The results suggest that student became more conscious of their words towards others; this has a mean of 3.66. Furthermore, discipline also has a significant impact on students' relationship with their teacher with an overall mean of 3.34. Out from this indicator, it can be observed that more students feel that their teachers believed on their ability to achieve and do well. Lastly, discipline has a very high impact on the self-esteem or confidence of students, with a mean of 3.33. Derived from this indicator, student feel that discipline has a very high impact about themselves because they learn more from the situation.

For the Senior High School

Drawn from the results from the senior high school students, three (3) of these, discipline has a very high impact namely, on their behavior, self-esteem or

confidence, and relationship with parents. Students' relationships with their teachers are very impacted only by discipline. The indicator which has the highest mean is student's behavior which discipline has a very high impact. Within this set of indicator, students become more sensitive of the feeling or situation of other to avoid conflicts. This has a mean of 3.56. Moving forward, students' relationship with their parent as another indicator significantly impacted by discipline, marked by a mean score of 3.32. The results shows that impact has a very high impact in students appreciation of their parents reminder at home, with an average of 3.56. Furthermore, the impacts of discipline on students' self-esteem or confidence, as evidenced by an overall mean score of 3.28. This indicators shows that discipline has great influence on students increased respect for themselves by their mindful actions. Lastly, the students' relationship with their teacher is impacted highly of discipline as well, with an average of 3.22. Out from this indicator, discipline has a very high impact on the respect of student towards the efforts of their advisers and teaches in pacifying their concerns.

Conclusion

As per the results, discipline impacts different indicators depending on the student. For elementary students, discipline very highly impacted students, relationship with parents. The same results are found with students in the junior high school. On the contrary, disciplines very highly impact more the students' behavior. This results shows how the impact of discipline varies every set of students.

The results of the study is an affirmation of the appropriate approaches of the three departments of NDMU-IBED when it comes to school discipline as perceived by the learners. However, there are also areas in which there is a need to revisit and review in order to improve such as the area on social relationship of the learners which by far obtained the lowest mean. Further, a qualitative study may also be a good extension of this study to gather the narratives of the learners on their experience about school discipline.

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